

# Monitoring Teacher Leadership Initiatives

FOR  
SCHOOLS  
DISTRICTS



Practicing  
Equity and Ethics



Building Relationships  
and Partnerships



Fostering  
Collaborative Culture



Advancing Instruction  
and Student Learning



Driving  
Initiatives

## Introduction

Ideally, schools and school districts implementing teacher leadership initiatives will want to know whether their initiative is “doing what it is intended to do.” After the initial design and implementation of the initiative (see [Developing Logic Models for Teacher Leadership Initiatives](#)), district-level and school-level staff should consider key implementation and outcome metrics to monitor the teacher leadership initiative’s successes and areas for improvement, as well as to ensure sustainability of the initiative. Accordingly, this resource discusses identifying potential key implementation milestones and outcomes to monitor the success of teacher leadership initiatives and support its sustainability. The intended audience is primarily district-level staff, but school-level staff (e.g., principals and school leaders) may find some of the information useful.

## Identifying Key Implementation Milestones

Identifying key implementation milestones can help districts or schools develop an implementation plan to guide their teacher leadership initiative. These milestones may include measures of progress, support structures or quality measures (Center on Great Teachers & Leaders [CGTL], 2019). Use the questions below to reflect on key milestones of your teacher leadership initiative.

Reflection questions for identifying key implementation activities:

- What are the key components or activities of the teacher leadership initiative?
- What are key milestones that indicate progress?
- What rates of progress are expected?
- What does success look like? How will you know that the initiative was implemented as intended?

Adapted from CGTL, 2019



Informed by the reflection questions or logic model, district- and school-level staff should identify implementation questions to assess whether the activities of the teacher leadership initiative are being implemented as intended (also referred to as formative evaluation). Table 1 provides examples of implementation questions.

**Table 1. Example Implementation (Formative Evaluation) Questions**

Logic Model Component	Example Questions
Implementation	<ul style="list-style-type: none"> <li>• What are the activities of teacher leaders?</li> <li>• Are teachers participating in professional learning communities? If so, what proportion?</li> <li>• Are teachers taking on teacher leadership roles? If so, what proportion of roles are filled?</li> <li>• How much time do teacher leaders actually spend on leadership activities?</li> <li>• What proportion of eligible teachers participated in professional learning opportunities that teacher leaders facilitated?</li> <li>• How many times did new teachers work with teacher leader mentors?</li> <li>• What proportion of teachers in each school had access to an instructional coach?</li> </ul>



District- and school-level staff should also identify corresponding data sources that may be used to address the implementation questions. Table 2 provides examples of potential data that may be used by districts or schools to track the implementation of a teacher leadership initiative and address the questions above.

**Table 2. Examples of Implementation Data**

Implementation Element	Potential Data
Activities	<ul style="list-style-type: none"> <li>Recruitment and identification process data</li> <li>Data related to the development of teacher leaders' roles</li> <li>Data related to teacher leaders' training and support</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>Number of teacher leader roles and proportion of roles filled</li> <li>Number of teachers participating in professional learning communities</li> <li>Number of teachers working with teacher leaders</li> <li>Professional learning opportunities led by teacher leaders</li> </ul>

## Identifying Key Outcomes

Identifying key outcomes, which are informed by the reflection questions or logic model, can help district- or school-level staff assess the progress of a teacher leadership initiative over time. Use the questions below to reflect on key outcomes of a teacher leadership initiative.

Reflection questions for identifying key outcomes:

- What are the key outcomes of the teacher leadership initiative?
- What kind of change is expected? What rates of change are expected?
- What does success look like? How will we know the initiative had an impact?
- What data sources are needed to assess the key outcomes? Are additional data sources required?



District- and school-level staff should then identify corresponding outcome questions (also referred to as summative evaluation). Table 3 provides examples of short-, medium- and long-term outcome questions.

**Table 3. Example Outcome (Summative Evaluation) Questions**

Logic Model Components	Example Questions
Short-term outcomes	<ul style="list-style-type: none"> <li>Do teachers perceive that assistance from teacher leaders is available?</li> <li>Do educators perceive the teacher leaders to be credible and approachable?</li> <li>Do educators perceive the assistance they receive from teacher leaders as useful and applicable to their practice?</li> <li>Are potential teacher leaders aware of the leadership opportunities available?</li> <li>Do potential teacher leaders perceive that the rewards of taking on the role outweigh the costs?</li> <li>Do teacher leaders perceive they have sufficient resources and supports to carry out their duties?</li> </ul>
Medium-term outcomes	<ul style="list-style-type: none"> <li>To what extent have teachers fostered a more collaborative culture?</li> <li>To what extent have teachers advanced instruction?</li> <li>To what extent have teachers supported initiatives for improvement in the school?</li> <li>To what extent have teachers built strategic partnerships to enhance student outcomes?</li> <li>To what extent has teachers' use of techniques to improve classroom climate and develop positive relationships with students increased?</li> </ul>
Long-term outcomes	<ul style="list-style-type: none"> <li>Has student learning advanced?</li> <li>Do students have more equitable access to effective instruction?</li> </ul>



District- and school-level staff should also identify corresponding data sources that may be used to address the outcome questions. Table 4 provides examples of potential outcome data, by domain, that districts or schools may use to track the progress of a teacher leadership initiative and address the outcome questions above.

**Table 4. Examples of Outcome Data by Domain**

Domain	Potential Data
Climate and culture	<ul style="list-style-type: none"> <li>• Principals' and teachers' perceptions of teacher leadership culture</li> <li>• Student surveys</li> <li>• Teacher-student interactions</li> </ul>
Teacher effectiveness	<ul style="list-style-type: none"> <li>• Professional practice data</li> <li>• Student survey data</li> <li>• Observations</li> </ul>
Student learning	<ul style="list-style-type: none"> <li>• Proficiency or growth on classroom assessments</li> <li>• Course-taking patterns</li> <li>• Graduation rates</li> <li>• Proficiency or growth on standardized assessments</li> </ul>
Teacher workforce	<ul style="list-style-type: none"> <li>• Recruitment, retention and mobility</li> <li>• Advancement</li> <li>• Diversity</li> </ul>

District and school staff can build support for a teacher leadership initiative by demonstrating its success through monitoring and evaluation. The steps discussed above may help guide the design of a monitoring plan that can be shared with stakeholders in order to support sustainability.



## References

Center on Great Teachers & Leaders. (2019). *Teacher leadership toolkit 2.0: Strategies to build, support, and sustain teacher leadership opportunities*. American Institutes for Research. Retrieved from <https://gtlcenter.org/technical-assistance/toolkits/teacher-leadership-toolkit-2-0>.