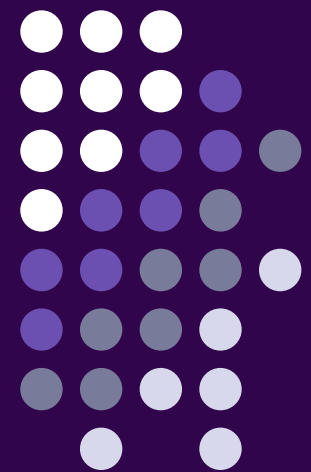


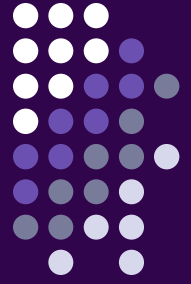
Changing Teaching from Within: Teachers as Leaders

*Ann Lieberman, Carnegie Foundation for
the Advancement of Teaching*
Linda Friedrich, National Writing Project

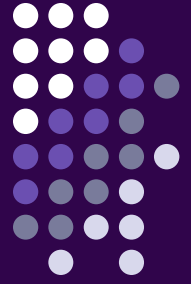
American Educational Research Association
Chicago, IL
April 12, 2007



Issues confronting teacher-leaders

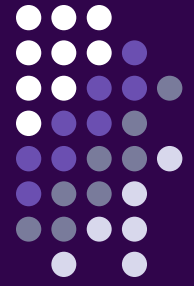


- Schools exhibit strong egalitarian norms and cultures.
- Leadership viewed as authoritarian and hierarchical.
- Thus teachers are ambivalent about identifying themselves as leaders.



Our questions

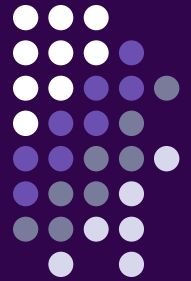
- What does teacher leadership look like in practice?
- How does it differ from other forms of leadership?
- How do teachers learn to lead?



Vignettes: Why and what

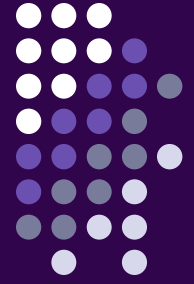
- Capture complexity of teachers' leadership
- Retell of a piece of practice
- Co-constructed between researcher and informant
 - Six-month writing process
 - Use of a common prompt
 - Researchers and other writers respond to drafts

Vignette prompt



We are doing a study of the leadership work of writing project teacher-consultants. We are looking at what teacher-consultants do, the content of their work, and how they develop and get supported in their work with colleagues, their systems, and their students.

In no more than five pages, tell us about a concrete example of your work with colleagues, your school, your writing project site, your school district, or any other context that has occurred recently or in the past year. It may be a situation that includes a set of activities that took time to unfold. ...

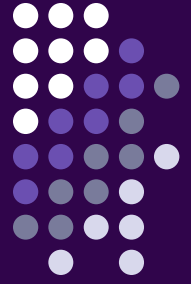


Research sample

Thirty-one writing project teacher-consultants (TCs)

- Nominated by NWP leaders
- Served in education for 18.5 years, on average
- Represent 31 writing project sites in 21 states
- Work in elementary, middle, senior high, and college
- Hold positions in classrooms, schools, districts, states, and writing project sites

Leading in one's own school



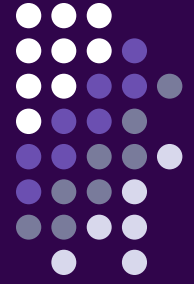
- Given the risks, why lead?
- How do teacher-leaders make change in their own schools?
- What allows teacher-leaders to navigate school culture?



“ . . . [A]s educators we need to tap into the strengths of students to help them learn. . . . I believe that by improving education, children’s lives can improve.”

Lucy Ware

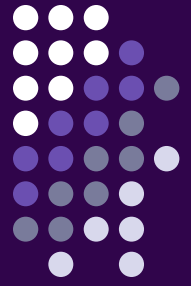
Western Pennsylvania Writing Project



Given the risks, why lead?

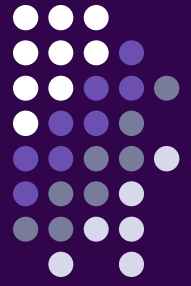
- Commitment to students
- Pursuit of long-term passion
- Discovery of better ways to teach writing and the power of writing
- Seminal professional learning experiences – often through the writing project
- View of self as having something valuable to share

How do teacher-leaders make change?

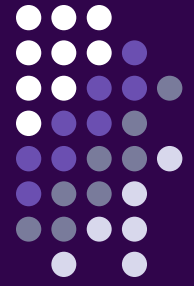


- Link change to a widespread challenge
- Create forums for teachers to learn together and make practice public
- Build alliances to create change
- Publicly celebrate others' good work

What allows teacher-leaders to navigate school culture?



- Peer recognition
 - For teaching
 - For student success
 - For willingness to share
- Ancillary roles
 - Dedicated time to work with peers
 - Continue teaching, at least part-time
 - No supervisory, administrative duties



Learning to lead

- Continue to develop and hone teaching practice
- Participate in supportive professional community outside school
- Lead outside before leading inside
- Re-create positive professional community experienced in the writing project
- Reshape leadership practices in response to what is happening *in situ*