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FLATTEN THE HIERARCHY TO ELEVATE THE PROFESSION: THE NEED FOR
TEACHER LEADERSHIP TO REINSTATE EDUCATORS AS PROFESSIONALS

A dissertation submitted in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

to the faculty of the

DEPARTMENT OF ADMINISTRATIVE AND INSTRUCTIONAL LEADERSHIP

of

THE SCHOOL OF EDUCATION

at

ST. JOHN'S UNIVERSITY

New York

by

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Date Submitted 2/18/2021

Date Approved 5/19/2021

Sarah E. Wasser

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ABSTRACT

FLATTEN THE HIERARCHY TO ELEVATE THE PROFESSION: THE NEED FOR TEACHER LEADERSHIP TO REINSTATE EDUCATORS AS PROFESSIONALS

Sarah E. Wasser

The purpose of this study is to discover how flattening the educational hierarchy by creating career ladders for teachers as teacher leaders can help elevate teachers to a professional status and elevate their professional self-perceptions. A historical look at education yields a field that has been embattled by politicians, philanthropists, intellectuals, business leaders, social scientists, media outlets, activists, and the public (Goldstein, 2015; Mehta, 2013b, 2013a). Isolation is an ingrained factor that is inherent in the profession itself. There is very little emphasis on sustained learning and growth. Teaching, like nursing, social work, and other highly feminized fields, does not and has not fully possessed any of the characteristics of a profession (Mehta, 2013b; Mehta et al., 2012). On the other hand, the tenets of teacher leadership seek to elevate the profession, by using the knowledge and expertise of teachers to inform building and district policy, pedagogy, instruction and curricular needs on a local and national level. The study focuses on a gap in the literature in terms of the self-perceptions that teachers have of their own professionalism within a teacher leadership implementation program. The study employs an intrinsic case study design with focus groups, one-to-one interviews, and analysis of implementation documents to identify how creating and implementing a formal teacher leadership program can be an avenue to reinstate teachers as professionals.

The findings of the study support the theoretical and conceptual framework and demonstrate that the implementation of a teacher leadership program can indeed be used to elevate teachers to the status of true professions both in theory and in practice. These findings, specifically around research question two, could have broad implications for cultural and psychological documentation in positions of power. Future research is needed to determine if expansive claims can be made for encouraging current and future generations of women, people of color, and those in the LGBTQ+ community to lead beyond the classroom and create pathways and opportunities so that they feel supported in that work. The conclusions that the study recommends are for policy makers, practitioners, and higher education institutions.

DEDICATION

Nanos gigantum humeris insidentes-the Latin expression of standing on the shoulder of giants. Just after the Civil War, my great-great-great grandmother traveled alone to Washington, D.C. to teach newly freed slaves how to read and then became a doctor before women could vote. While in the early 1900s, my great-great-aunt Margene Blair became one of New York's first female high school principals. And at the age of 50, my mother, who worked three jobs as a single parent while completing her bachelor's and then her master's degree, became a teacher. This dissertation is dedicated to these female giants, whose progress, perseverance, and determination made me believe that anything was possible.

And to my husband, Steven Kroll, for making everything possible. As the embodiment of an educator, scholar, thinker, philosopher, writer, linguist, and the humblest person I know, I didn't believe I could enroll in a doctoral program let alone finish it if it had not been for you. You made me believe that I could do more. You patiently read every word of this work, and you listened deeply as I would come home and say, *I have an idea, can you tell me if it's crazy? It's not crazy, you'll find it through the work of Freire. It's not crazy, maybe you should read Goldstein.* I don't think I could admire someone more than I admire you. This dissertation is dedicated to you.

Finally, this dedication goes to Kim Hardwick, the perpetual optimist who saw hope in human change. As a member of the SBU Cohort VI, she left this world before completing one of her lifelong dreams. As we engaged in discussions about the state of education, she always said in moments of seeming defeat, *we are the system. If you think something should change, then change it.* The addition of Laloux's ideas are for her.

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It is with great appreciation that Dr. Richard Bernato should receive this acknowledgement. His passion and love for education were clear within moments of meeting him. The author has the deepest gratitude for his introduction of Laloux, whose vision of our communal world is one within our reach.

A sincere and deep gratitude goes to Dr. Ann Macaluso for her thorough and patient advice, probing questions, and sincere kindness. Your dedication and profound knowledge strengthened this research and made it something I feel proud to represent. To all the teachers—true educators—who care deeply and ask for little in return for their dedication, thank you for sharing your stories.

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CHAPTER 1: INTRODUCTION

In 1987, the President of the National Educators Association, Mary Hatwood Futrell, wrote that “we may at last be on the brink of realizing the centuries-old dream of American teachers: professional status, professional compensation...professional autonomy” (Futrell, 1987, p.378). Despite this optimism, over three decades later the education field is at the threshold of a professional crisis, and the state of the teaching profession is an urgent topic for policymakers and the public (Goldstein, 2019; Mehta, 2013b, 2013a; Weingarten, 2019). Although we have a profound understanding in our educational world that our teachers are the most important in-school factor for improving student achievement (Stronge & Hindman, 2003), the professional stature of the field has been in decline and is not attracting and retaining the requisite number of educators (Darling-Hammond, 2014; Mehta, 2013b; Strauss, 2017). Today, there are fewer teachers in the profession, educational degrees conferred are at an all-time low, the field lacks career pathway opportunities, and the rate at which teachers leave seems to be higher than other professions (Ingersoll, 2001; Martin, Partelow, & Brown, 2015; National Center for Education Statistics, 2017; Office of Postsecondary education, 2015). For too long, society has focused on dissecting one reform movement after another while the real problem facing the profession has taken a back seat (Goldstein, 2019; Goldstein, 2015; Mehta, 2013b, 2013a; Ravitch, 2011). The educational field should be a well-valued profession, but instead, after decades of denigration, the field is in need of programs that will elevate the profession (Darling-Hammond, 2014).

The theme at the core of these issues is finding a means within our local school districts to reinstate teaching as a profession by elevating its members. Essentially, the

educational system needs to transform from a Progressive Era bureaucracy into a twenty-first century profession (Mehta, 2013b, 2013a; Parsons, 1939; Stauffer, 2016). Consequently, this would attract younger generations to the field, recognize and celebrate teacher expertise and thereby keep them engaged and satisfied in education. This leads the researcher to explore the role teacher leadership could play in elevating the teaching profession, while at the same time recognizing the expertise of teachers in the classroom. This idea falls in line with a worldwide shift away from a forced, top-down approach to a distributed form of leadership (Stewart, 2018). What this means is that there is a focus on valuing a teachers' knowledge and providing them with support for their professional learning, thereby reinforcing the notion of teacher leadership as the main driver for improvement (Stewart, 2018). The ideas behind teacher leadership, a topic that has been studied for decades (Darling-Hammond et al., 1995; York-Barr & Duke, 2004), have suggested that teachers may want to remain in teaching, yet they want new and different challenges as their careers progress; a stagnant career trajectory may cause teachers to consider leaving the profession altogether (Donaldson, 2007; Johnson & Donaldson, 2007). Teacher leadership also helps to fulfill the tenets of a true profession by developing a knowledge base that will be used in the field; and having a direct say in the governance of the workplace and the processes that contribute to the work being carried out (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). Therefore, teacher leadership could be an avenue of elevation for the profession.

The purpose of this qualitative methods study is to discover how flattening the educational hierarchy by creating career ladders for teachers as teacher leaders can help elevate teachers to a professional status and elevate their professional self-perceptions.

Specifically, the role that teacher leadership can play in a suburban high school in New York regarding elevating the status of the teaching profession will be explored.

Theoretically this would attempt to address the issue of teacher retention, on a large scale, and give teachers the voice and autonomy to contribute in meaningful ways to the profession. Teachers employed in this school teach different grade levels or classes within their certification and are also afforded opportunities to organically lead beyond the classroom. These teachers are not certified administrators and do not want to necessarily become administrators, but they nonetheless take on responsibilities beyond the classroom. There exists a level of trust and support for teachers who are motivated to take on more responsibilities in the district. Currently, the district is in the second year of establishing and implementing a pilot teacher leadership program in each of its ten buildings.

The study examines teachers who are within the creation and implementation of the teacher leadership program. It is limited to the teachers who are employed full-time, tenured, and with at least ten years of teaching experience. The setting for the study was the Long Island, New York geographical region. The results of this study will contain information and data that will be valuable for policy-makers, teachers, administrators, school districts, boards of education, the public and the profession.

Purpose of the Study

The purpose of this study is to identify how creating and implementing a formal teacher leadership program can be an avenue to reinstate teachers as professionals. A historical look at education yields a field that has been embattled by politicians, philanthropists, intellectuals, business leaders, social scientists, media outlets, activists,

and the public (Goldstein, 2015; Mehta, 2013b, 2013a). Teaching, like nursing, social work, and other highly feminized fields, does not and has not fully possessed any of the characteristics of a profession (Mehta, 2013b; Mehta et al., 2012). Those characteristics of what defines a profession consist of four key attributes: the development of a knowledge base that will be used in the field that is created by members of the field; the selecting, training, attracting and retaining of people who will work within the field is overseen by members of the field; having a direct say in the governance of the workplace and the processes that contribute to the work being carried out; and a collection of norms and standards that assure practitioners are meeting the standards of the field (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). In more recent years, education seems to be very strong on the accountability factor and weak in the other three areas (Mehta, 2013b; Mehta et al., 2012).

On the other hand, the tenets of teacher leadership seek to elevate the profession, by using the knowledge and expertise of teachers to inform building and district policy, pedagogy, instruction and curricular needs on a local and national level (Carver-Thomas & Darling-Hammond, 2017; Curtis, 2013; Darling-Hammond, 2010, 2014; Jacobson, 2019; *Teacher Leader Model Standards*, 2011; *Teacher Leadership as a Key to Education Innovation.*, 2010; Wei et al., 2010; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Considering this, teacher leadership would fulfill at least three of the four attributes of a profession: the development of a knowledge base created by its members; the retaining of people who will work within the field; and having a direct say in the governance of the workplace and the processes that contribute to the work being carried out.

The second component of this study seeks to discover the self-perceptions that teachers have of their own professionalism. This is central to the idea of reinstating teachers as professionals when keeping in mind Weber's notion of *Verstehen* or *interpretive means* (Weber, 1947). The teacher in this scenario functions as the actor and the meaning they attach to their own actions can be used to generate a larger understanding of a certain idea, phenomenon, or case being studied (Weber, 1947). These are not merely subjective opinions or feelings, but productive of the action's social outcome (Weber, 1947). Through this lens, the self-perceptions teachers have of their own professionalism will push against the external concepts.

Theoretical/Conceptual Framework

A Flattened Hierarchy and an Elevated Profession

In their case study of 20 second stage teachers who currently function as teachers leaders, Johnson & Donaldson (2007) revealed that educational institutions cannot continue to exist in the "same flat and compartmentalized school structure in which classroom teachers continue to work alone" (Johnson & Donaldson, 2007, p. 10). Dewey (1916) argued for this view of teaching that blended the democratic values of our society into the field. He was a strong proponent of a form of teaching that put practice and research together, working together for the betterment of the field (Dewey, 1916; Mehta, 2013b, 2013a). This vision of a more equal form of governance did not win out over the administrative hierarchy that has come to dominate. It did not overcome a university system unwavering in its quest to separate research and teaching (Mehta, 2013b, 2013a).

The field today situates teachers at the bottom of a very steep hierarchy. Although not every move a teacher makes is prescribed by external forces, their positions are

situated enough within a bureaucratic hierarchy that the system essentially eliminates teachers from the process (Mehta, 2013a). It has essentially made the knowledge and expertise they have useless, as teachers must follow their superiors' direction, whether it is well thought out or not (Mehta, 2013b, 2013a). Our K-12 system was organized this way for a very specific purpose; superintendents were expected to exercise administrative control over schools and teachers were not supposed to have a role (Mehta, 2013b, 2013a). Sadly, universities, fearing for the devaluation of their own profession, sought to train these administrators to become managers (Mehta, 2013b; Ranis, 2009). So the hierarchy goes; universities developed the knowledge that the field needed, administrators (and later policymakers) would make sure it was used, and teachers were forced to implement it (Mehta, 2013b; Ranis, 2009). This plays back to the status of teaching as essentially female dominated and therefore, low in status, and universities as male-dominated and high in status (Barzun, 1944; Mehta, 2013b, 2013a; Rury, 1989). The educational hierarchy has only added another level to its structure as states and the federal government have a more direct role in the field (Goldstein, 2015; Mehta, 2013b, 2013a; Ravitch, 2011).

A Nation Prepared showed a view of teaching that shifted control of theory and practice down the hierarchy towards teachers. With this view, the field would move closer to those tenets that define a profession and begin to embrace a more professional idea of pay and responsibility (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013a, 2013b). In the bureaucratic system, as it now stands, innovation is slow to set in, but the *one size fits all* solution has taken hold. This method does not adapt to local conditions and does not allow those who work on the front lines, who have more

knowledge and experience, to have a say. However, granting those at the bottom the authority, autonomy and trust would not only improve morale, increase satisfaction, but also raise the status of education in this country (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013a; Osborne & Gaebler, 1992).

If the field is going to ever realize the age of professionalism that Mary Futrell spoke of in 1987, it cannot embrace top-down reforms (Carnegie Forum on Education and the Economy, 1986; Futrell, 1987; Mehta, 2013a, 2013b). The view in this world is that teachers lack the talent or knowledge to be able to govern jointly in a school system. An elevated profession will not happen unless we flatten the hierarchy so that teachers are included in the reform, governance, and management of schools in knowledge, theory, and policies (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013a, 2013b). If the field is to move away from the bureaucratic model that has defined teaching for so long and embrace a professional model, the dimension of the work needs to change. Table 1.1 describes the differences in terms of the dimension of the work as it currently stands versus how it would look if part of a profession.

Table 1.1*Semiprofessional Work Versus Professional Work*

<i>Dimension</i>	<i>Bureaucracy</i>	<i>Profession</i>
Nature of Work	Routine	Skilled
Coordinating	Standardization of work processes	Standardization of skills through training and licensing
Source of authority	Managerial control	Knowledge of the work
Location of authority	Administrative class	Practitioner class
Responsibility of practitioners	Implement directives from above	Self-regulating guild: field sets standards: individual practitioners exercise judgment and discretion within those standards
Political dynamics	Hierarchical: strong state, weak practitioner class	Countervailing powers: profession and state on relatively equal footing

Note: Bureaucratic and professional modes of organization (Mehta, 2013b, 2013a;

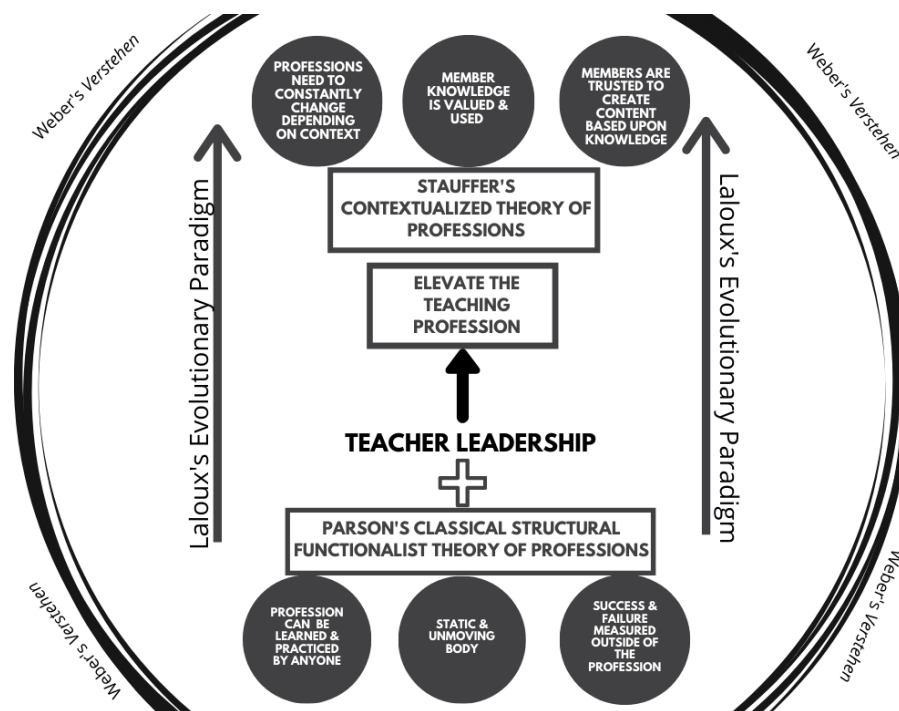
Mintzberg, 1993)

The conceptual framework is formally designed and heavily influenced by Stauffer (2016), Parsons (1939), Laloux (2014), and Weber (1947). Its central premise is that if our teaching profession is to evolve beyond the confines of a rigid classical structural-functionalist idea, we must first accept that teaching is an ever-changing field. To continually meet the needs of our fluid global world, we need to place teachers at the center of change to define their pedagogy, to increase their collective intelligence and to elevate a field that has long been maligned. This will lead to increased professional satisfaction and move the field close to the status of a true profession (Darling-Hammond, 2010; Dewey, 1916; Mehta, 2013b; Stauffer, 2016; Young, 2014). This idea is based upon Stauffer's (2016) theory that professions "can only be defined contextually" and are fluid and changing (Stauffer, 2016, p.312) and Laloux's (2014) evolutionary paradigm. These ideas are not new, but can be argued to have roots in John Dewey's theory of educational democracy (Dewey, 1916). Dewey essentially argued that

since democracy was the chief purpose of education, it should be modeled in the organization of our schools. Dewey believed that teachers should have an established role within the structure of the school and that teachers should make decisions based upon curriculum, instruction and assessments. Stauffer takes this idea and expands upon it by arguing that these driving forces should not be confined to a school building, district or region, but to an entire profession (Stauffer, 2016).

Figure 1.1

Conceptual Framework



Significance of the Study

The rationale for this study is to discover how the implementation of a teacher leadership program can be a means to elevate the teaching profession. Considering the status of the embattled field (Darling-Hammond, 2014; Goldstein, 2015; Goldstein, 2011;

Kumashiro, 2012; Mehta, 2013; Ravitch, 2011), the researcher will examine the perceptions of teachers about the teaching profession and about teacher leadership.

The results of this study will provide important evidence for school administrators, policy makers, teachers, boards of education and the public about how the teaching profession can be updated to better address the needs of our constantly changing world.

Scrolling through blogs, social media, and video sharing sites for the last 11 years, a viral flood of videos, blog posts and social media stories, in which frustrated teachers publicly and proudly quit their jobs dominated the educational narrative (Goldstein, 2015; Mehta, 2013). A contributing factor might be due to the somewhat isolated professional lives teachers live with little emphasis on their own learning (Solomon, 1999). Which is essentially due to the inherent problems with the profession itself (Goldstein, 2019; Goldstein, 2015; Mehta, 2013b; Ravitch, 2011). Due to the ingrained issues with the field, the numbers surrounding the profession paint a stark picture. Education suffers from a revolving door problem, whereby a large percentage of qualified teachers leave their jobs for reasons other than retirement (Ingersoll, 2001), “33% percent of teachers leave their schools in the first three years, 46% after five years” (Brill & McCartney, 2008, p. 750). There is more behind these numbers than meets the eye (Gray & Tale, 2015). Although research in the past has shown that about half of new teachers leave within the first five years, more recent data has demonstrated that the rate is much lower and the real reason is much deeper (Gray & Tale, 2015). Brill and McCartney (2008) studied teacher attrition in California schools and eventually focused on mentoring and induction programs within the state. They discovered that teachers who are dissatisfied

with the career of teaching and/or those who want to better their careers were the main reasons for teacher's leaving the profession. This is more in line with newer reports (Gray & Tale, 2015). The decline in enrollment in teacher preparation programs as well as the teacher strikes and protests dominating the news from 2018 and 2019 indicate that the issues are not passing fads, but shine light on a profession struggling for relevancy and status (Office of Postsecondary education, 2015; Partelow & Quirk, 2019).

Teaching can be a rewarding career. However, at a time when the field of education must compete with other fast-paced and high paying jobs, the National Comprehensive Center for Teacher Quality (2010) reported that, practitioners feel the profession is too stagnant, providing insufficient opportunities for career growth other than going into administration. This is repeated in the literature by Arnett (2017) who reports a profession faced with a conundrum. If the only opportunity available for teachers for career growth is to go into administration, the field is not going to have effective teachers in the classroom. All of this has led to national figures that show one-third fewer students enrolled in teacher preparation programs in 2018 than in 2010 (Office of Postsecondary education, 2015; Partelow, 2019). Almost every state in the country has experienced declining enrollment in these teacher preparation programs, with some states seeing declines upwards of 50% (Office of Postsecondary education, 2015; Partelow, 2019). From 2003 to 2013, specifically, there were more than 200,000 students completing teacher preparation programs per year; in 2018, fewer than 160,000 students completed these programs (Office of Postsecondary education, 2015; Partelow, 2019).

Viewing education and educators through a historical and cultural lens helps to solidify the deep-rooted issues within the profession. On both sides of the ideological

spectrum, teaching is an embattled profession; beleaguered by politicians, philanthropists, intellectuals, business leaders, social scientists, media outlets, activists, and the public (Goldstein, 2015; Mehta, 2013b, 2013a). We, as a country, have argued about public schools versus private, about who should teach, what should get taught, how it should get taught, and how teachers should be educated, trained, hired, paid, evaluated and fired (Goldstein, 2015; Kyriacou, 1996; Mehta, 2013). And the results of this have contributed in the last few years to a 49%-53% decrease in enrollment in teacher education programs in New York state in 2014-15 (NYSUT Research and Educational Services, 2017; Saunders, 2020).

Instead of beleaguering the teaching profession, the ideas behind teacher leadership seek to elevate the profession, specifically teachers, by using their knowledge and expertise to inform building and district policy, pedagogy, instruction and curricular needs (Carver-Thomas & Darling-Hammond, 2017; Curtis, 2013; Darling-Hammond, 2010, 2014; *Teacher leadership as a key to education innovation.*, 2010; Wei et al., 2010; Wenner & Campbell, 2017; York-Barr & Duke, 2004). The first stirrings of formal teacher leadership discussions and research date back to the 1980s, although its roots are much older (York-Barr & Duke, 2004), but there has been much evolution over the decades. Teacher leader model standards have been created and the idea has become a popular topic amongst educational policymakers and influential educational organizations as an important component of reforming education (Jacobson, 2019; Wenner & Campbell, 2017). It is possible, as others have stated that teacher leaders are potentially among the most influential leaders in schools (Carver-Thomas & Darling-Hammond,

2017; Curtis, 2013; Darling-Hammond, 2014; Leithwood et al., 2004; Muijs & Harris, 2003, 2006).

The time for teacher leadership seems to be upon us; effective models are in place, standards have been written, and its importance is expounded upon in the literature. However, previous research and scholarship has largely ignored the sociology and self-perceptions of the teaching profession as it relates to the infusion of teacher leadership (Crehan et al., 2019; Parlar et al., 2017; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Specifically, how the implementation of a teacher leadership program might elevate the attitudes and perceptions of the teaching profession within the profession (Crehan et al., 2019; Parlar et al., 2017; Wenner & Campbell, 2017; York-Barr & Duke, 2004). This notion of how teachers view their own profession is a critical component to understanding the larger societal view of teachers (Durkheim, 1982; Weber, 1947).

Research Questions

The researcher will examine an overarching question that will ultimately guide the entire study: How can creating and implementing a formal teacher leadership program be an avenue to elevate the perceptions of teacher professionalism? To help answer this question, the following questions will be addressed:

1. What is the teacher leadership program mission and vision?
2. How does participating in the teacher leadership program impact teacher professionalism?
3. How do teachers who are within the teacher leadership program perceive themselves?

Design and Methods

This study employed the qualitative research method and the case study design to evaluate and draw conclusions during the development of a teacher leadership program and whether it can foster teachers who have a more elevated view of the teaching field. A case study design is an “in-depth exploration of a bounded system based on extensive data collection” (Creswell, 2019, p. 477). The setting of this study was a suburban New York state high school with 2,110 students in grades 9-12, 1% African-American, 4% Hispanic or Latino, 34% Asian and 60% White. Six percent of students are economically disadvantaged, and 3% are English Language Learners. The district’s most recent school report card lists a 97% graduation rate (New York State Education Department, 2019). With 241 teachers in the school building, the teacher turnover rate district-wide is 37% for those who have been teaching fewer than 5 years and 8% for all teachers (New York State Education Department, 2019). The sample will consist of teachers who are within the teacher leadership program.

Definition of Terms

Bad Teacher in the true sense of the phrase, refers to a teacher, who either cannot teach the intended curriculum or is harmful cognitively, physically, or socially to students or their families (Holmes et al., 2018).

“Bad Teacher”-an ambiguous phrase that is often used to describe any teacher who does not meet the prescribed notions of success or who does not meet the narrow definitions of a highly effective teacher due to their students’ lower test scores on standardized assessments (Kumashiro, 2012).

Formal Teacher Leadership Program in Research Setting will be conducted as a pilot program in the high school and will “test a defined structure to support and elevate teachers in their learning and leadership work” (*Teacher Leadership Program Pilot Proposal*, 2019). The teacher leadership pilot program will consist of a building-level teacher leader who will work with all professional learning communities in facilitating, supporting and progressing workflow and process (*Teacher Leadership Program Pilot Proposal*, 2019).

Informal Teacher Leadership refers to a teacher who takes on the position of a teacher leader without any formal title or job description. These teachers are elevated into leadership positions by the trust of their peers (Curtis, 2013; Muijs & Harris, 2003; York-Barr & Duke, 2004).

Profession has the following characteristics that are widely accepted in the literature: control over knowledge in their field of expertise; status as “guardians of the public good”; and the ability to set the standards of practice within their own profession (Brint, 1994; Mehta, 2013b).

Professional refers to Mirko Noordegraaf’s definition as having education and training and supervision and accountability by peers. Professionals realize their own *professional control* by controlling themselves. Their professionalism comes with the understanding that they are internally organized and protect their profession from outside influences (Noordegraaf, 2007).

Semiprofession-A field that lacks lengthy training, a distinctive knowledge base, the ability to exclude unqualified practitioners, and standards of practice that connect to the daily work (Mehta, 2013b).

Teacher Leadership is a role assumed by some of the most effective and talented teachers who maintain a full K-12 teaching schedule, while also leading teachers in some capacity. They engage colleagues in collective experimentation and then examination-sometimes in professional learning communities-in the service of deeper student learning; contributing to school improvement; inspiring excellence in practice; and empowering stakeholders to participate in educational improvement (Curtis, 2013; Wenner & Campbell, 2017).

Organization of the Dissertation

This dissertation is in line with the format set forth by the university and the Bloomberg & Volpe (2015) model. Chapter One provides the context, introduction, purpose, overview of methodology and the problem to be addressed. Chapter Two is a review of the related literature: history and historical perspective of the teaching profession, professions versus semiprofessions, the control of unions, a critical turning point, contemporary views of teachers, the nature of teacher work, teaching as women's work, teachers leaving the profession, how adults learn, teacher leadership, and a flattened hierarchy. Chapter Three highlights the design and methodology of the research, which includes the setting, sample, rationale and method of gathering and analyzing the data. The data, analysis and findings are found in Chapter Four, and Chapter Five is an analysis and synthesis of these findings and implications of the study.

CHAPTER 2: LITERATURE REVIEW

A goal of this study is to provide school districts, administrators, policy makers and educators with an understanding of the ever-pressing need to develop teacher leadership programs as an effective career pathway to elevate teachers in their profession. Inherent in this goal is an understanding of the profession as it presently stands. The literature review that follows is intended to frame the narrative of teacher deprofessionalism, as defined in this chapter. The review begins by providing a historical perspective of the field of education and how educators have been viewed through the years. An analysis of a profession versus a semiprofession is essential to understanding where the profession stands in a larger context, including the role that unions have in the field. The review continues by looking at the various state and federal regulations, evaluations, trends and canned programs that have dominated the field. A view of the dominance of women in the field of education is considered and further reflected upon how this has molded the notion of the teacher in our larger culture. Exploring the issue deeper, the trends of teachers leaving the profession and entering the profession both nationally and locally within New York State are examined. Because this study focuses on teacher leadership as a means to elevating the profession, a history of teacher leadership is thoroughly explored with more recent standards highlighted. In addition, the effectiveness of teacher leadership programs is targeted and explained. The review concludes with a description of a flattened hierarchy and an elevated profession followed by a conceptual framework.

Theoretical Framework

This study applied an overarching sociological theory of professions and an organizational theory to help explain how flattening the educational hierarchy can help reinstate the teaching field as a profession, expand teacher knowledge, and elevate the professional self-perceptions of teachers. The current view of the teaching profession aligns more closely to the rigid confines of an older model. This old idea of a profession fits into the classical structural-functionalist theory. First formulated by Talcott Parsons in his article on social forces, it is a sociological view that posits a profession as a static and unmoving body “with attributes that apply *without exception*” (Parsons, 1939, p. 461). In this view, the idea of a profession can be learned and practiced by anyone and success and failure are measured based upon objective standards determined without input by its members (Parsons, 1939). This idea applies to the view that many have of teachers as professionals (Goldstein, 2015; Goldstein, 2011; Kumashiro, 2012; Mehta, 2013b, 2013a; Mehta et al., 2012; Ravitch, 2011). The field of education suffers from this suppressed professional status due to the nature of the employment contract. Teachers do not enjoy independence; they have little control over their schedules, they have been unable to regulate entry into their ranks and judge what counts as professional status (Eraut, 1994; Goldstein, 2019; Goldstein, 2015; Hargreaves, 1996; Kumashiro, 2012; Marsh & Horns-Marsh, 2001; McNergney & Herbert, 2001; Mehta, 2013b). It is this notion of a profession as static and unmoving with evaluation conducted outside of the field that has come to dominate the narrative of the teaching profession (Goldstein, 2015; Goldstein, 2011; Kozol, 2012; Mehta, 2013; Ravitch, 2011).

Parsons' (1939) theory of a rigid and old model that applies to the teaching profession is validated by Laloux (2014) in his seminal text, *Reinventing Organizations*. Laloux' s ideas of organizational evolution are grounded in evolutionary and developmental theory that branches off to include Maslow's "hierarchy of needs" (Maslow, 1943). Laloux hypothesizes that over the last 100,000 years there has been an evolution of consciousness that has quickly accelerated in the last 100 years, but is absent in public educational organizations. He posits that organizations such as public schools have been stuck in a model defined as "Amber" that represents the evolutionary mode of 1,000 years ago. The highest evolutionary paradigm that organizations can strive towards, *Teal* or the *Living Organisms* level, is ideal. "People have ambition, but are not ambitious. People are not problems to be solved, but potential waiting to unfold. All decision making lies equally among those in the organization without a structure of hierarchy" (Laloux, 2014, p. 60). Public schools, according to Laloux, have been unable to move beyond the *Amber* paradigm which is defined by formal titles and fixed hierarchies with no movement between levels (Laloux, 2014). In these organizations, in which public schools share with religious institutions and the military, decisions are made at the top to be followed by those at the bottom (Laloux, 2014). The fundamental assumptions in these organizations is that workers need to be led (Laloux, 2014). The consequence of such a mindset in *Amber* organizations is that members feel unfulfilled and either contemplate leaving or liken the process to "shedding an old life and having to reinvent a new one" (Laloux, 2014, p. 23). Laloux believes that organizations can and should reinvent themselves and devise a new model where work becomes fulfilling (Laloux, 2014).

By elevating the profession to a degree where teachers are more in control of their learning thereby defining to a larger degree their role in the field, the field can move beyond the rigid confines of the old model to recognize a new era in the profession. The professionalism practiced by teachers, through teacher leadership, recognizes and prioritizes contextuality. This connects with a theory by Louisiana State University School of Library & Information Science professor Suzanne Stauffer. Stauffer puts forth that there is nothing “discrete, universal, or enduring” about professions because they’re constantly changing in relationship to the market and the state (Stauffer, 2016, p. 312). One has to look no further for validation than the many iterations of the teaching profession (Darling-Hammond, 2010; Dewey, 1916; Goldstein, 2019; Goldstein, 2015; Mehta, 2013b; Ravitch, 2011; Wei et al., 2010). Because teaching seems to align in our national view to the more classical structural-functionalist theory, it is seen as static and unchanging, a job that can be accomplished by anyone and a profession that is easily denigrated. However, Stauffer argues that a profession “is not merely a collection of traits or an individual competency that can be mastered — it can’t be” (Stauffer, 2016, p.312). Since the teaching profession is constantly changing depending upon the context of our world and our individual communities, we have to shed the confines of the old model and embrace a world where teachers are trusted with the needs of our children and they decide what professionalism is required, given those needs (Bruno, 2018).

To understand the importance of a teacher’s professional self-perceptions, the literature on Weber’s (1947) idea of *Verstehen*¹ and social action is an important lens. Weber’s idea claims that important meaning can be found from the subject’s point of

¹ *Verstehen* is often referred to as “interpretive means” (Weber, 1947)

view, “the observation and theoretical interpretation of the subjective ‘states of mind’ of the actor” (Weber, 1947, p. 10). Categories, such as things, ideas, patterns, and motives, can emerge in this subjective point of view from the person whose action is being studied (Weber, 1947). What this leads to is social action, where the individual considers the “behavior of others and is thereby oriented in its course” (Weber, 1947, p.88). Therefore, certain actions and beliefs attributable to one person, can be found to be wide-spread and repeated by many (Weber, 1947). When analyzing the self-perceptions that teachers have of their own professions, Weber’s theory can be applied to understand the purpose and meaning that individuals attach to their own beliefs and actions (Weber, 1947). It can then be applied to a larger segment of the population.

Laloux (2014) pairs well with that of Parsons (1939), Stauffer (2016) and Weber (1947). This current study uses these theoretical views to frame the research that by elevating the profession beyond the rigid confines of old models, teachers can be trusted to take on greater roles within the school building and district levels, thereby the profession can move steadily upwards toward the fulfilling *teal* paradigm and the contextualized theory of professions posited by Stauffer (2016). As a natural consequence to this, the teaching profession can be seen in an elevated light.

The Teaching Profession

History and Historical Perspective

Public school teaching has “become the most controversial profession in America” (Goldstein, 2015, p. 1). This powerful statement represents the fraught history of how our society not only views teachers but the theoretical wars that have been fought over how we collectively feel our schools should be run (Goldstein, 2015; Mehta, 2013).

Even the notion of the “bad teacher” has remained remarkably constant across more than 100 years of public discourse about education (Goldstein, 2011; Kumashiro, 2012). The description of the failing teacher in 1936, is eerily similar almost a century later:

There are at least ‘several hundred’ incompetents now in the school system.

Whether these incompetents were unfit to teach at any time, or have been rendered unfit by the passing years, is a matter of opinion. The question is, why are they allowed to remain? (Bernstein, 1936)

Teachers are given an awesome responsibility and it makes sense that we as a society are somewhat more attuned to their shortcomings and eager to find fault (Goldstein, 2015; Mehta, 2013). However, the fight over our educational system has been ongoing for over two hundred years (Goldstein, 2015; Mehta, 2013; Ravitch, 2011). The history of reform in America shows a circular nature of failed ideas and recurring attacks on our most seasoned educators without any regard for a historical lens (Goldstein, 2015; Mehta, 2013b, 2013a). The way educators have been evaluated is a perfect example. School reformers hoped that by tweaking teacher rating systems it would lead to a weeding out of many ineffective teachers and surge of effective teachers entering the profession (Goldstein, 2015; Mehta, 2013). The result of this system was a failed belief in an idealized world. And instead of progress, it solidified a cyclical state of unsuccessful reforms. Popkewitz (1982) validates this perspective in one of his seminal texts focusing on educational reform by explaining the function of school reform as symbolic. It ultimately has nothing to do with teaching and learning (Popkewitz, 1982).

The history of education reform highlights a pattern of change and upheaval. In the 19th century, Catharine Beecher was instrumental in opening the male dominated

teaching profession to women (Goldstein, 2015). However, this came at a cost when in her 1846 lecture “The Evils Suffered by American Women and American Children” she referred to teachers, who were nearly always male, as “incompetent” and “intemperate” (Beecher, 1846). Beecher argued that women were a cheap alternative and could help save local and state government money (Beecher, 1846). An unknown New York philanthropist of the time raved about promoting women as teachers because they were ultimately cheap (Potter & Emerson, 1842). One of Beecher’s contemporaries, Horace Mann, helped establish a state board of education that required compulsory enrollment for all children. This was the beginning of the national common schools movement, a state-by-state effort to fund universal elementary education (Goldstein, 2015; Mehta, 2013). This led to the opening of so called normal schools to train teachers. The issue with these normal schools was their emphasis as an alternative to elite high schools or colleges (Goldstein, 2015; Mehta, 2013).

Normal schools transitioned into state colleges and had lower admissions standards than other universities (Fraser, 2007; Mehta, 2013b). This has followed us to the present day, where a majority of American teachers enter the profession on a pathway from nonselective colleges (Feistritzer, 2011; Mehta, 2013b). It is important to note that the primary reason that education was believed to be important during this time period was to educate voters rather than intellectuals (Goldstein, 2015; Mehta, 2013). Essentially what this meant was a moving away from intellectualism to an emphasis on moral character in political offices (Goldstein, 2015; Mehta, 2013). This idea contributed to the idea that teachers who enter the system are not qualified and need to be replaced with a higher quality of teachers. What this mindset led to was a clear differentiation between

America and Western Europe. Between 1830 and 1900, American teaching feminized much faster than Germany, France or Prussia. Education in America was more concerned with a cheaper labor force than providing necessary funding for the field (Goldstein, 2015; Mehta, 2013). And continuing historically forward, the Progressive Era saw an interesting shift. Although power to shift from politicians to educators, reforms during this time period also shifted power away from classroom teachers and toward administrators (Mehta, 2013b). These veins of mediocracy and a desire to reform followed American's educational system throughout the decades to come.

Professions Versus Semiprofessions

In May 1986, the Carnegie Foundation's Task Force on Teaching as a Profession released a report, *A Nation Prepared: Teaching for the 21st Century*. This report accepted one of the ideas of *A Nation at Risk*; the importance of human capital in not only the global economy, but in the quality of American education (Carnegie Forum on Education and the Economy, 1986; Gardner et al., 1983; Mehta, 2013b). The difference in *A Nation Prepared* was the idea that a professionalized teaching force was the best chance of elevating our educational system to a place of excellence (Mehta, 2013b, 2013a). Rather than focusing on increasing testing, the report argued that teaching should be modeled into a more professional occupation (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013b). Even recently, 77% of voters and 82% of teachers feel that if the perception of the teaching profession does not change, schools will not be able to recruit enough people into teaching (Hatalsky, 2014). The education field has struggled to elevate itself into a stronger profession and this "has proven to be a substantial liability, one which has permitted other fields to take control of schooling and has had significant

consequences for its ability to advocate for itself politically” (Mehta, 2013b, p.23). In 1997, Judith Lanier called for the teaching field to be viewed as a profession, since so much of the job had changed. “Imagine a school where teaching is considered to be a profession rather than a trade. Teaching differs from the old ‘show-and-tell’ practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting” (Lanier, 1997, p.1).

According to literature on the topic of professions, there are four key components of a profession that academics can pinpoint: those who are within the field help to develop a knowledge base that will be used in the field; human capital, the selecting, training, attracting and retaining of people who will work within the field (e.g. those within the teaching profession who become certified); having a direct say in the governance of the workplace and the processes that contribute to the work being carried out; and common norms and standards that assure practitioners are meeting the standards of the field (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012).

Teaching, like nursing, social work, and other highly feminized fields, does not fully possess any of these characteristics (Mehta, 2013b; Mehta et al., 2012). And in more recent years, education seems to be very strong on the accountability factor and weak in the other three areas (Mehta, 2013b; Mehta et al., 2012).

Viewing the educational field through this professional lens yields a stark picture. Education has been highly susceptible to external controls and pressure. “The weakness of the field has left it highly susceptible to external logics, particularly to business ideas that promise to improve the educational bottom line” also known as market-based reforms (Mehta, 2013b, p. 6). Since teaching has not developed the means to prevent

external control, such as the fields of law, medicine and higher education have been able to, it has been relegated to the status of a semiprofession (Etzioni, 1969; Mehta, 2013b). Looking back at the four components of a profession, due to the high demand for teachers, educators have struggled to have a defined role in the process of who enters the profession (Mehta, 2013b, 2013a; Mehta et al., 2012). And since the profession has not been able to develop a concrete body of knowledge developed by its members and convince the public that a specialized body of knowledge is required to teach, it contributes to the notion that teachers do not need a long and rigorous training program like other professions (Mehta, 2013b, 2013a; Mehta et al., 2012; Walters, 2009).

If one consults other stronger fields outside of teaching, like medicine, law, and higher education, they are more self-regulated and members take greater responsibility for organizing the work and knowledge in the field (Mehta, 2013b). However, the circumstances surrounding teaching have made it difficult for teachers to assert control over their profession. In teaching, “the goals are ill defined and conflicted, the clients don’t necessarily want to be there, and teachers are expected not only to instruct academically but also to take on a wide variety of roles related in helping young people turn into successful adults” (Mehta, 2013b, p. 26). In addition, the history of how teaching developed contributes to its subordinate position today. During the Progressive Era, teaching was structured within a bureaucracy of top-down management; teachers reported to administrators and were not given professional control over much of their job or the school (Goldstein, 2013; Mehta, 2013b). Even the National Education Association, although important as an organization, historically has contributed and supported

teaching as an administrator-run organization and has granted little power to teachers and their interests.

Historically there has been a push toward greater teacher accountability (Goldstein, 2015; Ravitch, 2011). Running parallel to this push has been a broader movement toward taking back ownership of the teaching field (Freidson, 1973; Mehta, 2013b). If teaching is ever going to rise to the levels of medicine, law, and higher education, educators need to fight for authority and deference (Light, 1995; Mehta, 2013b). The field needs to prove that its members can produce expert work more effectively than market forces and bureaucratic hierarchies (Light, 1995; Mehta, 2013b).

Comparing Teaching to Other Fields

When comparing teaching to other professions such as medicine and higher education, its weaknesses becomes quite apparent (Mehta, 2013b). In higher education, there are myriad disciplinary associations and academic journals where professors and scholars self-regulate and judge the content of their peers and then decide what is worthy for inclusion (Jencks & Riesman, 1968; Mehta, 2013b). Where teaching has struggled to gain control over knowledge and reach a professional status, higher education has flourished; “professors have the power to exclude unqualified practitioners; they have a lengthy training regime and have mastered a technical or specialized body of knowledge that wins broad respect and deference” – the defining characteristics of a profession (Jencks & Riesman, 1968; Mehta, 2013b). In the medical field, doctors are responsible for simply treating patients, not for all the factors that affect public health – a stronger teaching profession would be able to take control for the academic instruction of young children and adolescents and leave the much broader social issues to be more widely

shared (Mehta, 2013b). However, a lack of practical knowledge combined with theoretical knowledge about the field, has relegated teaching to a semiprofession.

The Control of Unions

Two years after the release of *A Nation at Risk*, Albert Shanker, the American Federation of Teachers president, called for a new era of teacher professionalism (Maeroff, 1985; Mehta, 2013b; Toch, 1991). In addressing the Niagara Falls teacher convention, he argued that the field needed to become more attractive in order to draw more talent “to increase the status, prestige and power of the profession” (Maeroff, 1985). He pleaded to his members that unless the field went beyond collective bargaining “to teacher professionalism, we will fail in our major objectives; to preserve public education in the United States and to improve the status of teachers economically, socially and politically” (Maeroff, 1985). Shanker’s speech was revolutionary and somewhat controversial even though it coincided with the release of the 1986 Carnegie report, *A Nation Prepared*, which argued for increased teacher professionalism (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013b; Toch, 1991).

A Nation Prepared argued that the collective bargaining that unions had adopted was an outdated industrial style model and did not adequately address the issues facing teachers in a new era (Carnegie Forum on Education and the Economy, 1986; Maeroff, 1985; Mehta, 2013b). The report advocated for a focus on exchanging views about the professional environment and standards of excellence for teaching (Carnegie Forum on Education and the Economy, 1986; Chase, 1997b). And in 1996, the National Education Association conducted a study on how the public viewed the organization and discovered that it was the number one obstacle to public schools (Worth, 1998). This report

solidified the notion that the union needed to shift from one of industrial-style to one of profession (Chase, 1997a, 1997b; Dewey, 1916; Hess & West, 2012; Mehta, 2013b; Mehta et al., 2012).

In 1997, Bob Chase, the president of the National Education Association, furthered this point. At a National Press Club event, he titled his speech, *Not Your Mother's NEA: Reinventing Teacher Unions for a New Era*. He addressed the narrow agenda of unions that Albert Shanker spoke about and *A Nation Prepared* highlighted. “While this narrow, traditional agenda remains important, it is *utterly inadequate* to the needs of the future...Industrial-style, adversarial tactics are simply not suited to the next stage of school reform” (Chase, 1997b). He argued that teachers needed to move from “production workers to full partners or co-managers of their schools” (Chase, 1997b).

Today, the NEA has largely rejected the move toward professional unionism (Hess & West, 2012; Koppich, 2006; Mehta, 2013b). Its leaders have not been able to accomplish a shift from industrial style bargaining, where the focus is more on the length of the school day and year, allotted time for breaks and protecting members from improving their practice and less on a flexible role for teachers in which they take more ownership in the management of the school as so many have envisioned (Chase, 1997a, 1997b; Dewey, 1916; Hess & West, 2012; Mehta, 2013b; Mehta et al., 2012).

A Critical Turning Point

Two reports are recognized as contributing to a shift in how teachers are viewed (Berliner & Biddle, 1996; Mehta, 2013; Ravitch, 2011). *The Coleman Report*, commissioned in 1966², pushed government officials to view education akin to a factory

² Although commissioned in 1966, *The Coleman Report* became highly consequential starting in the 1970s (Mehta, 2013).

production line that needed to be made more efficient (Coleman, 1972; Grant, 1972; Kiavat, 2001; Mehta, 2013b). And in 1983, a more well-known report, *A Nation at Risk: The Imperative for Educational Reform* is viewed as starting the contemporary assault on teachers (Berliner & Biddle, 1996; Mehta, 2013; Ravitch, 2011).

The Coleman Report in 1966 was authorized by the United States Office of Education because of the Civil Rights Act of 1964. The report's most significant finding was that it shifted policy from its focus on comparing inputs to a focus on outputs. In other words, it found that differences were more attributable to family background and composition of peers than to the resources of a school (Coleman, 1972; Kiavat, 2001; Mehta, 2013b). Nixon was hyper focused on *The Coleman Report* and said "American education is urgently in need of reform" ("Excerpts from the President's Special Message to Congress on Education Reform," 1970). Nixon used the report to argue (Grant, 1972) "that teachers and administrators should be held accountable for their students' results" ("Excerpts from the President's Special Message to Congress on Education Reform," 1970).

And in 1983, the downgraded position of the teaching profession and a negative change in education reform all led to the shift in federal educational policy after *A Nation at Risk: The Imperative for Educational Reform* was published (Bennett, 2018; Goldstein, 2015; Mehta, 2013; Ravitch, 2011). It birthed George W. Bush's *No Child Left Behind* legislation and laid the groundwork for a generation of failed reforms (Berliner & Biddle, 1996; Mehta, 2013; Ravitch, 2011).

In the 1983 report titled, *A Nation at Risk: The Imperative for Educational Reform*, the American school system was portrayed on the edge of doom. The report

spoke about a looming disaster for American schools, “the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people” (Gardner et al., 1983, p. 7). *A Nation at Risk* was essentially a response to the so-called radical school reforms of the late 1960s and early 1970s (Mehta, 2013b; Ravitch, 2011). However, instead of creating solutions for the increase in funding needed to extend learning time that it called for, the report alleged that the culprits of this mediocrity were teachers. It amplified feelings of angst and crisis with phrases such as “our nation is at risk” and “educational disarmament” (Gardner et al., 1983).

Historically, the report has been viewed as creating a narrative of failure and can be traced to a generation of blaming and underpaying teachers. A profound contempt for the profession is what came through after it was published (Fiske, 1988; Mehta, 2013b). Berliner and Biddle (1996) describe, in their seminal text about the myth of our failing schools, that in the 1980s the goal of more conservative leaning groups was to dismantle public education. And in order to do this, it required “a manufactured crisis” perpetuated by misleading data, “and for almost three decades, the public has been told to fear that the United States is a ‘nation at risk’ of failure” (Berliner & Biddle, 1996, p. 34). *A Nation at Risk* essentially sounded the call for accountability in education, and it was based upon nearly two decades of criticism of education (Guthrie & Springer, 2004; Mehta, 2013b)

In the years since *A Nation at Risk*, many have debated if the report presented an accurate look at the conditions of American education or merely heightened the rhetoric to undermine public education (Mehta, 2013b; Ravitch, 2011). Perhaps the greatest flaw of *A Nation at Risk* was the idea that all our national problems could be solved by higher

academic standards and a strong curriculum. This period from the 1980s, after the publication of *A Nation at Risk*, has now been classified by many historians as the standards-based reform era. It signals the beginning of when standards dominated policy and discourse (Kumashiro, 2012; Mehta, 2013b).

Contemporary Views: How Teachers Are Viewed

When teachers are asked to describe their positions, often they report that teaching is an isolating job that is done individually with little thought about the bigger picture (Cooper & Liotta, 2001; Mehta, 2013b; Solomon, 1999). The United States, in particular, struggles with how American society views teachers (Crehan et al., 2019). The profession takes the blame for all that is wrong in education (Goldstein, 2015; Kumashiro, 2012; Mehta, 2013). Although this feeling is pervasive today, it does have deep roots historically. Sociologists who study schooling have found a disheartening trend towards the deprofessionalization of teaching (Ingersoll, 2003; McNeil, 2000; McNeil, 1986; Mehta, 2013). In the 1950s the first start of criticism around teachers and education emerged with the publication of *Educational Wastelands: The Retreat from Learning in Our Public Schools* (Bestor, 1985; Mehta, 2013b) and *Why Johnny Can't Read* (Flesch, 1986; Mehta, 2013b). Going forward from the point in time of the initial approval of the Elementary and Secondary Education Act in 1965 to *No Child Left Behind*, educators have been viewed as barriers for change (Cremin, 1990; Cross, 2004; Mehta, 2013b; Ravitch, 2011; Reese, 2005; Shaker & Heilman, 2004). Inherent in these views is the rising distrust of teacher professional control (Goldstein, 2015; Mehta, 2013).

In 1980, *Why Teachers Can't Teach*, a piece in the *Texas Monthly*, won the prestigious National Magazine Award for Public Service (Lyons, 1979). This recognition highlighted the dominance of the failing teacher narrative. Kumashiro (2012), a leading educator, scholar, and author, detailed the historical and contemporary reform movements. He argues that these ideas usually place the success or failure of education on the most visible in the field (Kumashiro, 2012). The issue is not held in isolation to a single time or a certain political period and both sides of the ideological spectrum are guilty of blaming the problems in education on teachers (Kumashiro, 2012; Mehta, 2013b).

Goldstein (2011) conducted a sustained content and discourse analysis of how media seeks to frame teachers and teachers' unions in the context of educational policy discussion. Goldstein (2011) used data from a larger study involving *No Child Left Behind*. The collection included press releases, speech transcripts, blogs, lead stories, cover stories, letters to the editors, editorial articles, photos from media outlets such as, *Time* and *Newsweek*, regional newspapers in 10 large urban areas (New York, Los Angeles, Chicago, Houston, Philadelphia, Phoenix, San Antonio, San Diego, Dallas, San Jose and Washington, D.C.), and documents available from the United States Department of Education (Goldstein, 2011). This specific study analyzed visual and textual media from the *New York Times* and *Time Magazine* archives from January 1, 2001 to December 31, 2008. From this data set, 249 articles were discovered and then narrowed down by eliminating blog posts, international stories, stories about state or federal budgets (Goldstein, 2011). The final total of articles was 43 articles with 26 visual images for the *New York Times* and 23 articles for *Time Magazine* (Goldstein, 2011).

Identification of key terms was employed using the United States Department of Education data (Goldstein, 2011). The researcher also used visual and textual analysis informed by cultural studies to extend the research (Goldstein, 2011). Coding of the textual data was conducted to see if the articles negatively, positively, or neutrally portrayed teachers and teachers' unions (Goldstein, 2011). Articles were then coded with the corresponding positive, negative or neutral label (Goldstein, 2011). The research yielded the following results: the words, teachers and teachers' unions, were referred to neutrally 22.7% of the time, positively 4.5% of the time and negatively 54.4% of the time with 18.2% presenting a mixed view of unions (Goldstein, 2011). *Time Magazine* more negatively referred to teachers and teachers' unions than the *New York Times* (82.6% to 54.4%) (Goldstein, 2011). The *New York Times* represented teachers and teachers' unions negatively 54.4% of the time, neutrally 30% of the time and positively seven percent of the time with 25.6% mixed (Goldstein, 2011). The visual images were analyzed and the one that seemed to be the most enduring in the media was one of teachers as prim and proper (Goldstein, 2011). These images perpetuate the narrative that teachers are young, White and conservative in how they dress (Goldstein, 2011). Another image that is highlighted is the one titled, *How to Fix America's Schools*, with Michelle Rhee, head of Washington, D.C. schools, next to it (Goldstein, 2011). After analyzing the image of Rhee dressed in black and standing at the center of three student desks, the background is dark and she appears to look down on the reader (Goldstein, 2011). The image sends a message that she is serious about getting rid of bad teachers (Goldstein, 2011).

Views of teachers vary widely, especially when focusing on the United States. Since March of 2018, schools in West Virginia, Oklahoma, Kentucky, Arizona, Indiana,

Colorado, North Carolina, Chicago, and California have all seen teachers rise up to shut down their schools as a form of resistance against an ever-eroding profession (Bruno, 2018). Presently, teachers are paid lip service by legislatures and other government bodies advocating for treatment as professionals, but teachers are not made to feel they are valued for their expertise (Downey, 2019). Across the board, teachers have seen and are seeing their own knowledge and expertise devalued by policymakers, media and society who have no experience in the education field. This has contributed to teachers witnessing the erosion of their place in the world as professionals (Bruno, 2018; Mehta, 2013b).

More contemporary discussions of teachers have often centered on the notion of the “bad teacher” who fails their students and is the direct result of failing schools (Holmes et al., 2018; Kumashiro, 2012). This notion of the “bad teacher” is often subjective and varies depending on the group. Parental opinions are somewhat brief and informal (Holmes et al., 2018; Kumashiro, 2012). Students often have more direct interactions with teachers, but lack an understanding of more complex ideas, goals and objectives that might influence a teacher’s performance (Holmes et al., 2018; Kumashiro, 2012). The news media also plays a role in perpetuating a negative narrative by often relying on shocking and horrifying anecdotes of bad teacher behavior thereby firing up a manufactured crisis in their imagination about the number and impact of all those bad teachers (Goldstein, 2011). Ravitch (2011), a research professor and former assistant secretary of education, wrote about encountering statements by journalists, philanthropists, pundits, and economists who claimed that all our problems in education

could be solved if we simply hired a commensurate number of great teachers (Ravitch, 2011).

Even the standards-based movement plays a role in perpetuating this narrative. It has become popular in the media to belittle public schools, teachers, and their unions (Goldstein, 2011; Ravitch, 2011). American education was characterized as “a national embarrassment as well as a threat to the nation’s future” (Thomas, 2010, p.1). The account reminisces of a time when “American students tested better than any other students in the world” (Thomas, 2010). This narrative and others like it have had a profound impact on the notion of the teaching profession (Holmes et al., 2018; Mehta, 2013b). If we are perpetually told that our schools are failing, we automatically assume that our teachers are failing too (Goldstein, 2015; Kumashiro, 2012; Mehta, 2013). And when our only definition of a good teacher is one who can raise test scores, we end up believing that those who don’t are bad (Goldstein, 2015; Kumashiro, 2012; Mehta, 2013; Ravitch, 2011).

This theme continues and is illustrated in the 2010 documentary film, *Waiting for Superman*. The film depicts the root cause of our failing educational system to be teachers and suggests that parents must be given the choice to move their children out of these failing schools, especially when teachers’ unions are believed to be working tirelessly to protect the incompetent teachers (Kumashiro, 2012). In this discourse, it is often the bad teachers who are the focus of education reform, if only they could be rooted out, counted, and then removed (Holmes et al., 2018).

In a 2011 Phi Delta Kappa/Gallup poll of about 1,000 Americans 18 years and older, 68% of Americans said they hear more bad stories about teachers in the news than

good stories (Brushaw & Lopez, 2011). The type of poll that PDK/Gallup conducted is important because its “longitudinal data documents important changes in American opinion” (Brushaw & Lopez, 2011, p.11). The constantly perpetuated narrative of blaming the teacher serves to move the focus from deeper structural issues in American schools and an unwillingness to address inequality and continued segregation (Holmes et al., 2018; Kumashiro, 2012). There are complicated issues with various variables that exist in a country where contempt of public education is growing (Holmes et al., 2018).

Others in the field have highlighted the ways in which the teaching profession is viewed as low in status in the United States. Ingersoll (1997) is considered one of the lead researchers in the field of teacher attrition. He has pointed to what he has discovered as the underlying issue facing the profession, the low standing of the occupation. Contrary to many European and Asian nations, in teaching, America is treated as low-status work. Few would imagine the idea that anyone can practice law or medicine, but it is common in this country to assume that these professions require more skills (Ingersoll, 1997). The complexity of teaching and the lack of knowledge about the importance of the work has resulted in what the research and data tell us about the prevalence of teacher turnover and out of field teaching (Ingersoll, 1997).

When considering other professions outside of teaching, the same public scrutiny as seen in teaching does not exist. There have to be doctors, dentists, accountants and bankers who underperform, but these individuals do not capture the public imagination or produce the level of debate about the profession as teaching does (Holmes et al., 2018; Mehta, 2013b). It is the reality of teaching as very public work where teachers work directly with dozens or hundreds of students daily, operate within very visible systems of

accountability, that drive the discussion of what we perceive as bad teachers (Holmes et al., 2018; Mehta, 2013b). Our actions and language blames to our teachers for faults as no other high-performing country in the world does (Goldstein, 2015; Mehta, 2013; Ravitch, 2011). And since our language is dynamically intertwined with our reality (Freire & Macedo, 1987), that is how we view teachers.

The Nature of Teacher Work

National figures from the Current Population Survey and the Employer Costs for Employee Compensation Survey show that there are approximately 3.3 million American public school teachers, nearly four percent of all civilian workers (Allegretto & Mishel, 2016). These millions of teachers have a variety of ways to become certified to teach in America's schools.

As a society, we rely on teachers to act *in loco parentis* to prepare our youth to be globally-minded citizens, college and career ready and adaptable to an ever-changing world. For over two hundred years, the American public has asked teachers to “close troubling social gaps between Catholics and Protestants; new immigrants and the American mainstream; blacks and whites; poor and rich” (Goldstein, 2015, p. 4). And yet with every new reform, education has been put in the middle of a political war, with people whom we task with this momentous job on the front lines. This is a cyclical problem whose root causes of needed social supports for families are always absent (Goldstein, 2015; Mehta, 2013). Looking at all the components of the teaching field highlights a recurring theme. Teaching is a job that is perceived as low in status, where expertise and knowledge are not recognized, working conditions are disheartening, and

opportunities for greater impact and career growth are few and far between (Wenner & Campbell, 2017).

Young people today are not interested in careers where they are expected to be part of the same organization, with the same job responsibilities over their entire careers (Coggshall, Behrstock-Sherratt, & Drill, 2011). The results of the 2012-2013 Teaching and Learning International Survey (TALIS) highlight the challenges that American teachers face and provides insights into how we can better support teachers. The report participants included lower secondary teachers and leaders of schools in 200 schools per country/economy. Random selection was instituted with 20 teachers and one school leader per school being chosen. Approximately 107,000 lower secondary teachers responded to the survey which represented more than 4 million teachers in more than 30 countries. The survey took about 45 minutes to 60 minutes to complete whether on paper or online. The results showed that American teachers today work harder and are under more challenging conditions than others in the industrialized world. The feedback they receive is not helpful, professional development is somewhat useless and they do not have enough opportunities to collaborate (Organization for Economic Cooperation and Development, 2014). This perception has a negative effect on the status of the teaching profession as teachers view it (Holmes et al., 2018; Mehta, 2013b).

When comparing the preparation to become a teacher to the preparation of other fields, teaching takes much less training and teachers report “it is often of little use in guiding the actual practice of teaching” (Mehta, 2013b, p.24). Teachers are not the only ones who distrust traditional preparation programs. In large part the skepticism has bred the rise of alternative certification programs. The results of which lead many teachers to

enter the field with little training (Mehta, 2013b, 2013a; Mehta et al., 2012). Even teaching certification exams, which are easy to pass, require far less knowledge than exams for medicine and law. Once a teacher enters the field, standards of practice are often confusing and ever changing with little to no input from teachers in the field (Ravitch, 2011). In other countries, the system for preparing teachers is much different. Countries such as Finland choose their teachers among the most talented students and they are trained extensively (Center on International Education Benchmarking, 2018). In addition, they provide many opportunities for collaboration en route to certification with a strong system of external supports (Center on International Education Benchmarking, 2018; Mehta, 2013b, 2013a; Mehta et al., 2012).

In the United States, teachers develop their craft in isolation (Solomon, 1999). They operate mostly in classrooms by themselves sometimes without the rudiments of a professional life and have cumbersome access to professional journals and conferences (Mehta, 2013b; Solomon, 1999). The people we draw into the field of teaching are not our most talented (Goldstein, 2015; Mehta, 2013). For those who are at the top of their graduating classes, they sometimes enter the Teach for America certification pathway that provides short or nonexistent training and equips them with very little relevant knowledge (Mehta, 2013b; Ravitch, 2011). Teach for America, the brain child of Wendy Kopp, is one way prospective teachers can enter the field of education. Around 1988, Kopp started arguing for her idea of a national teaching corps that would provide a way to take a break and serve the country (Goldstein, 2015; Mehta, 2013). Essentially the program condenses the elements of a traditional educational program at a university into the span of one summer. It usually sends prospective teachers into schools with the

highest levels of poverty and segregation (Mehta, 2015; Ravitch, 2011). Although Kopp's idea was thought of as a means to elevate the profession, her thesis compared teaching to volunteer work (Goldstein, 2015; Mehta, 2013). What this means is that for the smartest and most ambitious people, teaching could be a mere avenue to devote a few years en route to a real job (Goldstein, 2015; Mehta, 2013). The number of states that have alternative certification increased from eight in 1983 to 48 in 2010. Approximately one third of new teachers enter the profession through an alternative certification pathway (National Center for Alternative Certification, 2013).

It is possible to raise the standards of entry into the field of teaching. This would hopefully justify an increase in salary and greater autonomy that the field desperately needs (Carnegie Forum on Education and the Economy, 1986; Hui, 2018). *The Carnegie Report* argued for this very idea of controlling the certification process as an important step in elevating the teaching profession, and it is in line with the tenets of a true profession (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013b).

There is some hope on the horizon. The National Board for Professional Teaching Standards (NBTPS) has a goal of addressing the need for teachers to control entry into the field. The Board has created credentialing for master teachers, and “more than 100,000 teachers have been board certified, roughly 3 percent of the nation’s teaching force, and forty-nine states have been persuaded to recognize or assist with NBTPS certification” (Hui, 2018). In addition to the NBTPS, the Interstate New Teacher Assessment and Support Consortium’s goal is to develop model standards of what beginning teachers need to know in terms of pedagogical knowledge (Council of Chief State School Officers, 2019). There has also been a more recent push by education

advocates and scholars to focus on practice in teacher preparation programs over theory (Darling-Hammond et al., 2017; Moon, 2016).

State and federal reform. The history of educational reform in America shows a recurring attack on teachers, with a narrow focus on veteran teachers. It is a cyclical series of failed attempts and ideas that undervalue the very people dedicated to the profession (Goldstein, 2015; Mehta, 2013). After *A Nation at Risk*, the idea of external controls began influencing the industry (Berliner & Biddle, 1996; Bruno, 2018; Goldstein, 2015; Mehta, 2013; Ravitch, 2011). The idea of ineffective teachers as the prevailing issue in education has driven models of preparation and recruitment efforts and influenced policy (Goldstein, 2015; Holmes et al., 2018). This can be seen in *No Child Left Behind*, in which policymakers based decisions on student achievement measures and ignored other aspects of teacher performance (Berliner, 2014; Harris, 2011).

Teacher autonomy and discretion. “Teachers have been unable to establish a defined body of knowledge considered essential to becoming a teacher” (Mehta, 2013b, p.123). Standards and norms of practice are not made by teachers (Mehta, 2013b). And because teachers have not been able to establish and contribute to this body of knowledge, they lack true autonomy in the field. The work of a professional is recognized as someone who has an expertise in their area, and because this expertise is recognized and respected, they are trusted to do the work needed (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013b). This system of autonomy and discretion does not occur in teaching (Carver-Thomas & Darling-Hammond, 2017; Mehta, 2013a; Mehta et al., 2012). However, *A Nation Prepared* called for giving teachers greater control over

their work (Carnegie Forum on Education and the Economy, 1986). Teachers should be able to:

Make-or at least strongly influence- decisions concerning such things as the materials and instructional methods to be used, the staging structure to be employed, the organization of the school day, the assignment of students, the consultants to be used and the allocation of resources available to the school.

(Carnegie Forum on Education and the Economy, 1986)

To see how teacher autonomy has been shaped by external groups and federal programs, it's important to dissect the various federal educational acts that have been passed over the years.

Elementary and Secondary Education Act. In 1965, the Elementary and Secondary Education Act was the original law authorizing a federal role in education. The fundamental purpose of the Elementary and Secondary Education Act was to distribute federal aid to schools and districts that enrolled large numbers of poor children (Archambault & Pierre, 1980). In other words, it was meant to be a mechanism for equity by directing federal dollars to schools which served the neediest children (Ravitch, 2011). This all changed when in 1994, President Bill Clinton signed the Improving America's Schools Act. It offered grants to states to develop standards and assessments. And then, in January 2002, with the signing of the *No Child Left Behind* legislation, the federal law's primary purpose drastically changed (Mehta, 2013b; Ravitch, 2011).

No Child Left Behind. In 2001, Congress adopted *No Child Left Behind*. It was legislation that mandated annual testing and led to data-based decision making for schools (U.S. Department of Education, 2001). Federal policy under George W. Bush's

bipartisan law *No Child Left Behind* mandated that states test students annually in math and reading and schools that failed to meet targets were punished (U.S. Department of Education, 2001). The culture under this time was corrosive. It didn't matter how poor the students or how tough the working conditions were for teachers. If test scores didn't rise two percentage points per year, schools risked their very existence (Kozol, 2012; Ravitch, 2011). George W. Bush's legislation introduced a new idea of school reform that was supported by both Democrats and Republicans. School reform during this era was characterized by seeking accountability, high-stakes testing, decisions driven by data, school choice, privatization, deregulation, merit pay and increased competition (Mehta, 2013b; Ravitch, 2011).

No Child Left Behind has required more tests and increased the consequences for poor results. Unfortunately, this strategy has not worked (Darling-Hammond, 2014; Mehta, 2013b). Using standardized test scores is somewhat logical but extremely flawed. Standardized test scores are influenced much more by social class and other demographics than to the effectiveness of the teacher. They are also extremely unreliable year after year (Holmes et al., 2018; Mehta, 2013b; Ravitch, 2011). *No Child Left Behind* mandated 100% proficiency in reading and mathematics by the year 2014 (U.S. Department of Education, 2001). This rate has never been reached by any nation. The result actually sets the system up for failure because of the measures that follow such failures (Kumashiro, 2012; Mehta, 2013b). The legislation ultimately exploded the testing industry because it labeled children at such an early age as successful or unsuccessful and ended up promoting testing as the cure (Ravitch, 2011).

President George W. Bush framed educational reform, under *No Child Left Behind*, in terms of teachers. He argued that the country needed more highly-qualified teachers who merely knew the subject matter (Kumashiro, 2012; Mehta, 2013b; Ravitch, 2011). It was a way of devaluing teaching because it assumed that anyone could do it if they were smart enough (Kozol, 2012; Mehta, 2013b). *No Child Left Behind* was supposed to be reauthorized in 2007, but it was increasingly unpopular and ineffective and Congress could not figure out a different direction for a law. Congress did finally reach an agreement on a new version of the Elementary and Secondary Education Act in 2015, its name was changed from *No Child Left Behind* to *Every Student Succeeds Act* (Ravitch, 2011).

Race to the Top. *No Child Left Behind* legislation laid the groundwork for *Race to the Top*. In 2009 President Barack Obama specifically mentioned rewarding good teachers and ending excuses for bad ones (Montopoli, 2009). In his *Race to the Top* program, Obama offered \$4.35 billion dollars to state who were willing to embrace charter schools and link test scores to teacher evaluations (U.S. Department of Education, 2009). Under the program, states would get extra points for getting rid of caps on the number of charter schools and allowing student scores to be used in teacher evaluations (U.S. Department of Education, 2009). Arne Duncan, the Secretary of Education during Obama's early years, built on the foundations of *No Child Left Behind* to transform schools shaped by the interests of the market (Ravitch, 2011). *Race to the Top* infused the ideas of the corporate world into education; competition, the bottom line, profits, losses, abrupt firing of employees who fail to meet targets, and bonuses for those who do (Mehta, 2013b; Ravitch, 2011). The program believed that competition would solve

everything (Kumashiro, 2012; Mehta, 2013b), that school systems would improve if they were only structured like the private sector where competition is the main driver (Kumashiro, 2012; Mehta, 2013b). *Race to the Top* perpetuated the narrative not of the system, but of the lack of effort or knowledge of the schools and teachers (Kumashiro, 2012; Mehta, 2013b).

Neither *No Child Left Behind* or *Race to the Top* relied on evidence to support the rapid increase of high-stakes testing. Both policies argued that students and teachers were not motivated intrinsically, but by carrots and sticks. Whereas *No Child Left Behind* focused on high-stakes testing to smoke out failing schools, *Race to the Top* demanded measurement of teacher impact as part of evaluations (U.S. Department of Education, 2009). And if teachers did not produce higher test scores teachers should be punished (Goldstein, 2015; Ravitch, 2011). It became even more demoralizing than NCLB, as it pitted colleagues against each other, competing in a game with no clear winners. The result was a profound demoralization among teachers and throughout the profession (Goldstein, 2015; Mehta, 2013; Ravitch, 2011).

Race to the Top provided a cover for a commitment to improving schools; school districts and local governments put standard curricula in place and mandated high stakes testing (U.S. Department of Education, 2009). The program reinforced the notion that politicians and the public are unable to address educational reform in terms other than competitions, in which there are winners and losers (Kumashiro, 2012; Ravitch, 2011). And in terms of elevating the profession of teaching and teachers, during *Race to the Top*, millions of dollars were poured into fast-track alternative teacher preparation programs

that offered little or no preservice preparation, including the often esteemed Teach for America (Kumashiro, 2012; Mehta, 2013).

Common Core State Standards. A huge part of the *Race to the Top* program was the *Common Core State Standards*. *Race to the Top* enshrined that states were not eligible for the share of \$4.35 billion dollars unless they agree to adopt college and career ready standards (Gray & Tale, 2015) . The *Common Core State Standards* were copyrighted by the lead organizations that created them and were published in 2010 (Common Core Standards Initiative, 2019). States were given the opportunity to add up to 15% additional content to the standards, but could not change the standards in any way (Ravitch, 2011). The Obama Administration ultimately saw national standards as a way to jump start the private sector with innovative products for schools (Mehta, 2013b; Ravitch, 2011). The problem with this idea is that it benefited private investments versus public, which has never happened in the history of education in America (Mehta, 2013b; Ravitch, 2011).

When the *Common Core State Standards* were released they immediately became controversial because of the murky process by which they were developed (Ravitch, 2011). They were written rapidly and imposed stringently without public comment or input that could have eased their acceptance (Ravitch, 2011). All they seemed to accomplish was to add to the cycle of failed reforms and disillusionment about bad teaching (Goldstein, 2015).

Now, today, the *Common Core State Standards* have transitioned to the *Next Generation Standards* in New York state (NYSED, 2018).

Canned teacher programs. Scripted and canned teacher programs deprofessionalize the work of teachers (Ingersoll, 2003; McNeil, 2000; Mehta et al., 2012).

In our contemporary teaching profession, one of the surprising central paradoxes is that although teachers support students to develop their knowledge, they are not considered experts in the craft of teaching (Bennett, 2018; Mehta, 2013b). Teachers do not find themselves in situations where they are encouraged to be writers or researchers (Mehta, 2013b, 2013a). Programs on how to effectively teach are rarely written by practicing classroom teachers, but by those who no longer teach or those who never taught (Darling-Hammond, 2014). This stands in stark contrast to the fields of medicine and law. Whereas “doctors and lawyers seldom assign credence to treatises in their field written by non-practitioners, educators accept theories, critiques and opinions of those outside of the classroom” (Marczely, 1996). What this means is that because of current reforms in education, schools are reducing the knowledge of the teacher as a practitioner and replacing it with that of someone who can simply follow an already scripted curriculum (Kumashiro, 2012; Mehta, 2013b). What this does is further perpetuate the idea that teachers do not have the ingrained knowledge to create their own curriculum. Linda Darling-Hammond (1990) aptly described our current scenario by describing the state of our teachers in five case studies where California mathematics teachers were experiencing changes with their math frameworks. Teachers in these scenarios were viewed as mere conduits for policy, but not as actors. A sad consequence is that policymakers put more controls in place than programs to develop teacher knowledge (Darling-Hammond, 1990).

A 2013 national survey conducted by Scholastic and the Gates Foundation used an email-to-online survey method to collect information about teachers' thoughts and opinions. The teachers were gathered from a Market Data retrieval database of public school teachers and 20,157 PreK-12 public school classroom teachers completed the survey. The findings show that many American teachers reported feelings of alienation from the educational realm of policy. A third reported feeling that their opinions are valued at the district level with five percent at the state level and two percent reporting at the national level (Scholastic & Bill and Melinda Gates Foundation, 2013). The impact of negative public narratives can at times lead to policies and legislation solely focused on trying to rid the system of bad teachers at the cost of supporting the teacher's role in content delivery and their deep and practiced knowledge about pedagogy (Holmes et al., 2018). This legislation has caused teachers to feel micromanaged and mistrusted to teach as they know how (Kumashiro, 2012; Ravitch, 2011).

Instead of teachers creating programs based upon their knowledge and expertise, their schedules are left over from a factory-based model of school design that was popular in the 1940s (Darling-Hammond, 2010; Mehta, 2013b). Teachers in the United States have larger class sizes, spend more hours directly instructing children each week, and work more hours in total every week than global counterparts. All of this leads to less time for planning, collaborating, and professional development. And it is this de-professionalization that is killing the heart and soul of teaching (Mehta, 2013b; Weingarten, 2019).

The idea of more canned and top-down teacher programs has roots in *No Child Left Behind*. Wei et al. (2010) reported on professional development during the time of

No Child Left Behind by using several data sets. The authors analyzed the Schools and Staffing Survey over three administrations of the survey (2000, 2004, 2005) that compared teachers' responses on professional development to evaluate progress. They discovered that learning opportunities were mostly one and done, top-down workshops with the least impact on improving instruction (Wei et al., 2010). Canned programs were pushed out by the U.S. Department of Education's "What Works" Clearinghouse (Kumashiro, 2012). And *No Child Left Behind* made it clear that there needed to be control over the content and how teachers teach (Kumashiro, 2012).

These standards-based movements have resulted in more regulation with no clear benefit (Kumashiro, 2012). George W. Bush installed a uniform reading and mathematics program in almost every school (Ravitch, 2011). Many of these new mandates soon became highly controversial as teachers reported increased micromanagement even though they had success with other teaching methodologies (Ravitch, 2011). Instead of describing what to teach, it became about how to teach.

In New York City in 2007, large contracts were awarded to test-preparation companies (Ravitch, 2011). And nationally, *No Child Left Behind* made it possible for tutoring and testing services to rake in billions thereby becoming a sizable and powerful industry (Reid, 2004). It is hard to judge the factual basis for such scripted programs since quite the opposite is true in other countries according to a study by the Organization for Economic Cooperation and Development. Higher-performing countries focus on more teacher collaboration with results in more skillful teaching and stronger student achievement (Allensworth, 2012; Organization for Economic Cooperation and Development, 2014). Bryk, Sebring, Allensworth & Luppescu (2012) systematically and

thoroughly recounted the successes and failures of decentralizing the Chicago public school system that started in 1988 and found that school achievement was stronger when teachers work in collaborative teams and learn together. Their extensive research showed that how often teachers are provided opportunities to collaborate with their peers often determines where they are willing to work (Allensworth, 2012; Bryk et al., 2012; Organization for Economic Cooperation and Development, 2014). However, it is the narrative of our failing educational system that has allowed these scripted programs and curriculums to be purchased by school districts instead of relying on the knowledge and expertise of our teachers (Kumashiro, 2012). This over-emphasis on data-based answers leads to a cyclical phenomenon of relying on data questions, testing, and analysis. This view from those making policy reforms means that these data get in the way of one of the tenets of education: learning (Rodberg, 2019).

Teachers are living in an increasing reality where they are mandated to follow a prescribed curriculum and directed to abide by district units of study and predetermined lesson plans (Bruno, 2018; Kumashiro, 2012). What this means is that in addition to a test-driven and data-obsessed culture of reforms, teachers do not wield professional autonomy over what they learn or how their schools are run. Sadly, this de-professionalization has created a field of education that looks more robotic and less innovative (Bruno, 2018). Wendy Poole, a University of British Columbia professor, noted that the work of the teacher was once given autonomy and discretion, but it has increasingly been reduced to a technical idea of a teacher as teachers are viewed more frequently as technicians than valued professionals (Poole, 2008). Instead of standardized

curriculum and lesson plans, teachers should be given the autonomy and trusted as professionals to determine what is best for their students (Bruno, 2018).

Instead of a culture of attacking teachers and high-stakes testing, what is needed now is to develop a culture of collaboration and promote teacher self-efficacy and agency in their work (Darling-Hammond, 2014; Mehta, 2013b; Weingarten, 2019). We know that when this happens students learn more with a broad and challenging curriculum that is developed by their teachers (Kumashiro, 2012; Ravitch, 2011). This can be found in other countries, such as Finland, where teachers work together and enjoy the freedom and trust in their classrooms (Center on International Education Benchmarking, 2018; Mehta, 2013b; Ravitch, 2011).

The failures of *No Child Left Behind* and *Race to the Top* have become increasingly evident and caused massive damage to American public school and to the profession of teaching (Mehta, 2013b; Ravitch, 2011). To go back to a place of professionalism, teachers must be trusted to use their knowledge, skills and practice as professionals in support of student learning (Mehta, 2013b). There cannot be minute oversight (Darling-Hammond, 2014; Ravitch, 2011). If we fail to accomplish this, in the long term, the impact of these reform programs will make teaching a less attractive career for the very people we most want to attract (Goldstein, 2015).

State and federal evaluations. During *Race to the Top*, the United States was the only country in the world that tested students annually with external assessments and reduced scores to a value-added metric that ranked teachers (Darling-Hammond et al., 2012). This has led to teacher performance evaluations tied to test scores and teacher training programs de-emphasized (Bruno, 2018). Our society has tried to appear tough on

teachers by creating evaluation systems to rate them, but this has become a recurrent phenomenon. Every person or government body to take a stab at reforming the profession has attempted to argue for the necessity of rating teachers (Goldstein, 2015; Mehta, 2013b; Ravitch, 2011). The idea would thereby rid the system of the most ineffective teachers and our educational woes would be solved (Goldstein, 2015). Ratings have ranged from good, fair, or poor; A, B, C, or D; Satisfactory or Unsatisfactory; or Highly Effective, Effective, Developing, or Ineffective, but the result of these measures have created a system by which overburdened principals and high teacher turnover ended up declaring that over 93% of teachers were just fine (Goldstein, 2015).

Most teachers in the profession, no matter how skilled or experienced, have basically the exact same job title and are treated the same. According to Curtis (2013), the former assistant superintendent of the Boston Public Schools and author of a report by The Aspen Institute, stated that this can send a confusing message about what is valued most in the profession. It creates a system of stagnation with little opportunity for career growth or recognition of excellence (Curtis, 2013). Hout and Elliot (2011) identified the ways in which testing and accountability have been used in federal reforms. They discovered that tying merit pay to teacher evaluations and test scores does not raise the quality of instruction or student achievement (Hout & Elliot, 2011).

These standards-based reforms and evaluations, from *No Child Left Behind* to *Race to the Top*, assumed that low scores were simply caused by ineffective teachers and principals (Ravitch, 2011). Today, teachers are required to have advanced degrees and numerous certifications (NYSED, 2019), but during the standards-based reform movements there was an incredible push to hire the best teachers regardless of

certifications. There has never been any scholar that has reported evidence of top-performing nations who opened the profession to any college graduate regardless of their credentials or experience (Ravitch, 2011). In fact, Darling-Hammond et al (2005) led a study of 4,400 teachers and 132,000 students in Houston, Texas that linked student characteristics and achievement with data about their teachers' certification status, experience, and degree level. The study concluded that teachers who had certifications "consistently produced significantly higher achievement than uncertified teachers, and that uncertified Teach for America teachers had a negative or a significantly negative effect on student achievement" (Darling-Hammond et al., 2005, p. 46). However, the teaching field has been unable to convince the general public that a lengthy course of study is required to teach (Mehta, 2013b).

Teaching as Women's Work

Inherent in the notion of devaluing teaching is the fact that the profession is dominated by women (Rich, 2015). Since it is a highly-feminized profession that serves children, it was easily taken over by a top-down bureaucratic model, that trained male administrators to control female teachers and gave little power to those teachers (Mehta, 2013b, 2013a). According to recent population data, more than three-quarters of all teachers in kindergarten through high school are women (U.S Bureau of Labor, 2015). This disparity is more pronounced in elementary and middle schools with women representing more than 80% of teachers (U.S Bureau of Labor, 2015).

Liben, Bigler & Krogh (2001) reported the results of a within subjects ANOVA quantitative study conducted on whether children associate typically male jobs with an elevated professional status and typically female jobs with a decreased professional

status. The participants were from public elementary schools in Austin, Texas and the sample included 64 children from 6 to 8 years old (30 girls and 34 boys) and 65 children from 11 to 12 years old (33 girls and 32 boys) (Liben et al., 2001). Children were given a measure to help them assess differences in cultural gender stereotypes about the occupations (Liben et al., 2001). In the session, there were two versions of the images for the occupations that were shown to the children (Liben et al., 2001). One showed only men performing the job and the other showed only women doing the job (Liben et al., 2001). This was counterbalanced across all participants (Liben et al., 2001). The children were asked four questions about each of the 37 jobs, “how hard do you think it is to learn to be a _____, how hard do you think it is to do the job of being a _____, how much money do you think a _____ gets paid, and how important is the job of being a _____” (p.352). They were then asked to respond using a 5-point scale in which 1 is none or not at all, 2 is a little or a little bit, 3 is medium or a medium amount, 4 is pretty or pretty much and 5 is very or very much (Liben et al., 2001). The test revealed that jobs that were considered masculine had higher status ratings than jobs stereotyped as female (p.353). The difference was smaller in younger children (Liben et al., 2001). In addition, both boys and girls rated masculine jobs as higher in status than feminine jobs, but the difference was greater with the boys (Liben et al., 2001). What these findings suggest is that the portrayed sex of the occupation did have an effect on the status rating of the occupation (Liben et al., 2001).

Wendy Poole (2008), a University of British Columbia professor, noted that the idea of overhauling the work of teachers, thereby undermining their professional status, is directly correlated to society’s tendency to undervalue women’s work. Through much of

history and in the early decades of the twentieth century, public school teachers have been predominantly women, and most administrators and supervisors were men (Ravitch, 2011; Rury, 1989). Universities can be seen as embracing this trend as they supported the training of men as superintendents and distanced themselves from the predominantly female teaching force (Mehta, 2013b). The consequences of this history can be found in *Who Became Teachers?* a piece by (Rury, 1989).

The identification of teaching with women meant that society held teachers in low esteem. The association of teaching with the female gender at a time when virtually all the other professions in America were dominated by men helped to assure that teaching would not be recognized as a profession in the same terms as law or medicine. (p.15)

Barzun (1944), an American teacher, historian and author, wrote that there is a deep and rooted prejudice against teaching. It is the combination of this prejudice against teaching with the subjugation of women that gives us “ample reason to consider the status of female teachers in the United States and the professional status of the female dominated teaching profession” (Barzun, 1944, p. 10).

It was Catherine Beecher, in the 19th century, who pushed for women to become teachers because at the time it was the one profession where women could gain independence without compromising their modesty (Goldstein, 2015). This idea of accepting women into teaching thereby saving money would become a “dominant assumption within United States society” (Kaufman et al., 1997, p. 122). It has worked with the interests of the employers, who were mostly men, in keeping the work of women cheap and unprofessional (Kaufman et al., 1997).

In the 19th century, teaching was the equivalent of the ministry, but it became a refuge for educated women because they were barred from more traditional professions (Kaufman et al., 1997). It was during this era that a deeply rooted bias against a women's intellect and professional capacity dominated. It is here that we see the feminization of teaching carried out at an enormous cost (Goldstein, 2015). The feminization of teaching carried another downside: since the ruling elite did not see women as equals, they were unwilling to fund a profession dominated by women (Goldstein, 2015). This led to chronic underfunding beginning in 1875 which subsequently produced low salaries and made it difficult to keep talented people in the profession, especially men (Goldstein, 2015).

When women began to enter the field of teaching in large numbers in the 1960s, teaching was one of very few careers open to them (Rich, 2014). Susan H. Fuhrman, (as cited in Rich, 2014) the former president of Teachers College at Columbia University, said that women went into teaching with few options and at the time it was a low-status profession, and now that this fact continues, greatly reduces the chances of the status increasing. And to try to reverse this notion is an upstream battle that has been shaped for decades (Kaufman et al., 1997). The politics of the work world have largely prevented the idea of professionalism from applying to teachers. "Teachers, like women more generally, have been treated as subordinate to those in other more traditional and learned professions" (Kaufman et al., 1997).

There is further evidence that the very nature of the teaching profession as female dominated, has perpetuated its low-status. "The feminization factor's having slowed the professionalization of teaching, just as other female-dominated careers have similarly

been slowed in their path toward greater influence and prestige” (Kaufman et al., 1997, p. 123). Examining the field of higher education as a profession, a male-dominated field, brings the reality of the discrimination home. Higher education sees higher prestige, more autonomy, greater status than female-dominated elementary, middle and secondary education (Kaufman et al., 1997; Mehta, 2013b, 2013a; Mehta et al., 2012). This can even be seen in the focus of university programs and degrees. Universities have focused on developing administrative methods instead of pedagogical ones, thereby favoring the male administrators over the female teaching force (Mehta, 2013b, 2013a; Mehta et al., 2012). This leads to the conclusion that, as we see discrimination against women in our society, it has also affected the professionalization of the field of education (Kaufman et al., 1997).

Population Leaving or Not Entering the Profession

National Lens

There is virtually no other profession that has comparable attrition rates than those seen in teaching (Ravitch, 2011). In the beginning of 2018, public educators quit at an average rate of 83 per 10,000 a month (Hackman & Morath, 2018). It is the highest rate for public educators since such records began being kept in 2001 (Hackman & Morath, 2018). In a 2019 Phi Delta Kappan poll, where interviews were conducted from a random national sample of 2,389 adults age 18 and older, and 556 public school teachers, half of public school teachers in the country reported that they have seriously considered leaving the profession (Phi Delta Kappan Educational Foundation, 2019). A 2016 report by the Learning Policy Institute estimates that teacher demand will top 300,000 by 2025 as supply dips under 200,000 (Sutcher et al., 2016). And in a recent *Washington Post* article,

30,000 teachers in Oklahoma have quit since 2013 (Strauss, 2019). The two main root causes of this most recent crisis in education are teachers quitting the profession and others not even going into it (Darling-Hammond, 2014). Statistics available through the National Center for Education Statistics add concrete numbers to this crisis. From the period of 2010 to 2016, the number of degrees in education decreased by 16% (American Association of Colleges for Teacher Education, 2018; *Most Popular Majors*, 2017). The number of bachelor's degrees conferred in education is at its lowest since 1970. This is validated by a report from the United States Department of Education which has seen enrollment in teacher education programs across the country decline from 719,081 in 2008 to 499,800 in 2013 (Office of Postsecondary education, 2015). In New York City, teachers are certified through multiple pathways and there has been a significant decline since 2014 (Crehan et al., 2019). Some states, such as Oklahoma, have seen a decrease of 80 % (Office of Postsecondary education, 2015).

Figure 2.1

National Center for Education Statistics

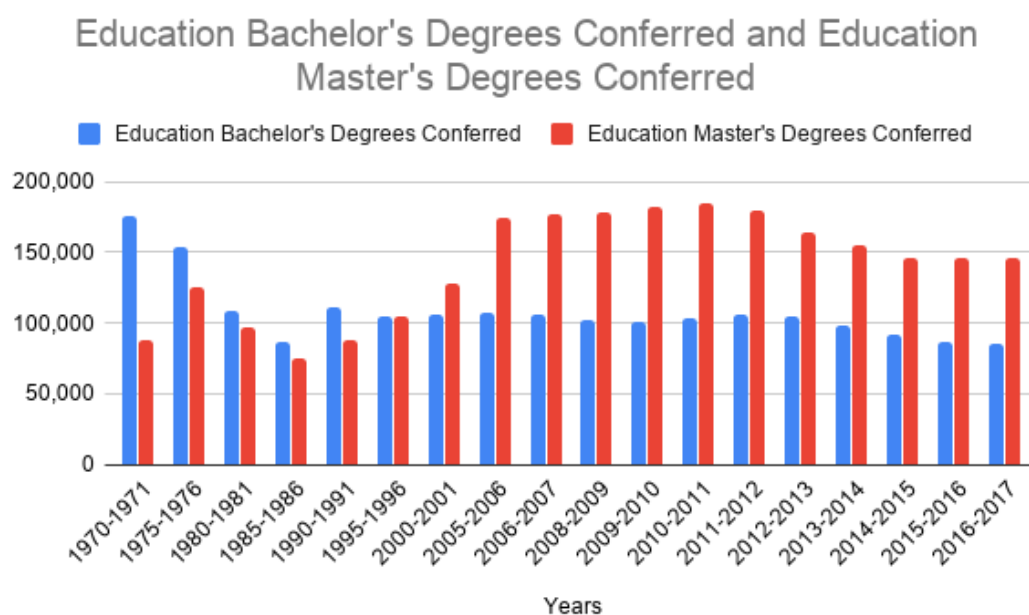
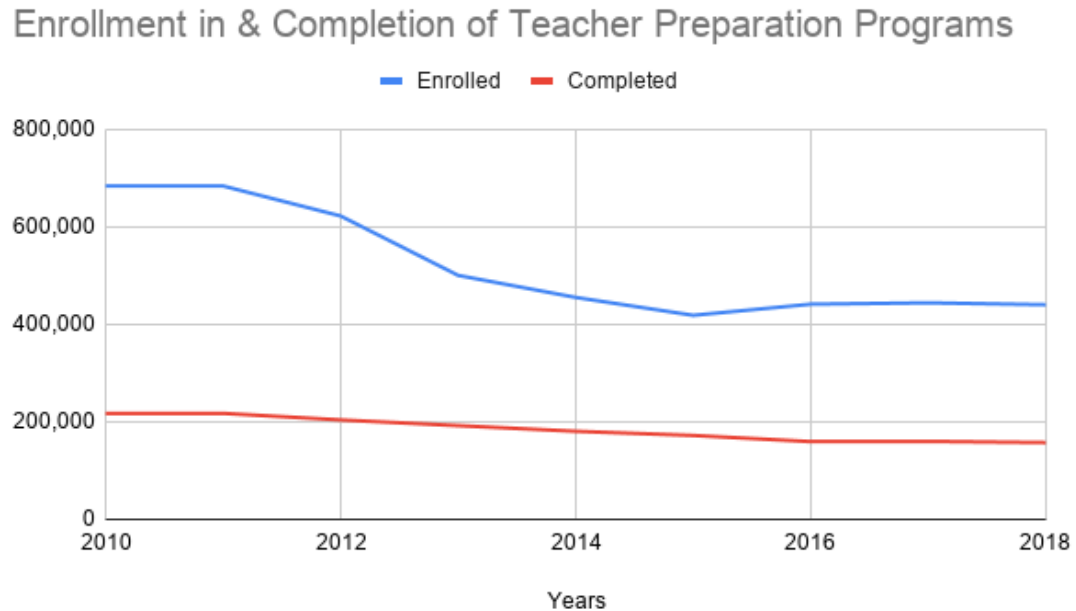


Figure 2.2

Title II Reports



In an examination of the ingrained reasons why teachers are leaving or not entering the field, Dunn (2015) reported on a qualitative case study centered around understanding how educators in one urban high school struggle with the decision to stay or leave the profession (Dunn, 2015). In this study, three teachers were selected from a larger qualitative case study conducted by the researcher. The participants were in a metropolitan area in the southeastern United States at Wilson High. The three participants selected for this study are white female veteran teachers who worked at the high school in the study. There was one English teacher, one social studies teacher, and one foreign language teacher. A semi-structured interview protocol was used as a conversation guide for all the participants (p.89). After the interviews were completed, transcriptions were written and the researcher included analytic memos (p.89). After reading through the

transcription and analytic memos the first series of open coding was completed and themes began to emerge (p.89). Dunn (2015) discovered that the participants frequently had an inner debate about whether to leave the profession and experienced push and pull factors that either pushed them to leave teaching or pulled them to stay. The push factors included monetary compensation, top-down policies, lack of control over their career and moral disagreement with policies. The pull factors were the students, colleagues, a commitment to the profession, and unease about pursuing a new career.

Teacher turnover and teacher shortages are not a new phenomenon plaguing education. In fact, it has been a topic of discussion in more contemporary times since the 1980s (Bobbitt et al., 1994; Grissmer & Kirby, 1987, 1992, 1997; Hafner & Owings, 2001; Murnane et al., 1988). Ingersoll (1997) reported the warning signs of shortages in elementary and secondary schools in the 1990s (Ingersoll, 1997). Ingersoll, a sociological researcher specializing in the teaching profession, conducted research and collected data from the Schools and Staffing Survey and the Teacher Follow-up Survey conducted by the National Center for Education Statistics. He discovered that these so-called teacher shortages were a myth. Teacher attrition is due to a far more fundamental problem facing the teaching profession (Ingersoll, 1997; Ingersoll, 2001). In 1997, Ingersoll wrote about teacher attrition's true causes. "The demand for new teachers is primarily due to teachers' moving from or leaving their jobs" (Ingersoll, 1997, p. 43). Yes, teacher retirements are increasing, but turnover related to retirement is rather small when compared to overall professional dissatisfaction (Brenneman, 2015; Ingersoll, 2001; Shulman, 2019).

When looking at Markow et al (2013) and their 2013 MetLife survey, we see that 1,000 K-12 U.S. public school teachers were interviewed by telephone using Market Data

retrieval. The numbers indicated that the percentages of teachers who reported being “very satisfied” with their jobs, declined from 62% in 2008 to 39% in 2012. Almost one in three teachers contemplate leaving the profession (Markow, Macia & Lee, 2013). This continuing decline of teacher morale is an urgent crisis for our educational system (Markow et al., 2013). As compared to other generations, where teaching was seen as a stable and satisfying career for the nation’s population, in a Georgia Department of Education 2015 survey of 53,000 teachers two out of three respondents said they didn’t want to recommend teaching as a profession to a student (Owens, 2015). This is validated by a Phi Delta Kappan (2018) survey based on a random national sample of 1,042 adults and an oversample of 515 parents of school-age children. The survey discovered that 54% of Americans reported they would not want their child to become a public-school teacher. A striking majority for the first time since the question was asked in 1969 (PDK Poll, 2018). Compare this with the country of Finland where teaching is the most highly preferred career of 15-year olds. And in South Korea, teaching is the leading career choice (Auguste et al., 2012; Mehta, 2013b).

A deeper national look at the issue continues when examining a report by the Learning Policy Institute on the seriousness of teacher turnover. Carver-Thomas and Hammond (2017) highlight specific data from the latest National Center for Education Statistics’ *Schools and Staffing Surveys*. The surveys highlighted why teachers are leaving the profession. They found that overall teachers leaving the profession accounted for about 90% of annual teacher demand. Consequently, it drives many of the shortages we see today. In an Economic Policy Institute report authored by Allegretto and Mishel (2016) two sources of data were used from the Current Population Survey and the

Employer Costs for Employee Compensation survey. Their report found that when compared with other countries, the wages of teachers in the United States have declined as compared to other college educated workers since the early 1990s (Allegretto & Mishel, 2016). If these numbers are not clear enough the report goes on to point out that in more than half of states in the country, teachers with a family of four would qualify for government assistance (Allegretto & Mishel, 2016). In OECD's report on teaching and learning, the working conditions of teachers are compared with other countries. In the United States, educators teach the greatest number of hours per week and have the lowest number of hours for planning (Organization for Economic Cooperation and Development, 2014). In the same report that covered over 30 countries, 90% of teachers love their jobs, but don't feel recognized or supported and work in professional isolation. 50% never team teach; only 30% observe their colleagues and 46% receive no feedback on their teaching (OECD, 2013).

A historical look provides us perspective on the issue as the research shows that teacher attrition rates were not always this high. At its lowest point in the 1990s, teacher attrition was slated at about 5.1% annually while more current figures peg it at 8.4% (Carver-Thomas & Darling-Hammond, 2017). Many states have reported that after nearly fifteen of these reform movements enrollment in teacher preparation programs has declined and more experienced teachers are retiring early; and this is at a time with increasing enrollment in bachelor's programs over the same period (National Center for Education Statistics, 2019; NYSUT Research and Educational Services, 2017; Ravitch, 2011).

To investigate another angle of this issue, Gray et al. (2014) highlight the findings of the U.S. Department of Education's National Center for Education Statistics study that was released in April of 2015. The study analyzed the mobility and attrition of 2,100 teachers within the first five years. And while its findings differed from a 2003 study on the same issue, it did produce interesting data on teachers' earnings, ages, education and school locations: (Gray & Tale, 2015)

97% of teachers who earned more than \$40,000 their first year returned the next year, compared with 87% who earned less than \$40,000. By the fifth year, 89% of those earning \$40,000 or more were still on the job, compared with 80% earning less than \$40,000. (p.3)

According to the literature and the findings on this study, the amount that teachers earned made a difference in whether they stayed in the profession. In the myriad studies addressed thus far, teachers have cited low pay and lack of respect and support as factors that led to their feelings about leaving the profession. Brill and McCartney (2008) discovered that the primary reasons for teacher attrition were associated with dissatisfaction with teaching as a career and those who were seeking to better their careers. Interestingly, this study also concluded that the issue is more pronounced among teachers with higher abilities, as measured by the Scholastic Achievement Test (SAT), the National Teacher Exam, and licensure tests.

The statistics are also troubling when looking at teacher education enrollment programs at the national level. We are seeing a 35% drop in the number of people enrolled in teacher education programs (Arnett, 2017; Office of Postsecondary education, 2015). And between 2008-2009 and 2012-2013, there was a 30% drop nationally in

enrollments in traditional and alternative route teacher preparation programs (U.S. Department of Education, 2015). In 2014, Teach for America reported in a national survey that applications for their program had declined by 10% from 2013-2014 (McGann et al., 2013).

There has been talk about performance based merit pay. The idea is if a signing bonus is big enough, it will attract applicants. However, teachers will not remain in teaching if the work is not satisfying and they don't feel professionally fulfilled (Ravitch, 2011). Teachers need opportunities to think creatively, collaborate with colleagues and grow as professionals. If they don't have these opportunities, poll after poll has shown us that they will leave the profession (Brushaw & Lopez, 2011; Markow et al., 2013; PDK Poll, 2018).

COVID-19 Pandemic Impact

The COVID-19 pandemic shut down schools in much of the country in March of the 2019-2020 school year (Decker et al., 2020). This crisis has shuttered many school buildings nine months later with a variety of hybrid, remote, and in-person teaching and has exasperated an already growing problem within the field (Decker, et al., 2020). According to a national poll put out by the National Education Association, nearly one in three teachers say COVID-19 has made them more likely to resign or retire early (Flannery, 2020). In districts that have opted for in-person learning and therefore require teachers to return, many are taking early retirement while others are simply walking away (Flannery, 2020). In total, 28% of teachers said that the pandemic has made them "more likely to retire early or leave the profession" (Flannery, 2020). The rate is not just for

seasoned teachers, but includes a significant number of new or young teachers. “One in five teachers with less than 10 years’ experience” (Flannery, 2020).

Local Statistics

Shifting from a national perspective to research focused at the state level, there are disturbing trends that provide clues to teacher attrition in New York. In a recent fact sheet from the New York State Union of Teachers Research and Educational Services, the shortages the state will contend with are troubling. About 10% of New York teacher education graduates are leaving the state for employment elsewhere (Saunders, 2017). In the same study, it was found that 11% of New York teachers leave their school or profession annually. About 55% cited professional frustrations, including standardized testing, administrators or too little autonomy (Saunders, 2017). At the same time as teachers are leaving the profession or transferring to another state, enrollment in teacher education programs in New York has decreased by roughly 49%-53%³ -from more than 79,000 students in 2009-2010 to about 40,000 in 2014-15. Those numbers continue to decline steadily (Saunders, 2017). The enrollment figures in New York State are not outliers. In fact, the numbers are concurrent with national figures. A report by the nonprofit Learning Policy Institute used data sets from the Schools and Staffing and the Schools and Staffing Survey Teacher Follow-Up. The details recorded the enrollment drop at 35%, between 2009 and 2014 and nearly eight percent of the teaching workforce is leaving the profession before retirement every year (Sutcher et al., 2016).

If these numbers were not troubling enough, the statistics on the aging numbers of teachers in New York State presents a troubling scenario. The average age of teachers in

³ One source reported the decrease as 49% while the other, more recent source, reported it to be a decrease of 53%. It is unclear why this discrepancy exists.

the state is 48 (Saunders, 2017). It appears that by analyzing the research, teacher attrition and retention should be a concern for school communities.

How Adults Learn

The teaching profession has been dominated in recent years by a focus on accountability, but lacks the capacity to build knowledge from practitioners that will be used in the field (Mehta, 2013b, 2013a; Ravitch, 2011). Teacher leadership, as one of the most recent models in New York City shows us, places teachers in a direct role in the function of the school, supporting teachers in their instruction and building communities of learners who develop knowledge to suit their needs in support of student learning (Crehan et al., 2019). With an understanding of adult learning theory, teacher leadership can be an avenue by which education gets back to developing knowledge from the field, thereby fulfilling the requirements of a true profession (Mehta, 2013b, 2013a; Mehta et al., 2012)

Adult Learning Theory

Adult learning theory moves from a focus on *pedagogy*, from the Greek *paid*, the education/training for boys or children and *agoge*, “the leader of” to an emphasis on *andragogy*, originating in English and modeled on a German lexical item, the method of teaching adults (“Andragogy, n.,” 2019; “Pedagogy, n.,” 2019). Andragogy was first mentioned and formulated as a distinctive learning theory by Lindeman (1926). What we now understand to be adult learning theory still draws from Lindeman’s work around andragogy. Lindeman made several assumptions of the adult learner that have been followed by more recent research from Knowles, Holton, and Swanson (2005). According to Lindeman, adults want to learn when they discover a need or an interest in

which learning will help them (Lindeman, 1926). Their learning must be self-directed and centered in the real-world around their experiences (Lindeman, 1926). This connects back to Freire's work around critical pedagogy and a more active, rather than passive, way of learning (Freire, 2000). More recent scholarship in the field of andragogy and adult learning theory explores the notion that pedagogy should be used heavily from infancy and gradually decreasing through adolescence as dependency decreases. With the onset of adulthood, andragogy should be practiced as routine (Knowles et al., 2005). As Knowles et al. (2005) expands upon Lindeman (1926), more detailed principles of the adult learner emerge. Adults need to be involved in the planning and evaluation of their instruction, and the learning needs to be more problem-centered rather than content-oriented. Adults tend to be more self-directed in their learning, so facilitation should be the focus and allow the adult learner to discover through their own mistakes, experiences, and knowledge (Knowles et al., 2005).

Professional Learning Communities

Teacher leaders, in their myriad roles, often engage teachers in professional learning communities (Dufour & Fullan, 2013; *Teacher Leadership as a Key to Education Innovation.*, 2010). When consulting Mehta's (2013b) definition of a profession and Stauffer's (2016) contextualized view, those within a profession do not and should not act in isolation. To be part of a profession means that you are working with practitioners who are collectively developing knowledge to improve practice (Mehta, 2013b, 2013a). A professional learning community has six characteristics: a shared mission that is focused on student learning, a culture that is collaborative in nature, inquiry focused on best practices while acknowledging the current reality, action

and results oriented, and committed to continuous improvement (DuFour et al., 2010). Teacher leaders who partake and lead this type of work see that it plays a large role in the overall satisfaction of educators, thereby contributing to the elevation of the profession (Dufour & Fullan, 2013).

Teacher Self-Efficacy

Consulting Mehta (2013b) in his definition of a true profession, professions need to be strong in the area of human capital. Therefore, they need to attract and retain people who work in the field. In order for the profession to retain its members, teacher self-efficacy needs to be promoted and supported (Darling-Hammond, 2014; Mehta, 2013b). Self-efficacy was first coined and defined by Bandura (1977). In short, he discovered that a person's perceived self-efficacy "is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances" (Bandura, 1997, p. 37). Bandura (1997) went on to discover and define collective efficacy, which is a group's shared beliefs in its capability to act in the service of a specific goal. Bandura also found evidence that one's efficacy beliefs affect not only the level, but the persistence of motivation (Bandura, 1997). If a person doubts their capabilities, they will be less likely to motivate themselves in the face of greater obstacles (Bandura, 1997). Collective efficacy ties into the central tenets of teacher leadership. Since teacher leaders engage in collective experimentation, contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement (Curtis, 2013; Wenner & Campbell, 2017), they can contribute to increased efficacy and strong human capital (Darling-Hammond, 2014; Mehta, 2013b).

Teacher Leadership

Origins of Teacher Leadership

The central notion of teacher leadership is about individual empowerment, autonomy, and control in education. Teacher leadership is not about merit pay, it's about embracing a career ladder for teachers (Crehan et al., 2019). Two of the four components of a profession, creating a knowledge base and having a direct say in the governance of the workplace and the processes that contribute to the work being carried out, can be found in the ideas of teacher leadership; (Goode, 1969; Huberman, 1993; Martin et al., 2015; Mehta, 2013b; Mehta et al., 2012). One can trace its roots as far back as John Dewey's *Democracy and Education* and in his laboratory school in Chicago in which he posits his theory of educational democracy and the notion that teachers should be directly involved in generating research to improve student learning (Dewey, 1916). Ella Flagg Young, a contemporary of Dewey's, also argued for the tenets of teacher leadership in her 1900 dissertation, *Isolation in the school* (Young, 2014). Dewey essentially argued that since democracy was the chief purpose of education, it should be modeled in the organization of our schools. He believed that teachers should have an established role within the structure of the school and that teachers should make decisions based upon curriculum, instruction and assessments. Dewey's belief, written in the early twentieth century, shaped the philosophy of learners and leaders in the late twentieth century (Gardner et al., 2002). More contemporary ideas of teacher leadership stem from educational initiatives of the 1980s (York-Barr & Duke, 2004). Little (1988) argued through numerous case studies that without teachers leading school reform in some capacity, it is implausible that schools can be improved. This can be seen in the 1980s as the status of teaching as a profession was put into question (Futrell, 1987; Mehta, 2013b,

2013a). Hart (1995) studied the role of nonhierarchical theories of leadership in teacher leadership programs. Her research addressed the need to not only recruit teachers, but retain them (Hart, 1995). York-Barr and Duke conducted a comprehensive literature review in 2004 which spanned as far back as the 1980s. Specifically, the authors wrote that the concept of teacher leadership means that teachers should hold a central position in the ways that schools operate and as a central tenet of teaching and learning (York-Barr & Duke, 2004). Wenner and Campbell (2016) followed York-Barr and Duke's (2004) literature review with an updated look at teacher leadership spanning from 2004 to 2016. The evolution of teacher leadership from the 1980s has direct connections to the implementation of teacher quality mandates and the creation in several states of Teacher Leader Model Standards⁴ (Jacobson, 2019; Teacher Leadership Exploratory Consortium, 2011; Wenner & Campbell, 2017). Teacher leadership usually occurs and is supported when school leaders believe in shared leadership (Crehan et al., 2019). Teacher leadership in the earlier 2000s centered around building capacity, efficacy and the need for knowledge (Donaldson et al., 2005).

The growth of teacher leadership over the decades has taken many forms. There are teacher leader frameworks going back to 1988 (Rogus, 1988) and then followed by in 1999 (Sherrill, 1999). However, in our current age of high accountability, the need for teacher leadership and its potential have never been greater (Darling-Hammond, 2014;

⁴ Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning Domain II: Accessing and Using Research to Improve Practice and Student Learning Domain III: Promoting Professional Learning for Continuous Improvement Domain IV: Facilitating Improvements in Instruction and Student Learning Domain V: Promoting the Use of Assessments and Data for School and District Improvement Domain VI: Improving Outreach and Collaboration with Families and Community Domain VII: Advocating for Student Learning and the Profession

Mehta, 2013b, 2013a; Mehta et al., 2012; York-Barr & Duke, 2004). Indeed, Schmoker & Wilson (1994) wrote in a premier text about teacher leaders, that it would attract intellectual and socially purposeful individuals to the profession. And it would broaden public and fiscal support for the essential arrangements that favor teacher leadership (Schmoker & Wilson, 1994). Formal teacher leadership roles have been evident in school reform programs as seen in New York, San Diego, Boston, Illinois, and Chicago (Datnow & Castellano, 2001; Elmore & Burney, 1997; Hightower et al., 2002; Stein, 1998; Stoelinga, 2006). Mangin and Stoelinga (2007) spoke about the resurgence of teacher leadership after the standards-based reform movement (Mangin & Stoelinga, 2007). And schools and school districts seem to be moving in the direction of improvement in their school organizations and classroom instruction thereby naturally leading to teacher leadership as a solution (Mangin & Stoelinga, 2007).

Definitions of teacher leadership. The literature on teacher leadership is vast (Carver-Thomas & Darling-Hammond, 2017; Danielson, 2006; Wenner & Campbell, 2017; York-Barr & Duke, 2004), but while many authors eagerly detail its importance, it is often murky when trying to define it (York-Barr & Duke, 2004). There seems to be little consensus around what constitutes teacher leadership. Neumerski (2012) reports in a distributed lens examination of what scholars know about instructional leaders that “it tends to be an umbrella term referring to a myriad of work” (Neumerski, 2012). Brosky (2011) completed a mixed methods study of 157 teacher leaders on the micropolitics of teacher leadership and the factors that influence their daily interactions. The study found that a lack of understanding of teacher leadership is seen from educators in the field (Brosky, 2011). The definitions of teacher leadership have certainly evolved over time.

Silva et al (2000) studied the first wave, as it is referred to, in their case study of three teacher leaders who attempted to lead from within their classroom. Interviews and biographical data were both collected and analyzed. In this first wave they discovered teacher leadership as teachers serving in formal roles--e.g., department heads, union representatives (Silva, Gimbert, & Nolan, 2000). Wasley (1991) supports this notion when describing the use of teacher leaders as an extension of the administration (Wasley, 1991). Teacher leadership evolved to be described as using the instructional knowledge and expertise of teachers by creating roles such as curriculum leaders, staff developers, and mentors of new teachers (Silva et al., 2000). Still evolving further, the view that seems to be emerging more recently is the notion that teacher leadership recognizes the idea that teachers can change the culture of a school when they lead instructionally (Wenner & Campbell, 2017). These more contemporary views reflect an increased understanding that if we are to improve our instruction and thereby support student learning, we need a culture that supports collaboration and continuous learning. We need a system that validates teachers as the creators of school culture (Darling-Hammond, 1988; Silva et al., 2000). This definition is further supported by Childs-Bowen, Moller, and Scrivener's (2000) view of teacher leadership as teacher leaders who participate in professional learning communities to affect student learning, "contribute to school improvement, inspire excellence in practice, and empower stakeholders to participate in educational improvement" (Childs-Bowen, Moller, & Scrivner, 2000, p.28). To further the expansion of the role, teacher leadership can be defined as more encompassing. Crowther et al (2002) looked at five case studies of teacher leadership and discovered the role of the teacher leader as a series of actions that can transform teaching and learning in

a school with an emphasis on transforming the community (Crowther, Kaagen, Ferguson, & Hann, 2002).

In yet another look at the definition of teacher leaders, Pellicer and Anderson (1995) focus on the teacher leader as an instructional leader, as they compiled a look at successful programs of teacher leadership. If we are looking to change an instructional program in a school, we must look no further than a teacher leader who can yield results in substantial and sustained improvement in student learning. And in a connection directly related to the professionalization of teaching, teacher leadership is described as leadership “that does not necessarily end with the principal. Rather, instructional leadership must come from teachers if schools are to improve and teaching is to achieve professional status” (Pellicer & Anderson, 1995, p. 16). Another view of teacher leadership through an instructional role can be seen in Wasley’s (1991) definition; as the ability to “engage colleagues in experimentation and then examination of more powerful instructional practices in the service of more engaged student learning” (p.170). And Fullan describes teacher leadership almost as an all-encompassing series of connected domains of commitment and knowledge (Fullan, 1994). These views of the core of teacher leadership, although vast and many, help to solidify the view of teacher leaders as leaders among their colleagues, who have a profound passion for pedagogy and an understanding of the educational system (York-Barr & Duke, 2004). As defined by the National Comprehensive Center for Teacher Quality, teacher leadership is when teachers influence their colleagues and their school community to improve teaching and learning. Teacher leaders often contribute and influence decisions in policy and practice (National Comprehensive Center for Teacher Quality, 2010)

More contemporary definitions of teacher leadership stem from Margolis's (2012) two-year mixed methods study in Washington State. The research focused specifically on the qualitative data that was acquired from examining the environments, activities and perspectives of six hybrid teacher leaders. The idea of a hybrid teacher leader is detailed as "a teacher whose official schedule includes both teaching K-12 students and leading teachers in some capacity" (Margolis, 2012, p.295). These more recent definitions show that all teachers have the ability to be leaders, but not all teachers want to be leaders (Spillane & Diamond, 2007). Curtis (2013) describes teacher leadership as a set of specific roles that recognize the most effective teachers and put them in charge of supporting student learning, adult learning and collaboration throughout the school and the system (Curtis, 2013). This system of improvement for the profession recognizes that teachers can serve as "levers for recruiting and retaining top talent, strengthening the most effective teachers, helping other teachers improve, and experimenting with new ways of organizing instruction so that teaching roles are differentiated" (Curtis, 2013, p. 4).

Currently, teacher leadership elicits a sense of empowerment for all teachers, but assumes that a teacher leader is somehow going beyond their normal duties (Wenner & Campbell, 2017). This is an extremely important point to note. There are many instances where because of a teacher's exemplary teaching skills they have risen through the ranks of teaching, thereby leaving the classroom and becoming instructional coaches, coordinators, specialists. However, there can be an inauthentic constraint on a leader who is also not a peer. The leader might have trouble understanding the constraints of teaching in a particular setting and therefore might not be able to fully model effective teaching

practices (Wenner & Campbell, 2017). Many of the more recent definitions of teacher leadership have stemmed from authors defining it themselves instead of relying on previous definitions. Wenner and Campbell's (2016) more updated literature review on the topic, they break down the definitions of teacher leadership into five general themes: functions beyond the classroom walls, support of colleagues in professional learning opportunities, improving student learning, and working towards improvement of the entire organization. In a 2019 case study of 4933 teachers, 820 teacher leaders and 345 principals participated. The study found that in New York City's teacher leadership career pathways, much of the time was spent defining the role of a teacher leader (Crehan et al., 2019).

The muddiness surrounding the simple definitions of teacher leadership becomes a serious issue when looking for empirical research to support the need for more teacher leaders (Wenner & Campbell, 2017). In addition, a lack of understanding only adds to the obstacles teacher leaders face (Ackerman & Mackenzie, 2006; Donaldson, 2007).

Who are teacher leaders? Teacher leaders are teachers and they are leaders. They have significant teaching experience, are highly effective in their craft, and are respected by their peers (Crehan et al., 2019; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Danielson (2006) argues in her framework for creating opportunities for teachers to lead, that teacher leaders often do not want formal administrative titles and like to stay behind the scenes (Danielson, 2006). Administrators tend to ask teachers in the second stage of their career, with four to 10 years of experience to take on teacher leadership positions (Johnson & Donaldson, 2007). In a mixed methods qualitative and quantitative study, Hanuscin et al. (2012) seeks to understand how 36 teachers in seven

school districts view their work in terms of leadership. By collecting data from teachers in the Math and Science Partnership about their own self-reported leadership experiences, all but one of the 36 teachers reported that they had prior leadership experience such as curriculum work, school improvement work and professional development (Hanuscin et al., 2012).

In Snell & Swanson (2000) data from 10 in-depth studies from middle school teachers is examined. Participants in this study were interviewed and portfolio reviews were examined. The research found that it was the expertise, collaboration, reflection and empowerment that helped the teachers become leaders and be elevated by their peers (Snell & Swanson, 2000). In two similar studies, the results reflect a pattern. In a study of 17 teacher leaders over a two-year period, teacher leaders engaged in strong teaching and brought organization and interpersonal skills to the position. They felt that “they developed the ability to promote learning among their teaching peers” (Lieberman et al., 1988, p. 150). And almost a decade later, in a comprehensive paper presented at the American Educational Research Association, Acker-Hocevar and Touchton (1999) interviewed six elementary teachers of the year in Florida from 1996 to 1997 about their perspectives, experiences and power relationships as teacher leaders. They discovered through their extensive interviews that how much influence teachers wield is based upon their familiarity with the system, general expertise, and the autonomy that is given to them (Acker-Hocevar & Touchton, 1999). Although teacher leaders are individuals who are drawn to positions of leadership and viewed as achievement and learning orientated (Crehan et al., 2019; Wilson, 1993; Yarger & Lee, 1994), some of the characteristics of teacher leaders can draw the ire of their colleagues. Tensions can ensue because teacher

leaders tend to be risk-takers, collaborators, and role models. This can produce ill feelings among colleagues (Wilson, 1993). In a study focused on the factors that influence a teacher's readiness to assume the role and responsibilities of a teacher leader, Katzenmeyer and Moller (2001) describe the professional teaching skills and a clear and well-developed personal philosophy of education. In addition, these teachers are at a career stage that enables them to give to others and develops their interest in adult learning theory. These teachers also seem to be in a personal life stage that allows them time and energy to assume a position of leadership (Katzenmeyer & Moller, 2001). As York-Barr and Duke (2004) state, teachers who are best suited to become teacher leaders are those who are in their midcareer and midlife.

The role of a teacher leader. Teachers should be given ways to expand their influence without leaving the classroom (Mehta, 2013b, 2013a). The role of the teacher leader has evolved over the years to range from more management focus, to supporting educational initiatives to facilitating professional learning communities (Crehan et al., 2019; Supovitz, 2018; York-Barr & Duke, 2004). It can be both formal, in terms of union representatives, department heads, master teacher, instructional coach, curriculum specialists and mentors (Danielson, 2007; Supovitz, 2018; York-Barr & Duke, 2004). There is usually a selection process whereby individuals apply and are chosen (Crehan et al., 2019). They can be seen facilitating curriculum projects, study groups and workshops (Crehan et al., 2019; Danielson, 2007; Supovitz, 2018). Teacher leader roles can also be informal. These informal teacher leaders emerge spontaneously and are elevated into these positions by their peers (Crehan et al., 2019; Danielson, 2007; Supovitz, 2018).

In a qualitative study on how individual hybrid teacher leaders make sense of their work, Margolis (2012) reports the significant findings (Margolis, 2012). Six hybrid teacher leaders (four females and two males) were studied over two years. Margolis (2012) discovered that roles were often unclear with positions not clearly defined with a job description. This caused some confusion, but also created more autonomy. Since there was a lack of clearly defined roles, this contributed to time being effectively wasted.

The degree by which a teacher leader participates in their role outside of the classroom also varies to a degree. There are some teacher leaders who are in full-time positions of leadership and others who have a full-time teaching load while also taking on leadership responsibilities (Supovitz, 2018; York-Barr & Duke, 2004). York-Barr and Duke's (2004) comprehensive literature review reflects almost 20 years of teacher leadership and its growth. Within those 20 years, there have been many programs meant to increase the role of the teacher leader. Career ladder programs differed from mentor programs in that they took many different forms but started off to recognize different levels of teachers and compensate them accordingly (Hart, 1994; Jacobson, 2019). This idea of shared governance was a way to capitalize on teacher expertise so that decisions were essentially informed by teachers (Jacobson, 2019; York-Barr & Duke, 2004).

As the years have gone on, newer conceptions of teacher leadership have emerged and older concepts have been expanded. These changes have mostly taken the form of support for informal roles. Darling-Hammond, Bullmaster, and Cobb (1995) examined data from in-depth case studies of seven professional development schools and new forms of teacher leaderships within them. They cite the importance of supporting informal teacher leader roles and specify that the job itself can have embedded tasks so as

not to seem imposed or hierarchical (Darling-Hammond, Bullmaster, & Cobb, 1995). It is important to note that not all teacher leadership roles in theory match up with the practice. For example, in a multistage interactive method of data collection, analysis and interpretation of 13 teachers in formal teacher leadership positions in seven K-8 schools in one district it was revealed that while teacher leaders did support their colleagues, much of their work became administrative in nature (Smylie & Hart, 1990). Supovitz (2018) examined the roles of quasi-formal teacher leaders in 16 schools in the School District of Philadelphia between 2006 and 2010. The study discovered that these informal teacher leaders successfully took on roles from leading professional development to facilitating professional learning communities (Supovitz, 2018). The study did find that the authority of the teacher leader to enact change on a larger level in the school was limited (Supovitz, 2018). In 2013, New York City created a teacher career pathway which essentially put in place a career ladder. The program has been lauded as a model for other states to adopt (Jacobson, 2019). The roles of these teacher leaders include model teachers, peer collaborative teacher, master teacher and teacher team leader (Crehan et al., 2019). In a case study of this New York City program, 49% of teacher leaders agreed that they were part of conversations with school leaders about curriculum (Crehan et al., 2019).

More contemporary definitions of teacher leaders place all teachers in leadership positions by varying degrees. “All teachers can lead by sharing information with their colleagues and by learning from one another” (Vitucci & Brown, 2019, p. 6). And teacher leaders are seen as collaborators with the ability to model and continually refine instructional practices (Curtis, 2013; Muijs & Harris, 2003, 2006). Teacher leaders

provide authority to their knowledge about teaching. Mangin & Stoelinga (2007) organized their findings on the research surrounding teacher leadership and discovered that the outcome then promotes trust between teachers and instructional leaders (Mangin & Stoelinga, 2007). Brooks et al (2004) presented their findings from a qualitative case study of a secondary school in the Midwestern that examined 14 teacher leaders and the roles they play in school reform. They discovered that the responsibilities of teacher leaders can lead to a sense of frustration among teachers in the profession (Brooks et al., 2004). In a qualitative study, Margolis and Huggins (2012) studied six hybrid teacher leaders across four school districts over two years, as well as their administrators and cited the ill-defined role of teacher leaders as being largely responsible “for the misuse, underuse, and inefficient use” (p.968) of teacher leaders within a school. However, the goal of these positions is to support teachers in order to improve their instructional and enhance student learning (Mangin & Stoelinga, 2007). Teacher leaders have the important role of encouraging their colleagues about the importance of what they are proposing (Danielson, 2007).

Teacher leaders have also taken on the role of action researcher as they research a topic of their choosing. This research can significantly improve their schools and beyond (Vitucci & Brown, 2019). They essentially become problem solvers and “give credence to the work they do every day” (Vitucci & Brown, 2019, p.10).

Conditions for influencing teacher leaders. To create a culture where teachers feel empowered to lead takes systematic work to develop (Deal & Peterson, 1998; Fullan, 2001a; Griffin, 1995; Talbert & McLaughlin, 1994). Hunzicker (2012) reports on the qualitative case study research to discover how teachers learn to become leaders

(Hunzicker, 2012). Ten elementary and middle school teachers in the Midwestern part of the United States who were enrolled in a Science, Technology, Engineering and Mathematics master's cohort were invited to be part of the study. Eight of the ten teachers invited to participate in the study chose to do so. Using a hermeneutic phenomenological analysis participants wrote reflections and filled out questionnaires. These were then read and coded to the teacher leadership components and elements of Danielson's framework for teaching. Open coding was then employed along with comparative analysis to discover the participants lived experiences and pinpoint themes. It was discovered that there were three factors that supported the development toward leadership: exposure to research based practices, increased teacher self-efficacy, and serving beyond the classroom.

Beachum & Dentith (2004) conducted an ethnographic study to explore the necessary components that exist to support the elevation of teachers as leaders and how administrators can foster a change in the traditional paradigm of leadership as a means of school renewal (Beachum & Dentith, 2004). This study included participants from five schools, two elementary schools (pre-K through grade 5), one middle schools (grades 5-8), one K-8 schools (pre-K through grade 8), and one high school within one school district. The schools were not randomly chosen. Instead, they were specifically chosen for their reputation of recognizing the importance of having teachers as essential parts in the decision-making process of a school. A total of 25 teachers participated in the study. This was a qualitative ethnographic study. During a span of eight months, Teachers were contacted three times to setup unstructured group interviews which ranged from 30 minutes to two hours. Interviews were a combination of one-to-one as well as small

groups with as many as five teachers. Teachers were given transcripts of the interviews and could correct their comments. These corrected transcripts were used as the data. After the completion of the interviews field notes were recorded of teacher observation in committee work, team meetings, and large faculty meetings. Three central themes emerged from the interviews and observations. The first theme was that there were specific structures and patterns in all five of the schools that supported teachers as leaders. There was strong team teaching, consistent presence of teachers on committee work that was relevant to their needs and learning, prevalence of teacher leaders who taught part of the day and then took on administrative roles for the other part of the day. The second theme was that the processes were practiced and shared between all the teachers who were interviewed. Teachers felt encouraged and supported to enact changes in their buildings. This was prevalent in all teaching positions and teaching assistants. In addition, administrators were open to changes. The final theme to emerge was the existence of outside resources in addition to strong community relationships that supported teachers as leaders. All the teachers in the study applied for grants and other types of community support for their new programs. These teachers knew the community organizations, university and college connections, and felt responsible for building these partnerships.

Any problem that an educational system is trying to solve by creating and supporting teacher leaders will vary widely depending on the need, the capacity to allow it, the culture to support it, the desire for innovation, and the attitudes of teacher and unions (Curtis, 2013). It is very likely that while trying to cultivate a supportive atmosphere that it diminishes its effectiveness. In York-Barr and Duke's (2004) review, it

was the conditions that influence teacher leadership that were found to be the most robust and consistent sources of information that were recorded. Three categories seemed to emerge: school culture, roles and relationships, and structures. The categories are most certainly interrelated (York-Barr & Duke, 2004). The literature and research state that school culture is certainly an influencer for many initiatives in schools (Deal & Peterson, 1998; Fullan, 2001a, 2001b; Griffin, 1995; Talbert & McLaughlin, 1994) therefore it is an influencer for fostering teacher leadership. Danielson (2007) states, “the school administrator plays a crucial role in fostering the conditions that facilitate teacher leadership” (Danielson, 2007, p. 16).

Talbert and McLaughlin (1994) found conducted a multiyear study of 16 high schools. They concluded that the norms and standards within the schools had influence on the engagement of teachers. Smylie (1992a) surveyed 116 elementary school teachers who were in non-leadership positions. He discovered that even in situations where there was a very collegial and positive culture, it didn’t necessitate teacher leadership. Positive relationships were only evident when teachers were considered equals.

There is a significant problem with formal teacher leadership roles as they appear to go against the established norms within the profession. They can create hierarchies amongst colleagues and the idea of promoting a teacher tends to break with professional norms (Cooper, 1993; Darling-Hammond et al., 1995). Despite these established professional norms, cultures are changing to foster teacher leaders. In these cultures, there is an emphasis on all learners, including teachers, and an understanding that teachers are well positioned to add value and expertise to elevate their colleagues and the profession (Darling-Hammond et al., 1995; Katzenmeyer & Moller, 2001; Little, 1988;

Pellicer & Anderson, 1995; Wenner & Campbell, 2017). At the time when York-Barr and Duke (2004) published their comprehensive literature review these cultures were not widespread. It seems clear that school systems that endeavor to create new forms of teacher leadership will have to set up a series of systems and structures in place and consider a range of strategic issues and how they will influence the success of their teacher leaders.

Effectiveness of Teacher Leaders

Much has been made of the contributions that teachers can make to school leadership in general and instructional leadership in particular (Crowther et al., 2002; A. Harris & Muijs, 2005; Hart, 1995; Lieberman & Miller, 2004; Moller & Katzenmeyer, 1996). Teacher leadership is a vital component to student success, and research findings have discovered positive connections between student achievement, teacher leadership and collaboration (Jacobson, 2019; Quintero, 2017). Teacher leadership has been shown to increase teacher agency in their profession, empower teachers in their roles and extend their reach as change agents in a school (Crehan et al., 2019; Jacobson, 2019). However, there are some limitations in the literature when studying the effectiveness of teacher leaders in terms of educational reform. Studies tend to be qualitative in nature, thereby producing small amounts of data with mostly interviews and some surveys (Wenner & Campbell, 2017; York-Barr & Duke, 2004). Case in point, a 2016 report prepared for the National Network of State Teachers of the Year conducted a qualitative case study. It documented examples of teacher career continuum models at seven schools and school districts between 2013 and 2015. Interviews and focus groups were recorded and transcribed. What the research found was that one of the key benefits to creating a teacher

leadership program was “increased retention rates and an increase in applicants to teach in the district” (Natale et al., 2016). As previously mentioned, an equal limitation is the diverse scope of the work defined as teacher leadership. Regardless of the limitations defined in the available research, the literature is vast with reasons to implement teacher leadership (Darling-Hammond, 2014; Wenner & Campbell, 2017; York-Barr & Duke, 2004). There is a rationale for the benefits of teacher leadership in terms of the organization. The job of running a school is viewed by many as too complex for one leader alone. Teacher leaders who work in tandem with administrators are needed to share these responsibilities (Barth, 2001; Keedy & Finch, 1994). This is further emphasized by Barth (2001), an author, public school teacher and principal, and a member of the faculty of the Harvard Graduate School of Education. He wrote about a four-year study involving 10 schools and the teacher leaders they did and did not have. He reported that the most effective professionals in a school building are the teachers. Teachers are knowledgeable professionals and experts in their field. They are the ones who hold specific and unique knowledge about daily operations and interactions and can offer valuable perspectives in the decision making process (Hart, 1995; Weiss et al., 1992; Wenner & Campbell, 2017; York-Barr & Duke, 2004). In a synopsis of a major report by the U.S. Department of Education, Paulu and Winters (1998) discovered that teachers are essential to educational reform since they are the ones who have knowledge of pedagogy, instruction and the culture of the schools they work in. It seems clear that teacher expertise about the role of teaching and learning is essential to making informed decisions and leading instructional improvement (Barth, 2001).

Another argument regarding the effectiveness of teacher leadership is that through greater participation, teachers can take more ownership and participate on a greater level in schools (Wenner & Campbell, 2017; York-Barr & Duke, 2004). This is validated again by Weiss (1992) who conducted interviews with 180 teachers at 45 public high schools in 15 states that instituted structures for shared decision making. The conclusions in the research stated that when teachers are given opportunities to share in decisions, they become more committed to the decisions (Weiss et al., 1992). Empowerment of teachers also plays a large role in the effectiveness of the teacher leadership position. The teacher who takes on a leadership position has the ability to become elevated in their positions and become “superordinates rather than subordinates” (Barth, 2001, p. 445).

Growth and learning is a clear effect that teacher leadership has on the teacher leaders themselves (Barth, 2001; Darling-Hammond, 1988; Ovando, 1996; Porter, 1986; Ryan, 1999). The teacher who takes on leadership roles is on the forefront of learning (Barth, 2001). Steffy et al (2000), who focused on the topic of the life cycle of the career teacher model, found that teachers can advance in their careers, and by doing so they find opportunities to become lifelong learners and a sense of reward and renewal (Steffy et al., 2000).

There are myriad benefits to students when teachers take on leadership roles. When adults model democratic and shared decision making in a school, students reap the benefits (Barth, 2001; Dufour & Fullan, 2013; Hart, 1995). Not only are they direct observers of a more democratic form of leadership, they witness higher teacher morale (Barth, 2001). And Barth (2001) promotes the idea that when teachers are visible learners, their students will become learners themselves.

What seems to be the strongest benefit is for teachers themselves (Wenner & Campbell, 2017; York-Barr & Duke, 2004). As teachers take on leadership roles, their knowledge about education increases (Ryan, 1999). Equally as important, teacher leadership seems to be a solution to the drift and detachment experienced by many teachers throughout their careers (Duke, 1994). It can improve retention and strengthen the profession (*Teacher Leadership as a Key to Education Innovation.*, 2010). Smylie (1994) describes the psychological benefits of motivation among teachers who take on leadership roles in their instructional improvement. In addition, teacher leadership reduces isolation. Many younger teachers expect to work more collaboratively and are somewhat dismayed when this doesn't happen (Coggshall et al., 2011; Johnson & Donaldson, 2007). However positive many of the effects of teacher leaders can be on the teacher, there are some negative effects. Teacher leadership can cause a decline in peer to peer relationships. Peers tended to look negatively on their teacher leader because it contrasted with established norms within schools. For example, in Margolis (2012), a two-year study that combined both quantitative survey data and qualitative interviews, a teacher leader described working with her peers as "I have to wear a bullet-proof vest to those [eighth-grade] meetings" (Margolis, 2012, p. 300). For many of the examples in which relationships deteriorated, there were examples in which relationships were improved. In Hofstein et al.'s (2004) quantitative and qualitative study, the basic method of data reduction was employed and a quantitative questionnaire was analyzed. A chemistry coordinator stated that they were able to "establish better work relations with their staff; as a result, their colleagues became more cooperative, active, had initiative and were willing to contribute to the development of new ideas" (Hofstein et al., 2004, p.

18). Overall, teacher leaders self-reported that they felt more confident, empowered and professionally satisfied in their work (Beachum & Dentith, 2004; Hunzicker, 2012).

Beachum & Denith (2004) conducted an ethnographic study of 25 teacher leaders in five schools within a Midwestern school district. They conducted unstructured interviews and observations of these teachers for eight months and discovered that while many teacher leaders reported feeling empowered for themselves, teacher leadership within a school contributed to feelings of empowerment for all teachers (Beachum & Dentith, 2004; Vernon-Dotson & Floyd, 2012).

In Harris & Townsend (2007) various forms of leadership are discussed and evaluated for impact in the first five years of teaching. One teacher leader in the study described that in addition to improved teaching techniques, they constantly want to improve and challenge themselves (A. Harris & Townsend, 2007). Chesson (2010) studied the implementation of a teacher leadership program in the Boston Arts Academy through interviews and data collection and discovered a strong sense of professionalism and seriousness regarding positively impacting student achievement. Wenner and Campbell (2016) discovered four themes in their literature review describing the effects of teacher leadership: “the stress/difficulties; changing relationships with peers and administration, increased positive feelings and professional growth and increased leadership capacity” (p.43). A lack of time was a frequently reported issue in the stress and difficulties area. The increased positive feelings and professional growth could be seen as more autonomy was afforded by building principals in their role of support for teacher leaders (Wenner & Campbell, 2017).

One program that can promote teacher leadership is by having teachers lead their own professional development. There are myriad benefits to having teachers take charge of their own learning. It not only encourages sound pedagogy from the beginning of a novice teacher's career, it also benefits the veteran teacher by giving them ownership and keeping them engaged in their profession (Crehan et al., 2019; Darling-Hammond et al., 1995; Dufour & Fullan, 2013). This type of teacher led professional development is sometimes referred to as a professional learning community. Day & Sachs (2005) detail theoretical and empirical research on the policies and purpose of professional development in schools. They argue that professional development for teachers is not a simple area to define (Day & Sachs, 2005; Dufour & Fullan, 2013). In fact, more school districts are embracing the idea of professional learning communities as a part of their professional development (Darling-Hammond et al., 1995; Dufour & Fullan, 2013; Wei et al., 2010). Gu & Day (2013) wrote about their findings after a four-year national research project on the work lives of teachers in England. 100 schools and 300 case study teachers were used for the study. Half of the sample were primary teachers, and the secondary school teachers taught English or mathematics. They found that elevating teachers to take more control over their own learning and moving them into leadership positions can have a positive effect upon their commitment to the profession and on their development as a professional (Gu & Day, 2013). Nieto (2013) interviewed veteran educators and took a comprehensive look at what keeps teachers going in the profession. She discovered that giving teachers the opportunity to become teacher leaders contributes to their continued motivation within the field of education (Nieto, 2003). Creating opportunities for teachers to lead allows them to benefit from an enhanced sense of self-

efficacy and motivation in their careers. This is directly associated with retention across all phases of a teacher's career (Gu & Day, 2013).

In a case study of 487 principals, 19,999 teachers and 1,228 teacher leaders, 67% of teachers supported by teacher leaders more than once a month saw opportunities to improve their teaching (Crehan et al., 2019). And in relationship to school culture, 45% strongly agreed that staff teacher leaders improved school culture (Crehan et al., 2019). Principals even saw the benefit with 38% reporting that having teacher leaders in their school helped retain the most effective teachers (Crehan et al., 2019).

Teacher Leadership to Elevate the Profession

To move away from reform movements throughout history, the focus should move away from how to fire teachers and towards making the field attractive to intelligent, creative and ambitious people (Goldstein, 2015; Mehta, 2013b, 2013a). One could argue that the underpinnings of the teacher leadership philosophy, as reform, have roots in the dissertation of Ella Flagg Young in 1900. In her dissertation titled, *Isolation in the School*, Young expressed the idea that if employees are to feel respected and willing to work hard, there has to be an “interplay of thought between the members of each part of a large organization, in which teachers, principals, and administrators all learn from the expertise of their colleagues” (Young, 2014).

More recently, the idea and practice of teacher leadership “has become increasingly embedded in the language and practice of educational improvement” (York-Barr & Duke, 2004, p. 255). There has been a continued and systematic lack of teacher voice in discussions of policy, legislation and local changes (Vitucci & Brown, 2019). Looking back at the origins of teacher leadership through the lens of the

professionalization movement, one can see there were deeply rooted concerns about how the teaching profession was viewed (Mehta, 2013b; Sykes, 1990). Teachers have been taught and socialized to be private, followers, and to not take on responsibilities outside of the classroom (Coggshall et al., 2011; Katzenmeyer & Moller, 2001; Lieberman & Miller, 1999; Little, 1988). Teaching was *and* still is viewed as an isolating culture that ultimately diminishes the growth and professionalism of the field (Talbert & McLaughlin, 1994; Stewart, 2018). Teacher leadership empowers teachers to share their expertise and breaks down isolating silos (Barth, 2001; Hart, 1995; Lieberman & Miller, 1999; Talbert & McLaughlin, 1994; Weiss et al., 1992). It is this continuous professional learning that is improving our schools and elevating our profession (Stewart, 2018).

One of the benefits of stepping into a position that takes you outside of the classroom is the opportunity to engage with colleagues in conversations around large ideas (Barth, 2001; Smylie & Brownlee-Conyers, 1992; Troen & Boles, 1994). It is unfortunate that this suggestion plays into the idea that you have to leave your classroom in order to be intellectually challenged and engage with adults (Wenner & Campbell, 2017; York-Barr & Duke, 2004). If teaching is ever to be reassembled to become a more professionalized field, the change must come from the bottom up (Mehta, 2013a, 2013b; Mehta et al., 2012; Pellicer & Anderson, 1995).

When looking at a newer generation of teachers, this information is quite profound. Generation Y educators (born between 1977-1995) are requesting a differentiated set of choices as they move through their careers (Natale, et al., 2016). What this means is that although many of them want to enter the teaching profession, very few believe that they will stay in a classroom for their entire career (Natale, et al.,

2016). “Generation Y teachers, who are expected to comprise 50% of the teaching force by 2020 have different expectations than previous generations regarding working conditions, compensation, and career staging” (Natale, et al., 2016, p. 13). Essentially, the younger generation is more mobile, moving in and out of jobs, which makes keeping talent in teaching quite difficult (Natale, et al. 2016). In an article on the changing work force and the need for greater customization in career pathways, Benko & Weisberg (2008) detail how Generation X and Generation Y, those between the ages of 18 and 43 years old, have great expectations for their careers. They frequently view their work in terms of a personalized paths that should fit their individual interests and career development goals (Benko & Weisberg, 2008). Similarly, it is Generation Y teachers who consistently need new challenges and opportunities to avoid burnout and boredom (Coggshall, Behrstock-Sherratt, & Drill, 2011; Coggshall, Lasagna, & Laine, 2009). And although teaching, as it is now, does not fit Generation Y individuals, creating career stages within teaching that recognize expertise and excellence without leaving the classroom may provide an incentive for the younger generation to remain in the teaching field longer (Natale, et al., 2016). Jacques et al (2016) worked with nine leading organizations seeking to elevate the teaching profession and used survey data to report that when teachers have opportunities to move into leadership roles, while still staying engaged in the classroom, it can make a meaningful difference in job satisfaction and retention (Jacques et al., 2016). In addition, our most seasoned teachers are empowered, and their self-efficacy is elevated because they are making a difference in meaningful and tangible ways (Jacques et al., 2016).

Teacher leadership in the form of leading professional development is a way to keep our most effective teachers in front of our students. As a cost-effective model in an increasingly tight budget environment, teacher leaders are less expensive than relying on outside consultants and programs. And as an added benefit you also save on the costs associated with teacher attrition (Jacques et al., 2016). Not only can teacher leadership help with improving professional development practices, it can improve retention, strengthen the profession and spark innovation (National Comprehensive Center for Teacher Quality, 2010). Repeated in the same study it is noted that incentivizing teachers to remain in the profession means providing them opportunities to improve policy, and take a greater role in supporting colleagues in their instructional improvement. “The idea of expanding the career path of teacher to include leadership roles is part of a larger reform conversation about advancing the profession by differentiating staffing systems” (p.9).

More recently, teacher leadership has become popular among policymakers and educational organizations as an important part of school reform (Wenner & Campbell, 2017). It is seen as innovation in staffing and a promising practice at the federal and state levels (*Teacher Leadership as a Key to Education Innovation.*, 2010). In April 2015, the Center for American Progress held an event entitled “Teacher Leadership: The Pathway to Common Core Success” and previous Secretary of Education Arne Duncan discussed teacher leadership in the 5th International Summit on the Teaching Profession in March 2015 (Wenner & Campbell, 2017). This seeming increase in teacher leadership as a means of school reform is an encouraging sign for the profession since we know that teacher leaders can influence their schools and the profession (Wenner & Campbell,

2017). In a 2007 study by Harris and Townsend where teacher leaders were given an opportunity to lead, the problems of top-down reforms became apparent and the need for innovative solutions was paramount.

In an article by Cohen (2002) highlights the importance of teacher-centered programs. Cohen argues for a shift from a student-centered mindset to a teacher-centered one. She argues that since many school reforms have been based off modeling the corporate world, the new thinking in that field is the idea that a loyal and intelligent work force is the key to success (Cohen, 2002). What that means is that when employees are unhappy, distracted and poorly trained, no amount of brilliant strategy will compensate for that which is lacking (Cohen, 2002). To translate that to educational terms, since salaries are front loaded, with most raises coming in the beginning of an educator's career. After the first five to ten years, there is no career ladder and therefore (the job is essentially the same from the time a teacher enters the classroom to the day they retire), teachers have little incentive to grow. In a report by the National Comprehensive Center for Teacher Quality (2010), data on teacher job-satisfaction reveals that teachers feel the profession is too stagnant with little opportunity for career growth other than to go into administration. This is repeated in the literature by the National Comprehensive Center for Teacher Quality report (2010) teachers are becoming restless. Since teaching is seen as a flat profession, states and districts are working hard to recruit talent into the field, but increasingly face a dilemma. "What would draw talent of this caliber to teach in classrooms and how can talented teachers be retained in schools?" (p.1)

Research on the topic of teacher leadership and its effectiveness is still ongoing. A recent analysis of several case studies provides some valuable information validating the

importance of teachers as leaders. Natale, Gaddis, Bassett, and McKnight (2016) found data in their qualitative case studies to support the idea of flattening the hierarchical structure to improve teacher and administrator effectiveness. In a more general analysis of their findings, all districts with career ladder advancements for teachers reported increased retention rates for new and experienced teachers, and an increase in applicants to teach in the district.

It seems that without adequate resources and reform, it will be difficult for teachers to meet the ever-changing demands of the profession (Mangin & Stoelinga, 2007; Mehta, 2013b). This idea, “combined with teachers ability to influence instruction, implies that teachers may be the logical leaders of promoting and supporting change” (Mangin & Stoelinga, 2007, p. 1). It is through the ever-evolving roles of teacher leaders that we finally might be able to transform not only experiences for our students, but for the profession (Curtis, 2013). If society believes that one of our pressing issues in education is our inability to recruit and retain excellent teachers and we hold that a larger vision of effective schools are places where teachers work together with differentiated roles and hold each other accountable for students learning, then teacher leadership effectively addresses it all (Curtis, 2013). In our current climate, it is possible to empower our educators, our teacher leaders, to create solutions to our policies and fix what’s broken with our system (Vitucci & Brown, 2019) Considering the diminished status of teachers as professionals in this country, as stated previously, we need to recognize teachers as leaders and promote teacher professionalism while connecting teachers with policymakers (Mehta, 2013b, 2013a; PDK Poll, 2018). Unlike the U.S. Education system, decisions in countries such as Finland and Singapore are placed in the trusted hands of

teachers (Center on International Education Benchmarking, 2018; Vitucci & Brown, 2019). These countries realize and value the critical professional role that teachers play in educational reform (Darling-Hammond, 2014). Instead of billionaire funders like Michelle Rhee and Arne Duncan, “a common-sense reform for public education is clear: teachers. The need to see the bigger picture and reframe the debate is profoundly urgent” (Kumashiro, 2012, p. 14). Cohn (2007) wrote an article from perspective of a superintendent in an urban setting and argued that any real school reform comes from “empowering those at the bottom, not punishing them from the top” (Cohn, 2007). School reform will continue to fail until we recognize that there are no quick fixes or perfect educational theories. “Ground level solutions, such as staff collaboration, committed teachers, have the best chance of success” (Cohn, 2007). Ravitch (2011) believes that if there is one consistent lesson that can be learned about school reforms, it is that they must be localized (Ravitch, 2011).

The next step needed is to focus less on a top-down model of education and more on bottom-up solutions that replicate the best practices of teachers (Mehta, 2013b, 2013a). Those involved in reform movements more recently are focusing on empowering teachers to lead their peers, to use their expertise and knowledge to inform decisions, and to lead school reform efforts. In these practices, teacher experience is viewed as an asset. And as is clear in the research and literature about reform practices of the past, we must include teacher knowledge as an integral part of the plan (Goldstein, 2015; Mehta, 2013b, 2013a).

If we look at the report, *A Nation Prepared*, which argued for the elevation of the teaching profession, teacher leadership fulfills its’ mandates by creating a variety of roles

for teacher that actually resemble a career ladder, as found in other professions (Mehta, 2013b, 2013a; National Commission on Teaching and America's Future, 1996). It would begin to shift compensation away from systems of seniority and continuing education credits to one that relies more on responsibility, productivity and talent (Mehta, 2013b, 2013a; National Commission on Teaching and America's Future, 1996).

Prominence of Teacher Leadership Today

In 2012, teacher quality mandates were implemented in several states and Teacher Leader Model Standards created (Crehan et al., 2019; Wenner & Campbell, 2017). These Teacher Leader Model Standards were released in Washington, D.C., describe the knowledge and skills that “identify teacher leaders, offer considerations for practice and support strategies for implementing teacher leadership roles within schools and districts” (*Teacher Leader Model Standards*, 2011). The need for teacher leaders today has become, not only a pressing issue nationally, but also globally. “We hear a lot about the demands on teachers in U.S. schools, but the bar is being raised for teacher performance in other countries as well” (Stewart, 2018, p. 29). Nationally, the United States Department of Education has a grant for teacher leadership through the *Empowering Educators to Excel (E3)* which seeks to identify characteristics inherent in leaders (Leida, 2018). And states such as, Arkansas, Kansas, Ohio, Delaware, Alabama, New York, Kentucky, Illinois, Iowa, Georgia and Louisiana are providing teachers with opportunities to become teacher leaders (Crehan et al., 2019; Downey, 2019; Eilers, 2019; *Teacher Leadership as a Key to Education Innovation.*, 2010). Even recently, scholars and researchers have included reviews of teacher leadership in their research and

there are increasingly new degree programs⁵ that support teacher leadership (Wenner & Campbell, 2017). There even seems to be an international consensus “that more powerful professional learning opportunities are needed to enable teachers to become the best teachers they can be, and that job embedded, teacher-led training is an essential component of these opportunities” (Stewart, 2018, p. 30).

More locally, New York State has a career ladder pathways toolkit as part of the state’s systematic use of the Teacher and Leader Effectiveness Continuum. This New York State toolkit provides a systematic framework for career ladder pathways in New York State and recommended steps in designing and implementing teacher leadership (“New York State Career Ladder Pathways Toolkit,” 2019). In 2013, New York City created a teacher pathway which essentially put in place a career ladder. The program has been lauded as a model for other states to adopt (Jacobson, 2019). The roles of these teacher leaders include model teachers, peer collaborative teacher, master teacher and teacher team leader (Crehan et al., 2019). In a case study of this New York City program, 49% of teacher leaders agreed that they were part of conversations with school leaders about curriculum (Crehan et al., 2019).

Denver Public Schools introduced a voluntary teacher leadership program in their 2010-2011 school year with the goal of “addressing system and school priorities, supporting teachers to lead their colleagues, and building a culture in which teachers own both their school’s problems and the solutions” (Curtis, 2013, p. 3). The District of Columbia, concerned with diminishing recruitment efforts has shifted focus to

⁵ Since 2009, the University of Cincinnati offers a Teacher Leadership endorsement; Northwestern University offers an M.S. in Education with a Teacher Leadership concentration; Villanova University in 2012 began offering a Teacher Leadership certificate and a concentration in Teacher Leadership within a Master’s program (Wenner & Campbell, 2017)

opportunities for teacher leaders (Curtis, 2013). And the AFT (American Federation of Teachers) has a Teacher Leadership Program that helps prepare teachers to take on issues of policy to impact their profession (Vitucci & Brown, 2019). In this program, teachers function as leaders and have “developed skills in several important leadership areas, including building a collaborative culture; accessing, using, and presenting relevant research that connects with policy and practice”⁶ (Vitucci & Brown, 2019, p. 6).

Figure 2.3

Number of Local Sites

Figure 1: Number of Local Sites

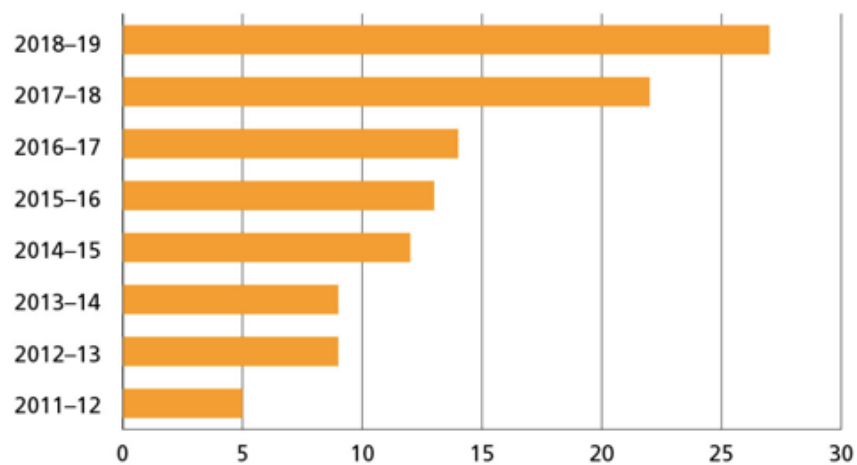
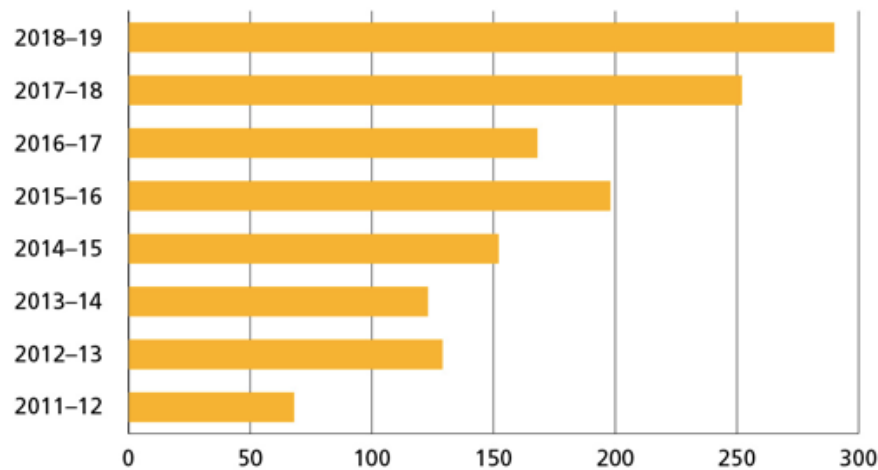


Figure 2.4

Number of Teacher Leaders

⁶ see Figures 2.3 and 2.4

Figure 2: Number of Teacher Leaders



Presently, teacher leadership seems to be growing beyond roles primarily focused on administrative tasks to roles focused more on instructional improvement through engaging groups of teachers (Jacobson, 2019; Mangin & Stoelinga, 2007; Supovitz, 2018). The needs of our students are changing in tandem with our evolving world, and this shift necessitates the promotion of collaboration and inquiry in our profession. Our “twenty-first century learners deserve twenty-first century instruction” (*Teacher Leader Model Standards*, 2011). For teachers to reach their full potential they cannot continue to stay isolated in their silos, but need to collaborate in environments that encourage innovation and develop their instructional capacity. Today more than ever, the necessity of teacher leadership in schools is clear (Jacobson, 2019). Implementing these changes will require all our stakeholders in education to reevaluate their philosophy and thinking. The task for this reform is challenging since so many of our schools are still organized with a top-down approach (Darling-Hammond, 2014). Teachers must have a role to play in “changing the narrative and practice of top-down school reform” (Vitucci & Brown, 2019, p. 4). However, “when considered collectively, these developments suggest a

readiness to leverage teacher leadership and differentiated roles as the catalyst of a much broader transformation of how schools are organized” (Curtis, 2013, p. 2). In fact, this is exactly what has happened in Iowa. During the 2014-2015 school year, Iowa implemented their Teacher Leadership Compensation System (Allen, 2018). This system allows teachers to move into established teacher leadership roles and receive compensation for this work. Every school in the state of Iowa has a teacher leadership program in place, and one of every four Iowa teachers holds one of these positions (Allen, 2018).

Divergence in Regional Perspectives

The setting of this study provides a unique limitation in the context and rationale for implementing a teacher leadership program. Although the research setting is the only known burgeoning teacher leadership program in the Long Island suburban area, New York City implemented a teacher leadership program beginning in the 2014-2015 school year. The reasons behind these two different settings, a high socioeconomic area with rigorous academic achievement and one of the top schools in the country, and the New York City Department of Education, which has some of the most segregated and neediest public schools in the country (*World Population Review. 2018. New York City Population*, 2018), need to be explored and explained.

Starting with the 2014-2015 school year, New York City implemented a teacher leadership career pathway for its educators (Crehan et al., 2019; Jacobson, 2019). Instead of performance-based pay for teachers, this was a responsibility-based model (Crehan et al., 2019; Jacobson, 2019). The New York City Department of Education has stated that they initiated the teacher leadership career pathways for a variety of reasons. The

Department of Education's Office of Teacher Recruitment and Quality has seen a significant decline in the number of teachers entering the field since 2014 (Crehan et al., 2019). This is due to New York state's more stringent entry requirements for teachers (Crehan et al., 2019; *New York State Education Department*, 2020). In addition, the United States, and therefore New York City, faces a national challenge concerning perceptions of teachers (Crehan et al., 2019). "Teachers have been subject to changes in accountability, and this has impacted the way that teachers engage. We work hard to put strategies in place that promote the profession" (Crehan et al., 2019, p. 15). Overall, there were three issues that perpetuated the need to institute a teacher leadership program in New York City; teachers moving out of high-needs schools, teachers not entering the profession or leaving early, and the need to develop the teachers remaining in the system so that the workforce is not stagnant (Crehan et al., 2019).

Compare this with the setting for the research study, an upper socioeconomic institution with high-academic performance and pay. The school in question took the necessary steps for implementation for only one of the reasons that New York City did; to develop teachers in the profession. According to meeting notes and presentations about implementation of this teacher leadership program, the target school did not recognize a need based upon teachers moving out of the field or not entering the profession. "We believe that an inclusive system of teacher leadership will enhance the essential qualities of our school so that the sum of our collective leadership will be greater than any one of our individual buildings" (*Teacher Leadership Meeting 4.8.19*, 2019). Instead, their need for such a program centered more on continuous innovative and progressive practices as seen in this "why" statement for the program, "In _____, teachers are the primary

model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a K-12 learning community dedicated to realizing the full potential of every learner” (*Teacher Leadership Meeting 4.8.19*, 2019). Other data collected from these planning meetings point to this progressive stance. We need teacher leadership in order to “recognize excellence and to grow as a district”, “it makes us better rather than a top-down platform”, “forward thinking” and “to elevate our teacher profession” (Barney, personal communication, February 4, 2019). It is important to understand these varying perspectives for implementation, as the setting for the research study is unique.

Relationship Between Prior Research and Present Study

Related literature and research is comprehensive in the areas of teacher leadership and the views of the teaching profession as a whole. However, this study focuses on a gap in the literature in terms of the self-perceptions that teachers have on their own professionalism within a teacher leadership implementation program. The views that these teachers have, who are within a teacher leadership program, can be seen to push against the external concepts of the teaching profession.

Summary

The notion of the failed teacher is documented as early as 1936 and the fight over our educational system has been ongoing for over two hundred years (Goldstein, 2015; Mehta, 2013; Ravitch, 2013). In 1986, *A Nation Prepared: Teaching for the 21st Century* argued for a more professionalized teaching force, one in which its members, contributed to the development of a knowledge base; selected, attracted and retained its members; and shared in the governance (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). However, the weakness of the current field has left it highly susceptible to external and market-based forces that have sought to suppress the very knowledge and expertise the field should be building (Mehta, 2013b). *The Coleman Report* and *A Nation at Risk: The Imperative for Educational Reform* solidified the notion of blaming teachers for the failings of the field (Berliner & Biddle, 1996; Mehta, 2013; Ravitch, 2011).

Other professions such as medicine and higher education have been able to resist such external forces (Jencks & Riesman, 1968; Mehta, 2013b). The control of unions has largely fostered the status-quo and focused on collective bargaining instead of increasing teacher professionalism (Maeroff, 1985; Mehta, 2013b; Toch, 1991). The actions, reports,

language and policies the nation has put in place have thrown blame to our teachers as no other high-performing country in the world has accomplished (Goldstein, 2015; Mehta, 2013; Ravitch, 2011).

Young people today are not interested in careers where they are expected to be part of the same organization, with the same job responsibilities over their entire careers (Coggshall, Behrstock-Sherratt, & Drill, 2011), and yet the process to becoming a teacher and the responsibilities to that position have remained static. The skepticism of traditional teacher preparation programs has led to alternative certification pathways, which lead many teachers to enter the field with little training (Mehta, 2013b, 2013a; Mehta et al., 2012). And the autonomy that many individuals crave is absent in teaching (Carver-Thomas & Darling-Hammond, 2017; Mehta, 2013a; Mehta et al., 2012). Although there is hope in terms of The National Board for Professional Teaching Standards, only 3% of the teaching force has been certified through this route.

The top-down approach of education acts such as the *Elementary and Secondary Education Act*, *No Child Left Behind*, *Race to the Top* and *The Common Core State Standards* have reinforced notions of “bad teachers” who need reigning in and created scripted programs to help raise educational standards (Goldstein, 2015; Kumashiro, 2012; Mehta, 2013, Ravitch, 2011). Since the teaching field is highly dominated by women, it has been easy to devalue the work of teachers, thereby undermining their professional status. This is directly correlated to society’s tendency to undervalue women’s work (Mehta, 2013b; Poole, 2008; Ravitch, 2011. If the United States wants to end the teacher deficit, keep good teachers in the field and in the classroom, attract young people, strengthen the teaching field, and elevate teaching to that of a true profession, an

important paradigm shift from its core members needs to occur. In the beginning of 2018, public educators quit at an average rate of 83 per 10,000 a month (Hackman & Morath, 2018). It is the highest rate for public educators since such records began being kept in 2001 (Hackman & Morath, 2018). In a 2019 Phi Delta Kappa poll, where interviews were conducted from a random national sample of 2,389 adults age 18 and older and 556 public school teachers, half of public school teachers in the country reported that they have seriously considered leaving the profession (Phi Delta Kappan Educational Foundation, 2019). And from the period of 2010 to 2016, the number of degrees in education decreased by 16% (American Association of Colleges for Teacher Education, 2018; *Most Popular Majors*, 2017). Enrollment in teacher education programs in New York has decreased by roughly 49%-53%, from more than 79,000 students in 2009-2010 to about 40,000 in 2014-15. Those numbers continue to decline steadily (Saunders, 2017).

Teacher leadership, as one of the most recent models in New York City shows, places teachers in a direct role in the function of the school, supporting teachers in their instruction and building communities of learners who develop knowledge to suit their needs in support of students learning (Crehan et al., 2019). With an understanding of adult learning theory, teacher leadership can be an avenue by which education gets back to developing knowledge from the field thereby fulfilling the requirements of a true profession (Mehta, 2013b, 2013a; Mehta et al., 2012). In addition, consulting Mehta (2013b) in his definition of a true profession, professions need to be strong in the area of human capital. Therefore, they need to attract and retain those people who work in the

field. In order for the profession to retain its members, teacher self-efficacy needs to be promoted and supported (Darling-Hammond, 2014; Mehta, 2013b).

Teacher leadership is a role assumed by some of the most effective and talented teachers who maintain a full K-12 teaching schedule, while also leading teachers in some capacity. They engage colleagues in collective experimentation and then examination sometimes in professional learning communities, in the service of deeper student learning, contributing to school improvement, inspiring excellence in practice, and empowering stakeholders to participate in educational improvement (Curtis, 2013; Wenner & Campbell, 2017). The ideas and models of teacher leadership are in place; standards have been written, and its importance is expounded upon in the literature (Barth, 2001; Dufour & Fullan, 2013; Goode, 1969; Huberman, 1993; Jacobson, 2019; Martin et al., 2015; Mehta, 2013b; Mehta et al., 2012; *Teacher leader model standards*, 2011; Wenner & Campbell, 2016; York-Barr & Duke, 2004). The strongest benefit is for teachers themselves (Wenner & Campbell, 2017; York-Barr & Duke, 2004). As teachers take on leadership roles, their knowledge about education increases (Ryan, 1999). Equally as important, teacher leadership seems to be a solution to the drift and detachment experienced by many teachers throughout their careers (Duke, 1994). It can improve retention and strengthen the profession (*Teacher Leadership as a Key to Education Innovation.*, 2010).

If we are going to learn from reform movements throughout history our focus should move away from how to fire teachers towards making the field attractive to intelligent, creative, and ambitious people (Goldstein, 2015; Mehta, 2013b, 2013a). When applied to a newer generation of teachers, this information is quite profound. Generation

Y educators (born between 1977-1995) are requesting a differentiated set of choices as they move through their careers (Natale, et al., 2016). What this means is that although many of them want to enter the teaching profession, very few believe that they will stay in a classroom for their entire career (Natale, et al., 2016). “Generation Y teachers, who are expected to comprise 50% of the teaching force by 2020 have different expectations than previous generations regarding working conditions, compensation, and career staging” (Natale, et al., 2016, p. 13). Not only can teacher leadership help with improving professional development practices, it can improve retention, strengthen the profession and spark innovation (National Comprehensive Center for Teacher Quality, 2010). More recently, teacher leadership has become popular among policymakers and educational organizations as an important part of school reform (Wenner & Campbell, 2016). It is seen as innovation in staffing and a promising practice at the federal and state levels (*Teacher Leadership as a Key to Education Innovation.*, 2010).

The field today situates teachers at the bottom of a very steep hierarchy. Although not every move a teacher makes is prescribed by external forces, it is situated enough within a bureaucratic hierarchy that the system essentially eliminates teachers from the decision-making process (Mehta, 2013a). Educational institutions cannot continue to exist in this “same flat and compartmentalized school structure in which classroom teachers continue to work alone” (Johnson & Donaldson, 2007, p. 10). If the field is going to ever realize the age of professionalism that Mary Futrell spoke of in 1987, it cannot embrace top-down reforms (Carnegie Forum on Education and the Economy, 1986; Futrell, 1987; Mehta, 2013a, 2013b).

CHAPTER 3: METHODOLOGY

The purpose of this research was to explore how the implementation of a teacher leadership program can be an avenue to elevate the teaching profession. To determine the impact that creating a teacher leadership program can have on elevating the teaching profession, the impressions and perceptions of the teaching field, teacher leadership, and teacher professionalism from teachers during the implementation process were detailed and identified.

This chapter provides the background for the research, along with the research rationale and approach, sample specifications, data collection and analysis methods, and any limitations and delimitations.

Methods and Procedures

This study employed the qualitative research method and case study design to focus on whether the creation and implementation of a teacher leadership program can have an impact on the self-perceptions of teacher professionalism. Multiple aspects of the implementation of this teacher leadership program were reviewed and analyzed from the participants' perspectives. Qualitative research incorporates the reactions of the participants to the central phenomenon (Taylor & Bogdan, 2015). A case study design was employed as it is an "in-depth exploration of a bounded system based on extensive data collection" (Creswell, 2019, p. 477). This was a qualitative study where a group of teachers who have taken part in the implementation of the teacher leadership program were interviewed to look at their views of teacher leadership, the teaching profession, and their own professionalism.

According to Creswell (2019), qualitative research explores and seeks to understand a problem. In this type of study, the researcher “asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes” (p. 16). In this study on how creating a teacher leadership program can help to elevate the teaching profession, the researcher documented the participants views and then “analyzed the data for description and themes using text analysis and interpreting the larger meaning of the findings” (p.16). The study focused on the beginning of the implementation of a teacher leadership program in a suburban, high-achieving Long Island high school. It is unique in that no known developing teacher leadership programs, as defined by the researcher, exist in this setting. A qualitative research study is needed to “explore this phenomenon from the perspective” of the participants (Creswell, 2019, p. 16). In this situation, qualitative research is “best suited to address a research problem in which you do not know the variables and need to explore them” (p.16). There has been some debate about the credibility of qualitative studies as compared with quantitative studies. However, “such debates have subsided as qualitative data have gained acceptance and researchers have come to acknowledge that both methodologies have their specific purposes and that one is not inherently better than another” (Butin, 2010, p. 75–76). Qualitative research was specifically chosen for this study because of the “attention to nuance and detail that allows for data gathering that can be extremely deep and take into consideration opinions and perspectives that may not initially be visible or obvious” (p.76). During the research process, the researcher focused on “learning the meaning that the participants hold about

the problem or issue, not the meaning that the researcher brings to the research or writes from the literature” (Creswell, 2019, p. 39).

The methodology chosen for the study was a case study. A case study design is the focus on an individual or individuals, a program, or an event that is studied in-depth for a period of time. It is “the present action of an individual but also his or her past environment, emotions, and thoughts” that can be probed. (Bogdan & Bilkin, 2007, p.455). The case study design is described by some as a strategy of inquiry (Yin, 2014). The study included a variety of data sources including focus groups, one-to-one interviews, and review of prior data that examine the phenomenon of the teacher leadership program as it unfolds in its relationship to elevating the teaching profession. The study relied on the aforementioned data and on the case study approach that to glean descriptions of the people, conversations, and events surrounding the research (Creswell, 2019).

According to Creswell (2019), there are three types of case studies: *intrinsic case study*, *instrumental case study*, and *collection case study*. An intrinsic case study is one that is unusual “and has merit in and of itself” (p.477). An instrumental case study is one in which a “specific issue is highlighted, with a case (or cases) used to illustrate that issue” (Creswell, 2019, p.477). And a collection case study is one that “involves multiple cases in which multiple cases are described and compared to provide insight into an issue” (Creswell, 2019, p.277). The researcher sought to explore and determine if the perceptions and understandings of the teaching profession can change with the implementation of a teacher leadership program. Therefore, the *intrinsic case study* model where the researcher seeks to “learn about a little-known phenomenon by studying

it in depth” was a strong method for this study (Creswell, 2019, p. 477). Intrinsic case studies focus on the case itself, evaluating a program, case, or situation (Creswell & Poth, 2017). For a case study, “the researcher might discuss how the study of a case or cases can help inform the issue of concern” (p.132). A case study allows the researcher to focus on explaining and describing an event to understand all its parts (Bogdan & Bilkin, 2007). A constructivist lens was also applied since the importance of the participants’ *reality* is constructed in their mind, and through deep reflection, that meaning can be brought to the surface through the relationship of the researcher and the participant (Denzin & Lincoln, 2000; Weber, 1947).

Through this qualitative process, questions and suggestions to the overall success of the implementation of a teacher leadership program as it relates to elevating the teaching profession in the minds of its members did arise. However, in a qualitative research study, “researchers are more interested in the quality of a particular activity than in how often it occurs and how it otherwise might be evaluated” (Frankel & Wallen, 2009, p.422). This was the overarching goal of the researcher’s study. Therefore, the qualitative case study model was appropriate and determines the methodology for this study.

Research Questions

The researcher examined an overarching question that guided the entire study: How can creating and implementing a formal teacher leadership program be an avenue to elevate the perceptions of teacher professionalism? To help answer this question, the following questions were addressed:

1. What is the teacher leadership program mission and vision?

2. How does participating in the teacher leadership program impact teacher professionalism?
3. How do teachers who are within the teacher leadership program perceive themselves?

Research Setting

A survey was sent out to 56 public school districts on Long Island about their implementation of a developing teacher leadership programs. Out of the 56 public school districts, 22 school buildings responded for a response rate of 39.3%. The results yielded only one viable developing teacher leadership program in a suburban school district. Therefore, the setting of this study was a suburban New York state high school with 2,110 students in grades 9-12, 1% African-American, 4% Hispanic or Latino, 34% Asian and 60% White. Six percent of students are economically disadvantaged, and 3% are English Language Learners. The district's most recent school report card lists a 97% graduation rate (New York State Education Department, 2019). With 241 teachers in the school building, the teacher turnover rate district-wide is 16% for those who have been teaching fewer than 5 years and 6% for all teachers (New York State Education Department, 2019). Comparatively, a similar school district in terms of socioeconomic status nearby has a teacher turnover rate district-wide of 18% for those who have been teaching fewer than 5 years, and 7% for all teachers. Therefore, the teacher turnover rate is average in the region considering the status of the district. Regarding the sample, teachers who have participated in creating a formal teacher leadership program will be interviewed.

Participants

The participants in this study consisted of eight high school teachers. Each participant involved in the study provided the following information. The researcher also filled in information that was already known.

The sample breakdown for the focus group interviews will be as follows:

N=4 teachers

- Participant 1A: This participant is a female English teacher who has been teaching for 14 years. She is involved in the Teacher Leadership program and worked in the food service industry for three years before entering the Teaching Fellows program and graduating from Teachers College, Columbia University. She worked in a public school in New York City before entering this current district.
- Participant 2A: This participant is a female English teacher who has been teaching for 13 years. She is involved in the Teacher Leadership program and went to law school for one year before transitioning to being a teacher. She worked in one other school district in New York City before entering this current district.
- Participant 3A: This participant is a female World Language teacher who has been teaching for 22 years. She is involved in the Teacher Leadership program and has only worked in this current district.
- Participant 4A: This participant is a male English teacher who has been teaching for 18 years. He is a participant in the Teacher Leadership program and worked in another school district on Long Island before this current district.

N=4 teachers

- Participant 1B: This participant is a female Health teacher who has been teaching for 23 years. She is a participant in the Teacher Leadership program and has only worked in the current district.
- Participant 2B: This participant is a male Business teacher who has been working 10 years as a teacher. He is a participant in the Teacher Leadership program and has been on the union executive board for three years. He worked in two other Long Island school districts before this current position.
- Participant 3B: This participant is a female Science teacher who has been working for 21 years as a teacher. She is a participant in the Teacher Leadership program. She has her Bachelor's Degree in Science and her Master's Degree in Science Education and has worked in the same school district for her entire teaching career. She is also a New York State master teacher.
- Participant 4B: This participant is a female World Language and English teacher who has been teaching for 26 years total. She taught for five years in Japan and 21 years in her current district. She is a participant in the Teacher Leadership program. Teaching is her second career after a successful, yet short career in journalism and writing.

The sample breakdown for the one on one interviews are as follows:

N=2

- Participant 1A: Female teacher from the High School Building (English teacher)
- Participant 1B: Female teacher from the High School Building (Science teacher)

Data Collection Procedures

In a qualitative study “the purpose statement and research questions are stated so that you can best learn from participants” (Creswell, 2019, p.17). The purpose and statement in this study adhere to these standards. In addition, data was collected “to learn from the participants in the study and develop forms, called protocols, for recording the data. These forms pose general questions so that the participants can provide answers to the questions” (Creswell, 2019, p.17). Following this guide from Creswell (2019), data was triangulated and collected through two focus groups, one-to-one interviews, and implementation documents. Focus groups are “advantageous when the interaction among interviewees will likely yield the best information and when interviewees are similar to and cooperative with each other” (Creswell, 2019, p. 218). The triangulation of data is a way to corroborate the information as it relies on multiple sources of information, individuals, or processes (Creswell, 2019). This triangulation “ensures that the study will be accurate and credible” (Creswell, 2019, p. 261). The forms of data collection adhered to the guidelines of Creswell (2019).

Interview questions followed an “interview protocol, which consisted of four or five questions” and “observational protocol, in which the researcher recorded notes about the behavior of participants” (Creswell, 2019, p.17).

The focus groups and one-to-one interviews took place within the school setting with the teachers chosen by the researcher. Purposeful sampling was used, in which “the researcher intentionally selects individuals and sites to learn or understand a central phenomenon” (Creswell, 2019, p.206). More specifically, critical sampling was employed. This was a “strategy to study a critical sample because it is an exceptional case

and the researcher can learn much about the phenomenon” (Creswell, 2019, p. 208). All participants of the study were selected because of their direct involvement in the implementation of a teacher leadership program. Participants were also tenured, with at least 10 years of teaching experience and employed as full-time by the district. The researcher typically “collects data in the field at the site where participants experience the issue or problem under study” (Creswell, 2019, p.43). Using these data, the researcher’s final report will provide for the “voices of the participants, a complex description and interpretation of the problem, and a study that adds to the literature or provides a call to action” (Creswell, 2019, p.65).

Data Collection Methods

For the two focus groups, the researcher spoke with two groups of four teachers each for a total of eight teachers. For the one-on-one interviews, the researcher selected two of the teachers who participated in the focus groups and interviewed them at greater length. Participants who engaged in the implementation of a teacher leadership program will have done so for two years.

The eight teachers interviewed were all teachers from the high school. Two of the eight teachers were part of the planning and implementation process of the district’s teacher leadership program in years one and two and have also been directly involved in negotiating the teacher leadership program with the union.

The implementation documents were collected as part of the teacher leadership program. As the researcher is also part of the committee to implement this teacher leadership program, these documents were readily available.

Data were collected through focus groups, semi-structured interviews, and an analysis of implementation documents.

Data collection of implementation documents consisted of documents that were readily available because the researcher was part of the implementation process. The documents were as follows:

- TL Implementation Planning Meeting Presentation (February 4, 2019): This is the first formal meeting to discuss how to create a teacher leadership program
- TL Implementation Planning Meeting Presentation (March 6, 2019): This is the second formal meeting to discuss how to create a teacher leadership program
- TL Implementation Planning Meeting Presentation (April 8, 2019): This is the third formal meeting to discuss how to create a teacher leadership program
- TL Implementation Planning Meeting Presentation (May 7, 2019): This is the fourth and final formal meeting to discuss how to create a teacher leadership program
- The Conversation Continues: Planning the HS Model (May 30, 2019): This is a discussion of the specifics of the program
- Presentation to High School Faculty: The program is presented to the faculty and feedback is solicited
- High School Building Teacher Leadership Beginning Plan: A beginning draft of the plan is written
- High School Building Teacher Leadership Preliminary Plan: The beginning draft of the plan is solidified

- Teacher Leadership Union Negotiation Memorandum: The solidified plan is expanded upon in collaboration with the union president. The plan is submitted to the district for negotiations.

Trustworthiness of the Design

To enhance this qualitative case study approach, as well as the credibility and reliability of the study, the process of triangulation of the data was employed. This is when “corroborating evidence from different individuals, types of data, or methods of data collection” are used (Creswell, 2019, p.261). This type of triangulation ensures that the study “will be accurate because the information draws on multiple sources of information, individuals, or processes. In this way, it encourages the researcher to develop a report that is both accurate and credible” (Creswell, 2019, p. 261).

Limitations

Surveying public school districts on Long Island about their implementation of formal teacher leadership programs yielded only one viable developing teacher leadership program in a suburban school district. Therefore, the limitations of this study were based upon the confines of studying one research location. Limiting the study to the Long Island region was also a geographical limitation as it only addresses one region of one state.

The participants were aware of the professional role of the researcher, who conducted this study as a high school teacher. Therefore, the participants were interviewed by someone they knew who serves as an informal teacher leader. The researcher does acknowledge some internal limitations in the study. The setting, although it was determined to be important due to the lack of other districts implementing a

teacher leadership program, does provide a limitation due to its one geographic location and socioeconomic status. This divergence in regional perspectives is acknowledged in the literature review. The subjectivity of the participants was also a limitation. Some of the interviewees were somewhat invested in the teacher leadership program and its success and therefore could have provided answers that were biased to the program's success. The researcher is also a participant in the implementation of the teacher leadership program and was the one conducting the interviews. This dynamic might represent a situation in which the participants provide answers that were biased to the program's success.

An external limitation of the study is that the school district used is in the upper socioeconomic range, is a high-achieving district, and therefore the study could suffer from a lack of range in socioeconomic demographics. This was also addressed in the divergence in regional perspectives in the literature review.

Research Ethics

Gaining access to the site was approved by the Superintendent of Schools after a presentation by the researcher to an IRB Dissertation Committee. This presentation was an hour-long discussion of the importance of the study, the relevant research, and the data collection methods and analysis. The panel consisted of the Assistant Superintendent for Pupil Personnel Services, the Assistant Principal of the High School, one High School English teacher, and one High School Art teacher. Participants in the study were selected through purposeful and critical sampling as the researcher knew that they were participants in the teacher leadership program. To ensure voluntary participation in the study, all interviews strictly adhered to the interview protocols laid out in appendix C and

appendix E. Before interviews were conducted, participants were given the informed consent forms and asked to read, review, and acknowledge participation by signing the consent form.

Data Analysis Approach

Data analysis in this qualitative case study involved the following steps:

Organization was the first step in the data analysis method as specific pieces were arranged in logical order. *Coding* or *Categorization* was used to discover themes or trends and to cluster the data into meaningful groups. *Interpretation* was used to examine the information for any specific meanings they might have in relationship to the central phenomenon. *Identification* of patterns was scrutinized for underlying themes and patterns to emerge. *Synthesizing* was constructed, as overall themes and conclusions were drawn. The theories organized in the conceptual framework of this study were used to interpret the data in terms of common themes emerging from the interview questions. In this study, descriptive data collected from the interview transcripts described the participants' perspectives, experiences, and perceptions. Data collected from reviewing the documents were analyzed using *QSR NVivo 12 for Mac Qualitative Data Analysis Software (NVivo)* to answer one overarching research question and three sub-questions. The researcher examined relationships in the data, identified trends, and themes using the *NVivo* software program.

During the *Organization* process of the data analysis, the transcriptions, meeting presentations, and documents were uploaded into *NVivo*, and the researcher read through all the documents in one sitting. Focus group transcripts and interview transcripts were auto coded at first by isolating the participants within the transcripts. During the second

phase of data analysis, *Coding* or *Categorization* was used. The researcher chunked the focus group transcripts, interview transcripts, and implementation documents and simply described the information. Chunking the data allowed the researcher to go sentence by sentence or sometimes take an entire paragraph that described a certain code or category and then label it. While the researcher did go sentence by sentence, some sentences were combined, as separating them would have disrupted the flow of the idea. This *Coding* and *Categorization* yielded a list of the following categories: *demographic information, years teaching, description of where teachers fall in the hierarchy, instruction and learning, instruction and teaching, transferring knowledge, student learning, teacher learning, autonomy decrease, teaching field, autonomy change, hierarchy, teacher leadership as a buzz word, authentic learning, static and no say, ineffective teachers, bad teachers, teaching changed ineffective field, market-based reforms, canned programs, anyone can teach, no autonomy, game the system, low self-esteem, not satisfied, not valued, lifelong learner, less autonomy, no power, freedom, knowledge is not valued, field is unfulfilling, top-down, flattened hierarchy, development of knowledge base, fluid, static, shared leadership, isolation, teachers leading the change, and trust*. These initial categories were then combined and organized according to the details in Appendix L.

Interpretation was then employed that allowed the researcher to examine the information and start to organize it for specific meaning as it relates to the central phenomenon. When *Identification* came into play, themes began to emerge from the data. *Synthesizing* was constructed as the final step in the process of data analysis in which themes emerged and the conceptual framework was consulted.

Researcher Role

The researcher sought to understand how teachers viewed the teaching profession and teacher leadership during the implementation of a formal teacher leadership program. The researcher examined the range of perceptions and feedback from interviews, meeting notes and presentations to determine emerging themes based upon the content. The procedures used in this study may guide future teachers, administrators, and policy makers to structure programs to promote teaching as a true profession as defined in this study.

The researcher assumed that all participants in the structured interviews answered the questions honestly. The researcher acknowledged the very real push and pull factors of the field that have been experienced on a personal level. In addition, a key component of this dissertation sought to explore the value of teacher leadership. The researcher must acknowledge their own personal role as an informal teacher leader, within the school building where the research took place. In addition to the researcher being an informal teacher leader, the researcher was also part of the teacher leadership planning committee. The researcher acknowledges their own internal bias towards the benefits of teacher leadership and the value the program has had on their professional satisfaction. To push against these internal biases, the researcher relied heavily on the views of other teachers within the program to guide this study. Focus groups in combination with one-to-one interviews of two participants for a total of eight teachers, not only fulfilled the needs and importance of triangulation, but also served to push against the internal biases of the researcher.

Conclusion

This qualitative case study was created to determine whether implementing a teacher leadership program can help to elevate the teaching profession. Qualitative research seeks to “learn about a central phenomenon, while the inquires asks participants broad, general questions, collects the detailed views pf participants in the form of words, and analyzes the information for description and themes” (Creswell, 2019, p.627). The researcher collected data from focus groups, one on one interviews of teachers, and an analysis of implementation documents with the goal of understanding if implementation of a formal teacher leadership program can help to elevate the teaching profession. The research accounts for limitations and delimitations by using multiple sources of data and interviews.

The findings of this qualitative case study will help to frame future support programs for teachers, career pathways, and policies to create a profession that will attract and retain our teachers.

CHAPTER 4: FINDINGS

The purpose of this qualitative methods study is to identify how flattening the educational hierarchy by creating career ladders for teachers as teacher leaders can help elevate teachers to a professional status and elevate their professional self-perceptions. Specifically, the role that teacher leadership can play in a suburban high school in New York regarding elevating the status of the teaching profession is explored. The study examines teachers who are within the creation and implementation of the teacher leadership program. The interview questions were structured to produce information that can answer the following overarching research question, how can creating and implementing a formal teacher leadership program be an avenue to elevate the perceptions of teacher professionalism? To help answer this question, the following research questions are addressed:

- What is the teacher leadership program mission and vision?
- How does participating in the teacher leadership program impact teacher professionalism?
- How do teachers who are within the teacher leadership program perceive themselves?

This qualitative study is limited to the teachers who are employed full-time, have at least ten years of experience, and are not in their final year of retirement. One overarching research question with a total of three sub-questions guided the study. A conceptual framework consisted of Stauffer's (2016) contextualized theory of professions, Parsons' (1939) classical structural functionalist theory, Laloux's (2014)

evolutionary paradigm, and Weber's (1947) *Verstehen* and social action was used in the data analysis process.

This chapter reports the study's findings and presents relevant qualitative data collected through focus groups, semi-structured one-to-one interviews, and implementation document analysis. The chapter is organized under five sections: Research Question One, Research Question Two, Research Question Three, Overarching Research Question, and Summary. The participants in the study consisted of eight high school teachers who have been given names such as *Participant 1A, 2A, 3A, 4A, 1B, 2B, 3B, 4B* to protect their identity. Focus group interviews were structured with eight questions across the two groups. Semi-structured one-to-one interviews were conducted with 21 interview questions for two participants. The participants were asked to respond to questions that were aligned with the conceptual framework, study definitions, and literature review. The interview questions used in this study were formulated under the following categories: demographics, perceptions of teaching, perceptions of the teaching profession, and perceptions of teacher leadership. There were three to five related interview questions under each category that were asked to elicit deep and descriptive perspectives and perceptions from each participant. Interviews were digitally recorded using the recording feature on Zoom, and then transcribed by the researcher. The transcribed interviews were then uploaded and coded using the *QSR NVivo 12 for Mac Qualitative Data Analysis Software* program. Each participant's interview contained a question for background and general demographic information. This information was used to develop a profile of each participant to possibly identify patterns that address the research questions.

Results of Interviews & Document Analysis

Research Question One

What is the Teacher Leadership program mission and vision?

An analysis of the nine implementation documents was employed to answer research question one. The research documents are described as follows and interpreted in the tables below.

- Appendix O: TL Implementation Planning Meeting Presentation (February 4, 2019): This is the first formal meeting to discuss how to create a Teacher Leadership program
- Appendix P: TL Implementation Planning Meeting Presentation (March 6, 2019): This is the second formal meeting to discuss how to create a Teacher Leadership program
- Appendix Q: TL Implementation Planning Meeting Presentation (April 8, 2019): This is the third formal meeting to discuss how to create a Teacher Leadership program
- Appendix R: TL Implementation Planning Meeting Presentation (May 7, 2019): This is the fourth and final formal meeting to discuss how to create a Teacher Leadership program
- Appendix S: The Conversation Continues: Planning the HS Model (May 30, 2019): This is a discussion of the specifics of the program
- Appendix T: Presentation to High School Faculty: The program is presented to the faculty and feedback is elicited

- Appendix U: High School Building Teacher Leadership Beginning Plan: A beginning draft of the plan is written
- Appendix V: High School Building Teacher Leadership Preliminary Plan: The beginning draft of the plan is solidified
- Appendix W: Teacher Leadership Union Negotiation Memorandum: The solidified plan is expanded upon in collaboration with the union president. The plan is submitted to the district for negotiation.

Theme One: Knowledge Shared and Valued

The first theme of research question one was that a vision of the teacher leadership program is that *knowledge will be shared widely and valued between members of the learning community*. Although there is a stated mission for the program that is embedded within the implementation documents, this only presents one side of the story as it is an outward facing description of what the program hopes to do. The stated mission of the program stems from Simon Sinek’s Golden Circle of why, how, and what (Sinek, 2011). Why: “In _____, teachers are the primary model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a cohesive and connected learning community that is dedicated to realizing the full potential of every learner” (Appendix S, U, V, W). How: “through a teacher leadership pilot program the high school will test a defined structure to support and elevate teachers in their learning and leadership work” (Appendix U, V).

What: teachers will establish professional learning communities (PLCs) within _____ key focus areas of alignment (Amplifying Instruction, Cross-Cutting Curriculum, and Supporting all Students). PLCs may form around current work:

Instructional Strategies, Professional Learning, Instructional Technology, Inquiry-Based Learning, Culturally Responsive Pedagogy, Social & Emotional Learning, Teaching Through the Lens of Social Justice and Standards-Based Grading. The PLC's will be characterized by the following principles (DuFour & Fullan, p 14):

1. Shared Mission, Vision, values, and goals focused on student learning
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practices and current reality
4. Action orientation or "Learning by Doing"
5. A commitment to continuous improvement
6. A results orientation. (Appendix W).

Analyzing the implementation documents provides a picture of the mission and vision of the program. However, as detailed in appendix I, the documents reveal a deep and rich picture of the scope and value of the program instead of just what the program hopes to do. For example, one of the implementation documents has a quote that reflects the first theme of research question one.

Teachers visit the classroom of a colleague to learn about the instructional shift he has taken in his classroom. He shares his expertise and model's collaboration and continuous learning thereby contributing to the idea that teachers are creators of a positive and lifelong learning culture. (Appendix M)

This theme is justified when comparing it to a representation that participants drew in the implementation documents of a before time when the program did not exist. Knowledge seems to be canned or scripted in an image drawn by participants of the school in 1999 (Figure 1:6) and from a separate image of silos from 2009 (Figure 1:7). The image shows no collaboration, no role for teachers at the table, and decisions made without teacher input. A stark contrast to knowledge being shared and valued.

Figure 4.1

TL Implementation Planning Meeting 3/6/19



Figure 4.2

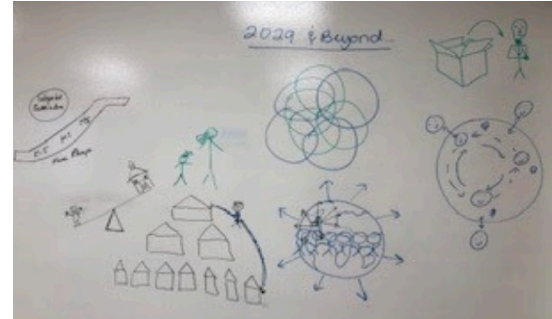
TL Implementation Planning Meeting 3/6/19



Knowledge shared is represented in two pictures drawn from a meeting that illustrates 2019 (Figure 4.3) and then 2029 & beyond (Figure 4.3).

Figure 4.3

TL Implementation Planning Meeting 3/6/19



These pictures show somewhat of a flattened hierarchy with all ideas on the same level and a collective approach to learning and growth. Arrows are going in multiple directions instead of just one way. In one document, teachers describe a common scenario where

Teachers visit the classroom of a colleague to learn about the instructional shift he has taken in his classroom. He shares his expertise and models collaboration and continuous learning, thereby contributing to the idea that teachers are creators of a positive and lifelong learning culture. (Appendix P)

Teachers reported that sharing knowledge “builds collective talent, makes everyone more talented, including me” (Appendix O). Essentially describing the idea that sharing knowledge is beneficial for everyone. The role is also described in another document as a position where “a model teacher is collaborative, reflective, and Growth Mindset oriented. They aim to share best practices with their colleagues and innovate in their instructional practice” (Appendix W). The idea of sharing knowledge is an innovative practice.

Knowledge valued is shown in multiple documents with the repetitive use of the word “we”, “involving everyone”, “collective knowledge”. By using these terms there is no hierarchy described in which one set of information is more valuable than another set of information. Regardless of the role of the educator or member of the learning

community, teachers within the program feel that that knowledge is valued and treated as important. There was also general language about “how administrators can support the work of teacher leaders” (Appendix O). This references an inclusive system that seeks to elevate the work of teachers. This theme is repeated in various quotes from the implementation documents. The building describes the importance of “supporting and elevating teachers in their learning” and “elevating teacher knowledge” (Appendix S, W).

The notion of a flattened hierarchy is used to justify the first theme of research question one in that this represents shared work and a valuing of ideas instead of a top-down approach. The language in the implementation documents expressed this collectiveness. “We”, “together” and “involving everyone in the system” (Appendix O). There is no elevation in terms of administrators who are higher than teachers, there is a sense that everyone in the system is important and needed so that they can tackle issues we see in education. Essentially, “what do we want to create together” in an “inclusive system” where “leadership is shared, teacher-led, and teacher empowered” (Appendix P, Q, U, V, S). And one specific quote mentioned that with teacher leadership, it “feels less top down” (Appendix T). This is the idea of a flattened hierarchy.

The notion of shared leadership was used to justify the first finding of research question one. It was a strong theme expressed in the documents. In addition to the repetitive nature of the word “we”, it was noted multiple times in the phrase “involving everyone in the system” where “leadership is shared” (Appendix O, P, Q). The direct mention of the phrase “leadership is shared” specifically spells out the importance of this notion within the learning community. The documents also revealed the idea of “reinventing work through a process and cycle of continuous feedback” which involves

shared leadership in a collective system (Appendix U, V). Teacher leadership according to the documents, is an opportunity to “have voices heard” in a “culture of collaboration” (Appendix S, W).

Theme Two: Mechanisms of Change

The second theme of research question one was that a mission of the teacher program was *to enact mechanisms of change for teachers within the profession*. This is based upon the following categories that emerged.

The idea of teaching change or a change in teaching reflects anything in the documents that showed a more fluid status to the profession rather than a static one. If teaching changes or is seen by participants within the program as having the ability to change then this represents an elevation in terms of the profession itself. This is represented from quotes such as “elevate the profession”, “evolving as a profession”, “control over the outcomes”, “grow the profession”, “share and elevate the profession” and “be part of the future” (Appendix O). In a subsequent meeting this theme continues as phrases such as “creating change”, “continuing to grow”, “change qualities as a school” (Appendix P). In the beginning and preliminary plans for the program ideas such as “yearn to improve”, “teachers as pioneers of progress”, “professionally grow”, and open to opportunities outside of the classroom clearly ring through (Appendix U, V). The union negotiation memorandum clearly demonstrates a career ladder for teaching (Appendix W). This mission of the teacher leadership program seeks to change the narrative of stagnation and silos that dominated in the past.

The perception of teaching was used to justify the second theme of research question one. Analyzing the mission of the teacher leadership program and what it says

about how teachers are perceived and how teachers perceive themselves shows that teachers are “instructional leaders” as mentioned in many of the implementation documents. In addition, the phrases “teachers are empowered to be stakeholders in their instructional improvement” and “we value teachers” were also present (Appendix O, P, Q, R, S). The fact that these quotes were in the implementation document means that the perception of teaching is one in which teachers are integral players in the improvement of the field. Essentially, instructional improvement couldn’t happen without their knowledge. There was also a specific sense and reflection of a system that is not top-down, where teachers have greater control in “re-writing and re-defining the meaning of a teacher” (Appendix V, W).

Teaching professionalism is the idea and perception that teachers have of their own field and their own professionalism. It showed significance in the documents and was used to justify the second theme of research question one. Teachers expressed a positive view of a changing field, with teacher leadership as the driver, where they can “share and elevate the profession” and act as instructional leaders and empowered stakeholders” (Appendix O, P). Through the teacher leadership program, teachers feel that their leadership is “organically fostered” and that they can “share best practices and build collective talent” (Appendix Q, U). Teacher leadership seems to allow for the “evolution of the profession” and “remove restraining forces” (Appendix V).

Theme Three: Teachers Feel Empowered with High Levels of Trust

The last theme to emerge from the document analysis was *to support teachers to feel empowered and have a high level of trust*. This is evident from two categories that emerged.

Self-efficacy of participants is high, as defined by Bandura (1977). The presence of self-efficacy as part of the program's mission means that empowerment is a central goal. Self-efficacy is directly connected to collective efficacy, which is also shown within the program in terms of working together to solve issues. This is shown in various quotes within the implementation documents. "Aspire" was used quite frequently along with the idea that action is happening informally, which suggests a high degree of self-efficacy (Appendix O, P). The idea of "teacher empowerment" and "teacher-led innovation" also tie directly back to self-efficacy and collective efficacy (Appendix U, W). The very notion of teachers taking part in action research shows a level of ownership and power on the part of the teacher since "they want to be part of the future and grow professionally" (Appendix S).

Trust was used to justify the third theme of research question one. The notion of trust was specifically mentioned numerous times. The ideas expressed show that the presence of teacher leadership "cultivates trust in the building, district, and beyond" (Appendix O). Effective leaders are those "principals who work with teachers to make their voices heard" (Appendix P). And that this work has been supported through a shared mission and vision (Appendix V). The fact that trust was mentioned multiple times in the implementation documents means that it is one of the central missions of the teacher leadership program.

Research Question Two

How does participating in the Teacher Leadership program impact teacher professionalism?

Research question two seeks to answer how participating in a teacher leadership program impacts teacher professionalism. An analysis of focus group and one-to-one interviews yields the following themes.

Theme One: Knowledge and Expertise is Valued and Treated as Important

Teachers view their knowledge and expertise as being valued and treated as important. In the process of coding the documents there were five categories that emerged to justify this theme. Participants in both the focus groups and one-to-one interviews felt that participating in the teacher leadership program allowed them to see themselves as playing an important role. In Focus Group A, Participant 3A stated that “I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that” while Participant 1A expressed that being involved in teacher leadership made her feel engaged and smart as she had never felt before. It elevated her sense of the work into being something valid and worthy of intelligent ideas. The use of the term elevation is key here as it reflects a change because of the program and an increase in perception of capabilities. In Focus Group B, Participant 4B repeated this sentiment of being heard and valued.

Knowledge is worthy of sharing. Teachers see the value of sharing knowledge and are made to feel that they have knowledge that is worthy of sharing. In Focus Group B, participant 4B expressed that as leaders, there is joy in learning new things and it has contributed to a revival of creativity in their pedagogical pursuits. This is interesting in that participant 4B feels that they are a leader because of the value that the program places in their knowledge. It is not because of any structural title, but because of how they are treated, which contributes to how they view themselves. Participant 1A in the

one-to-one interview stated, “we can figure it out and then we can spin that off and we are the epicenter.” The idea of an epicenter pushes against the concept of a hierarchy. An epicenter is one whereby there is a central focus with ideas emanating out. It has a more cyclical nature to it. In addition, Participant 1A express that teacher leadership creates a scenario in which she feels it connects with her favorite moments and “that I am back in the classroom participating in the learning process.”

In terms of the teaching field and their perception of it, these participants embrace the change that teacher leadership has provided for them and see teaching in a new and positive light. In Focus Group A, Participant 4A stated that he is “not stimulated by the traditional model of teaching” and that “the joy he has found recently has come from interactions where we are trying to make systemic changes and that is part of this new work.” Teacher leadership as described here is contrary to the mundane and ingrained systems that are not effective anymore. Teacher leadership has changed the perspectives of teaching for this participant. Participant 4A also expressed that his entire pedagogy has shifted, “there is greater freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom.” Other participants expressed similar sentiments in terms of the tremendous impact that the program has had on them. Participant 1A in Focus Group A stated, “it has definitely reinvigorated me from a mindset of keeping my head down and not drawing too much attention” while at the same time feeling that “it has brought me back and I feel a sense of excitement and play that I haven’t felt in a long time.” Participant 1A also felt that the “job before felt like a compromise and now it is an engaging and intellectual activity.” Participant 3A expressed that “I feel now more like I am doing my job, that I am actually achieving something.”

An interesting dichotomy that emerged in this category was the view of teachers and the teaching field were once not respected in their eyes, but that teacher leadership has changed that. In Focus Group A, Participant 4A expressed this directly. “When you say teacher, it has a lower-class designation of professionalism and intelligence.” Participant 3B in Focus Group B has not always felt the same way about teaching and her position as a professional as she does now. She attributes this specifically to the teacher leadership program. “I feel that I haven’t always felt this way and I feel that is has really changed over the last few years and almost a severe change which has been very personally wonderful.” Participant 2B in Focus Group B felt that because he feels he is a professional and is treated as a professional, he is in a constant state of improvement. “My wheels are always turning as to what is the next thing I can do.”

Theme Two: Real and Systemic Change Is Within Their Control

Teachers feel that they can make real and systemic change that benefits the field and is within their control. In the process of coding the focus groups and one-to-one interviews, there were four categories that were coded and therefore justify this theme.

The theme of fluid versus static was found in the data. The idea of the profession, seen through the eyes of teacher leadership, is described by the participants as fluid and ever-changing. In Focus Group A, Participant 4A stated that “it has certainly evolved into how we can change things.” An evolution means that it has change and when examining a quote from Participant 4B in Focus Group B, this change is because of the teacher leadership program. This change has only happened “in the last two years” since the teacher leadership program has started. Participant 3B echoed that sentiment in Focus Group B. “It is longitudinal and they don’t happen overnight, but I feel like in the last

few years we have seen a huge change.” We see this adaptability and fluidity to deal with change in the pandemic world. Even during a pandemic, participants expressed seeing opportunity within the difficulty of upheaval. Participant 4B in Focus Group B stated that “the pandemic is almost a cover that I can work with. I feel I have an opportunity here.”

Connected to the code of fluid versus static, the idea of a change in teaching was prominent in both the focus groups and the one-to-one interviews. In Focus Group A, Participant 4A expressed that “I have changed” and Participant 3A stated that “I have more autonomy now for sure.” Participant 3B stated “I feel that I haven’t always felt this way and I feel that it has really changed over the last few years and almost a severe change which has been very personally wonderful.” Participant 4B echoed that sentiment. “It has really changed for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job.” This is contrasted with the idea expressed by Participant 3B, “in the past it wasn’t good” and that “now is the first time in 20 years where I feel like I do about the profession. It is amazing.”

Teacher Leadership was viewed positively by participants. Participant 3A in Focus Group A expressed that “I cannot remain sane teaching in the traditional model with a full course load for 30 years, but I don’t want to be an administrator either.” Participant 4A expressed that “there is a genuine excitement about it.” Participant 2A stated that “as I’ve evolved in my career and joined this program, it has made me much bolder and a sense of urgency.” Participant 1A in the one-to-one interview said that teacher leadership “inspires authentic change, not change for the sake of change.” In the one-to-one interview, Participant 3B said that “these teacher leadership opportunities

keep me in the profession. If I didn't have them, I would be pursuing other things on the side. I might lose my drive if I didn't feel like my efforts had a purpose."

Self-efficacy continues to play a role in research question two. Participant 3A stated that she feels empowered by the challenges. While Participant 3B feels "like the opportunities are there and I go and I grab them and then more opportunities come to me." Participant 3B also felt that "she can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways." She also felt that she reached a pivot point because of her work with teacher leadership "where I realized I was pretty good working with my colleagues and because of that it made me more willing to be in the front of programs and to lead." The idea that obstacles are worth it because the reward is beneficial was expressed by Participant 3B. "I feel like I do it even though there might be obstacles because of the value that it has for me." She also stated that she feels the way she does because "it is from the way I carry myself and the way I treat everything I create. Everything I do in a professional capacity. Intellectual, purposeful, meaningful."

Theme Three: Engage in the Field and Stay in the Field, Especially Among Women

A third theme to emerge was *teachers felt that it elevated their opportunities to engage in the field and stay in the field, especially among women*. This theme emerges when looking at two coded categories.

The idea of the hierarchy in education flattening is a category that emerged through examining the participants' perceptions. In Focus Group A, Participant 2A stated "we have a seat at the table in the conversation and not just be a follower. I have

confidence and a feeling that we are equal to administration.” On an equal playing field as administration is certainly a flattened hierarchy. Participant 3B in Focus Group B echoed this point when she stated that teacher leadership “doesn’t sound top-down to me, it sounds a little bit more synergistic.” Participant 2B goes back to the idea later, “I have taught in two other schools before teaching here. It is completely different than other places in this regard.” And that “now all of a sudden things have changed for them. I have to bring up my level again. I see it elevating other people in their work too.” And Participant 3B describes that she doesn’t see a hierarchy through teacher leadership, but “it would be more like a concept map and it would overwhelm me with all the lines and they constantly move and intersect depending on the role of the day.”

The idea of elevating opportunities, especially among women, emerged as part of this theme based upon responses by female participants. Female teachers who are within the teacher leadership program describe how without it, they would not have been able to realize their own potential and the value that they see in their knowledge. Participant 4B spoke about a time when there was a lot of sexism and she felt left out as a woman in taking on leadership roles. Since teacher leadership has been established, she states that “I feel like I am heard and have a say and they value my knowledge.” Participant 3B echoed this point and spoke about the sexism and lack of opportunity she felt before. Being involved in the leadership program has made her feel that “I am not so much of an imposter anymore. I never thought of myself as I do now, but I never thought I had so many leadership abilities as I do now. I see myself as a much more competent and an impactful professional.” Participant 4B jumped on this point and stated that prior to this program, “I couldn’t see myself doing it [leadership work] because I didn’t have a lot of

the experiences I have had in the last few years.” And Participant 3B echoed it with the idea that she “didn’t see the pathway prior that I do now. I look at myself differently now. Not to brag, but before I lacked the confidence in my own perspective” and now “I have that confidence and I have that perspective that is valued. And I feel valued and valuable.”

Research Question Three

How do teachers who are within the Teacher Leadership program perceive themselves?

Theme One: Ownership and Autonomy in Professional Knowledge

In the process of coding the transcripts there were four categories that emerged to justify this theme.

The idea of ownership and autonomy comes from a category of *knowledge valued*. In Focus Group B, Participant 4B stated that she loves teacher leadership because “it is a middle way and it gives voice to teachers.” Participant 4B continued by saying that in the past, administrators would come in and say “this is what you should do, more of it is now them coming to us and saying what do you think we should do.” In the one-to-one interview, Participant 1A felt as if teacher leadership “elevates how teachers see themselves and potentially how other people see teachers.” This feeling continues when Participant 1A states teacher leadership “has encouraged me both in the classroom and in my personal satisfaction of collaborating and learning and being a student again. It is very satisfying.” Participant 3B in the one-to-one interview states that this change has happened in the last five years, “I have seen tremendous growth and I attribute that to _____ and the autonomy I have here.”

Knowledge shared and the opportunity to share knowledge was expressed as a benefit of being a teacher leader. In Focus Group A, Participant 2A expresses that this process of sharing knowledge has “happened organically and it is really important to us and that’s why we are here”. Teachers within the teacher leadership program expressed the feeling seen through the words of Participant 3B in Focus Group B, “that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways.”

The idea of shared leadership that benefits not only the profession, but also students was expressed by participants. In Focus Group A, Participant 3A expressed that she feels like she has “played a bit of a role in the continuous improvement of the field and I want to do more of that.” Participant 3B describes what happens within a teacher leadership as not top-down, but “more synergistic.” In Focus Group B, Participant 3B expresses this professionalism by stating comparing teachers within this building to other teachers across Long Island.

I think we are very unique and I think we have room to grow, but we are far superior in the ways that we exert ourselves as professionals and I think these opportunities were ones we create and then administration supports us in those areas not the other way around. (Participant 3B)

Participant 3B goes on to describe this as a “pivot point for me in the building personally and then professionally where I realized that I was willing to be in the front of programs and to lead.” Participant 4B expresses professionalism in terms of joy. “We as leaders, we also find joy in really learning new things, that keeps us going. It has woken us up.” And over the last few years “it has really changed for me and I am so much more

invested in the job, the profession now.” And because of this “it has brought a different kind of joy and excitement to the job.”

Theme Two: Teachers View Themselves as Part of a Synergistic Whole

Teachers view themselves as part of a synergistic whole with interplay between all members. This theme emerged through five categories that were coded with the focus group and one-to-one interview transcripts.

Participants saw themselves on a level playing field in terms of interplay between all members. Participant 2B in Focus Group B stated that “not once have I had any idea that I have brought forward get shut down or not listened to.” Through teacher leadership, Participant 3B feels that she has “tons of autonomy and trust and valuing my knowledge.” Participant 2A in Focus Group A states that we “have a seat at the table in the conversation and not just be a follower. I have confidence and a feeling that we are equal to administration.” And it is “not top-down. Nobody is coming into your classroom saying, this is what you need to do, that the lived experience of the teacher as they teach has an impact on what is going on in the classroom” as expressed by Participant 1A. Participant 2A in Focus Group A felt that “the teacher voice is so invaluable and needs to be the main voice in terms of conversation and with leadership.”

As stated in research question two, two female participants stated that prior to teacher leadership, they did not see a place for them at the table. Now that opportunities are more readily available they feel that “all of a sudden I have confidence that my perspectives are valued. I have value and am valuable” (Participant 4B). This idea is quite profound in that teacher leadership has created a pathway whereby they see themselves in a different light. “To make those relationships were difficult because you felt left out as a

woman, but as we see more women in leadership roles, you can look and see yourself doing the same thing” (Participant 4B).

With the inclusion of the teacher leadership program, participants felt freedom and autonomy that they didn’t see present in the field before. In Focus Group A, Participant 4A expressed that “I feel that even during this pandemic I have the freedom to do what I want and how I want to do it.” And Participant 3A stated that “I feel now more like I am doing my job, that I am actually achieving something.”

Overarching Research Question

How can creating and implementing a formal Teacher Leadership program be an avenue to elevate the perceptions of teacher professionalism?

The overarching research question pulls from the three research questions within this study. By creating and then implementing a formal teacher leadership program, perceptions of teacher professionalism are elevated. The one-to-one interviews, focus groups, and document analysis paint a picture of a before and after time in terms of teacher leadership. Participant 1A in Focus Group A expressed that she entered teaching even though many people around her thought it was a step down “I was a huge nerd in school and I really liked school. And in a way, I felt like teaching was almost a step down for what people envisioned for my future.” However, in the one-to-one interview she expressed that the teacher leadership work she has been engaged in has finally brought her back to the ideal of teaching that she imagined.

I feel like the professional learning stuff we are doing has been really really satisfying in trying to get be a learner again. Encouraging me both in the

classroom and in my personal satisfaction of collaborating and learning and being really a student again is very satisfying. (Participant 1A)

In the same interview, she expressed also feeling a time when curriculum and pedagogy were also top-down and very canned. “When I started, we had a textbook and a test model that you were told to use.” In addition, “Teachers College came in with this new idea or we bought this curriculum as an outside thing and were told that this is what we are all doing now.” However, teacher leadership has brought fulfillment back. “It’s my favorite part of teaching right now.” The dichotomy that is represented here is repeated by other participants who clearly define and remember a time when they saw their work differently. Participant 3A in Focus Group A states that “before I felt like I was just earning my paycheck. Now I have come to realize that there are many, many right ways to do it and I feel successful.” Participant 4A in Focus Group A furthers this point with the idea that generally.

When you say teacher, it has a lower-class designation of professionalism and intelligence. I need more from this field and that comes from teacher leadership and it ties into though where we are and why we are doing this work. We are getting to a place where its pushing back on that lower-class designation.

(Participant 4A, Focus Group A)

Continuing this theme, Participant 3A in Focus Group A reflects on a time much different than the present. “When I first started, I felt like there was very little autonomy and I didn’t feel like my opinions or knowledge were valued.” Participant 3B in Focus Group B felt that “in the past it wasn’t good.” Where in contrast she states that presentably, “it is

going well so I feel that we have lots of opportunities through the building. I have really been enjoying it.”

There is also the idea that the current work that the building is engaged in is unique. Participant 4A in Focus Group A states that “I talk to people in other districts and that is not the case” in terms of autonomy and knowledge being valued. Participant 1A furthers this point. “When I started here it was very rigid. I felt like there was very little autonomy and I didn’t feel like my opinions or knowledge were valued.” Participant 4B in Focus Group B states “that is why I love teacher leadership because it is a middle way and it gives voice to teachers.”

There is an elevation in terms of how teachers see themselves and the importance of their roles. Participant 4A in Focus Group A states “I think I have seized the autonomy and the professional latitude.” And that the idea of teacher leadership as playing a role in this elevation is expressed in the one-to-one interview by Participant 1A. Teacher leadership “means that teachers are included in, that the district is being led by teachers, like what the teachers are learning, what they are doing, thinking about, what they are investigating is one of the leading forces in the direction of the school or district.” And that the field of teaching should join the ranks of other professions in that “every profession should give people the opportunity to reach their full potential” as expressed by Participant 3B in the one-to-one interview.

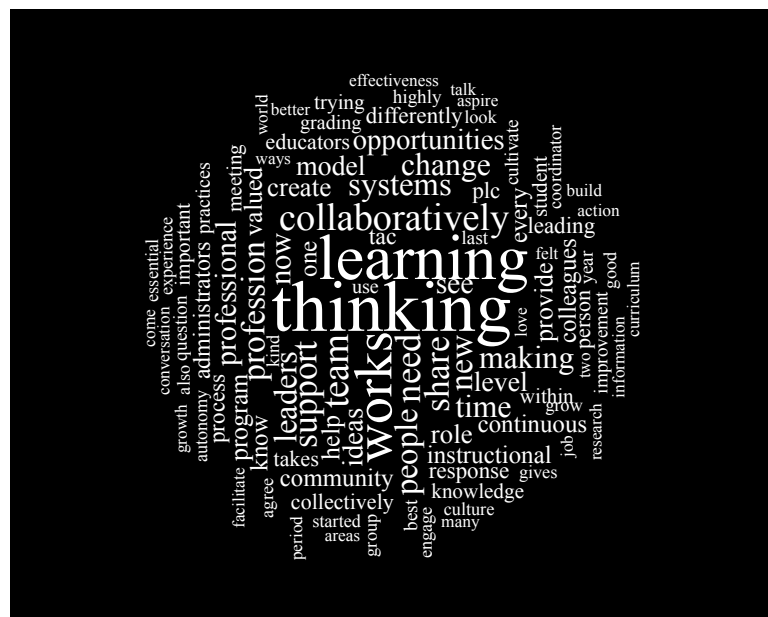
Participants were asked specific questions about whether or not the current pandemic has changed the way they feel about the profession, their professionalism and how they view themselves. They reported that the pandemic has provided them an opportunity and continued license to listen to their instincts about teaching and to

continue to be creative. “I feel like the pandemic has provided a great opportunity to be able to experiment with new ideas. I feel that now I am at the point where I can take risks and try new things. The pandemic is almost a cover that I can work with” (Participant 3B). This kind of feeling expressed in the middle of a national crisis and upheaval shows that teachers within the program appear to have high levels of self-efficacy and collective efficacy as defined by Bandura (1977, 1997).

Figures 4.4, 4.5, 4.6, and 4.7 showcase different representations of the data as an output of NVivo. Figure 4.4 demonstrates a word cloud of the top 100 words, including their stem, of the implementation documents, focus groups, and one-to-one interviews. The term *thinking* paints a picture of a sentient profession that is open to change, ever-evolving. Figure 4.6 is a hierarchy chart that shows us which nodes appear most frequently. It completes this findings in that it shows that fluid versus static is one of the most coded categories.

Figure 4.4

Word Cloud Analysis from NVivo

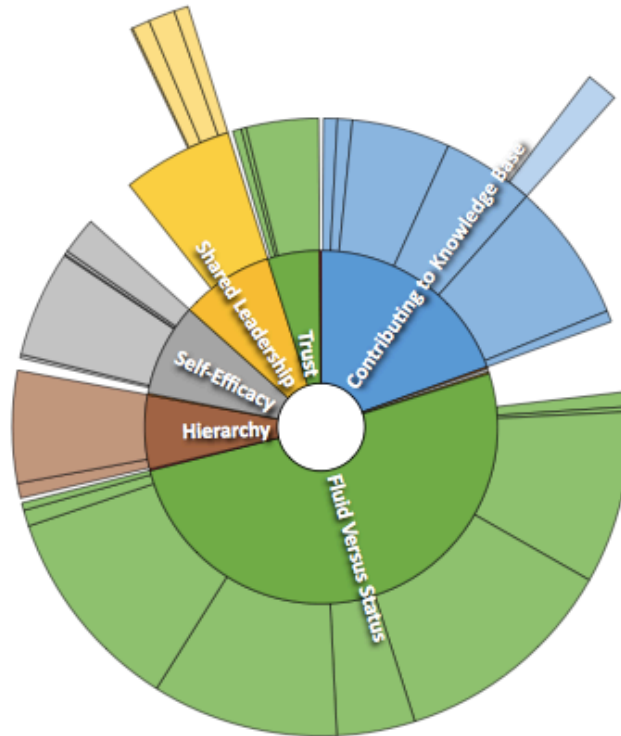


Word Cloud Analysis from NVivo

[illegible]

Figure 4.7

Analysis from NVivo



Summary

This chapter presented the findings of how creating and implementing a formal teacher leadership program can be an avenue to elevate the perceptions of teacher professionalism from within the profession. Findings were reported from qualitative data collected through two semi-structured one-to-one interviews, two focus groups, and implementation document analysis. The participants in this study consisted of eight high school teachers with varying degrees of teaching experience both within the district and from outside of the district. Two interview protocols were developed for both the focus groups and the one-to-one interviews and a document analysis protocol was followed. The one-to-one interviews had participants respond to 21 questions while the focus

groups responded to eight questions. All questions were aligned with the research questions and the conceptual and theoretical frameworks of the study. Interviews were digitally recorded with the Zoom platform, and the audio recording was then transcribed by hand. The data from the one-to-one interviews, focus groups, and document analysis were analyzed using *QSR NVivo 12 for Mac Qualitative Data Analysis Software*. The data was then auto-coded and placed into categories. Themes emerged from the categories that were coded. Three major themes emerged from research question one, three from research question two, and two from research question three. The analysis was accomplished by consulting the conceptual framework, the categories, and then the major themes. The findings of this study were reported in terms of three research question and one over-arching research question. In *Chapter 5: Discussion, Conclusions, and Recommendations*, a discussion of findings in the context of existing literature, conceptual framework, conclusions, and recommendations will be described under separate sections.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The purpose of this study is to explore how the implementation of a teacher leadership program can be an avenue to elevating the teaching profession. The study analyzed the perceptions of teachers through one-to-one interviews and focus groups. A detailed analysis of implementation documents was part of the triangulation of data. A conceptual framework consisting of Stauffer (2016) and Parsons' (1939) theory of professions, Laloux's (2014) theories on organizational evolution, and Weber's (1947) ideas around social action guided the study.

This chapter synthesizes and discusses the findings considering the study's research questions, literature review, and conceptual framework, and presents a set of concluding statements and recommendations. The chapter is organized under five sections: *Implication of Findings*, *Relationship to Prior Research*, *Limitations of the Study*, *Recommendations for Future Practice*, and *Recommendations for Future Research*. *Implication of Findings* provides an in-depth interpretation, analysis, and synthesis of findings. *Relationship to Prior Research* discusses ways the present study supports, extends, questions, or refutes prior research. *Limitations of the Study* provides a discussion of the limitations and delimitations of the study. *Recommendations for Future Practice* lays out recommendations or suggestions to practitioners and policy-makers in the field directly from the findings. *Recommendations for Future Research* goes over recommendations to researchers in the field who can extend the study in the future.

Implication of Findings

This section discusses the implications of each of the major findings as they relate to the theoretical and conceptual framework. This discussion is organized around the

eight major findings for each research question as they relate to the theoretical and conceptual framework.

Research Question One

The first research question focuses on the teacher leadership program mission and vision. The findings from this research question as they relate to the theoretical and conceptual framework are as follows: although there is a specific and stated mission, “in _____ teachers are the primary model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a cohesive and connected learning community that is dedicated to realizing the full potential of every learner”, one of the first findings of research question one supports this statement (Appendix N, P, Q, R). *Knowledge will be widely shared and valued between all members of the learning community* emerged as a finding for research question one.

Consulting the theoretical and conceptual framework, this finding connects closely with Laloux (2014). In Laloux’s organizational evolutionary theory, he posits that within public schools, there is very little movement between levels of a fixed hierarchy. This static nature can play out in two different ways. On one hand, rigidity can come in the form of separation of titles and defined roles with very little movement between them. However, this could also be interpreted as an inflexible nature between the sharing and valuing of ideas between levels. Laloux describes this as a scenario by which decisions are made at the top to be followed by those at the bottom (Laloux, 2014). However, the finding for research question one pushes past this fixed mindset of rigidity and moves up the evolutionary scale towards a pluralistic culture where there is “empowerment, a value-driven and stakeholder valued culture” (Laloux, 2014). In consulting the

conceptual framework, this begins to elevate the teaching profession as we see Laloux's evolutionary paradigm as a necessary ingredient in this process.

A second finding of research question one is that a mission and vision of the teacher leadership program is *to enact mechanisms of change for teachers within the profession*. This finding pushes against the ideas of Parsons (1939). Parsons posits through his classical structural functionalist theory that a profession is static and therefore unmoving. This means that he supported the idea that a profession can be learned and practiced by anyone without input by its members (Parsons, 1939). His idea played into the notion that teachers do not enjoy independence and have little control over their schedules (Eraut, 1994; Goldstein, 2019; Goldstein, 2015; Hargreaves, 1996; Kumashiro, 2012; Marsh & Horns-Marsh, 2001; McNergney & Herbert, 2001; Mehta, 2013b). Enacting mechanisms of change for the profession as part of the mission and vision of the teacher leadership program would mean that the field is no longer a static and moving profession and moves beyond the old model of Parsons (1939). The conceptual framework lists the ideas of Parsons at the bottom of where a profession can lie. The addition of teacher leadership and the mission and vision of the program move beyond Parsons and begin to elevate the field.

A third finding of research question one is *to support teachers to feel empowered and to have a high level of trust*. This finding directly ties back to Laloux (2014). The feeling of empowerment is one that is precisely associated with movement along the evolutionary paradigm for organizations. If public schools normally find themselves within a rigid model of *Amber* that Laloux posits, then the ideas behind empowering individuals within an organization reflect a pluralistic view of evolutionary consciousness

that the organization is moving towards (Laloux, 2014). Within this kind of a culture there are shared values and engagement (Laloux, 2014). Culture becomes more important than strategy and respect along with servant leadership come to dominant (Laloux, 2014). With this analysis, it is another step in the direction that Laloux calls for in terms of reinventing work.

Research Question Two

The second research question asks *how does participating in a Teacher Leadership program impact teacher professionalism?* The first finding of this research question was that *teachers view their knowledge and expertise as being valued and treated as important*. This connects directly back to Stauffer (2016). The idea that teachers can view their knowledge in this elevated light means that teachers can be more in control of their learning and the field can move beyond the confines of an old model and prioritize contextuality. The idea of contextuality is one that connects with Stauffer's theory of professions as ever-changing in relationship to the needs of the world. When teachers view their knowledge as valued and important, they will more likely trust that knowledge and use it to meet their needs. Inherent in this idea is that teachers will use this proficiency based upon the environment. Once this happens, the profession moves closer to the idea that Stauffer posits and further up the evolutionary paradigm.

The second finding of research question two is that *teachers feel that they can make real and systemic change that benefits the field and is within their control*. This finding directly connects with Laloux (2016) and goes against Parsons (1939). In Laloux's pluralistic or *Green* phase of organizational evolution, characteristics within this level conclude that people have a consciousness of self that is self-actualizing in nature

(Laloux, 2014). And when solutions are considered, it reflects on the needs of everyone in the organization, not just those at the top (Laloux, 2014). This finding goes against Parsons' idea of classical structural functionalist theory in that inherent in the belief is the idea that control is not within reach because it is decided externally. The idea that teachers would feel a sense of empowerment that they can make real change puts power in their hands and within their control, which goes against Parsons' rigid ideas.

The third finding of research question two is that *teachers felt that it elevated their opportunities to engage in the field and stay in the field, especially among women*. This finding connects back to Laloux (2014) and Stauffer (2016). In order to see the connection with Laloux's theory, we must view teachers as an efficient resource or service provided. With this mindset, we can continue to see the addition of teacher leadership as bringing the teaching field closer to the ideal version of *Teal* organizations that Laloux describes. If teacher leadership helps teachers feel more engaged in the field and then theoretically more likely to stay in the field, then this continues to connect to the pluralistic vision that Laloux lays out (Laloux, 2014). Within this pluralistic system, resource efficiency is sustainable and services are also meaningful and sustainable (Laloux, 2014). The idea that this finding connects with women, especially can be seen in Stauffer's idea of contextualism. Since she argues that true professions value the knowledge of their members and therefore change with the times, this directly supports the importance of evolution within a profession. If women did not feel that their knowledge and opinions were valued in the past and they now feel that they are, you have elevated women to view themselves differently all because change was allowed to occur within the field.

Research Question Three

The third research question asks *how do teachers who are within the Teacher Leadership program perceive themselves?* The first finding of this research question is that *teachers see themselves as having ownership and autonomy in their professional knowledge*. This finding connects and supports Stauffer's theory. When consulting the conceptual framework, we see that part of her contextualized theory of professions is that members are trusted to create content based upon their knowledge of what is needed (Stauffer, 2016). When teachers are placed in positions where they feel they have ownership over their professional knowledge and autonomy to be able to use that knowledge, the profession is seen in an elevated light.

The second finding of research question three states that *teachers view themselves as part of a synergistic whole with interplay between all members*. This idea seems to connect with one of the highest levels of Laloux's evolutionary paradigm. *Teal* or *evolutionary* is the highest level of consciousness an organization can obtain (Laloux, 2014). Within this level of organizational evolution, there is a wholeness and a higher purpose to the work being seen and the hierarchy becomes flattened (Laloux, 2014).

Overarching Research Question

The overarching research question asks *how can creating and implementing a formal teacher leadership program be an avenue to elevate the perceptions of teacher professionalism?* This research question seeks to bring all the research questions together. In that regard, we can view the results of the three research questions through the lens of Weber (1947). Weber's theories of self-perceptions and how they can play a larger role in a social context fits with the overarching research findings. When the results are viewed,

we see a picture of a before-teacher leadership time and an after-teacher leadership time. The self-perceptions of teachers with the infusion of teacher leadership has changed how they view themselves and how they view the field. According to Weber, important meaning can be found from the subject's point of view and categories, things, ideas, patterns and motives can emerge in this subjective point of view from the person whose action is being studied (Weber, 1947). We see this idea strongly play out within the teacher leadership program as it compares to the before-time.

Participant 1A in Focus Group A expressed that she entered teaching even though many people around her thought it was a step down. "In a way, I felt like teaching was almost a step down for what people envisioned for my future". However, in the one-to-one interview she expressed that the teacher leadership work she has been engaged in has finally brought her back to the ideal of teaching that she imagined. "I feel like the professional learning stuff we are doing has been really satisfying in trying to be a learner again. In the classroom and in my personal satisfaction of collaborating and learning and being really a student is satisfying." Weber's *verstehen* is illustrated here and what this leads to is social action (Weber, 1947). On a large scale, this type of belief which is attributable to one person, can become widespread and thereby repeated by others.

Relationship to Prior Research

This section consists of a discussion of findings of the present study in the context of existing literature on professions versus semiprofessions, educational policy, professional learning communities, adult learning theory, history and historical perspectives, the nature of teacher work, teacher leadership to elevate the profession,

population leaving the field, self-efficacy, the control of unions, and teaching as women's work.

Research Question One

The first research question asked, *what is the teacher leadership program mission and vision?* We can connect this finding that *knowledge will be widely shared and valued between all members of the learning community* by looking back at the literature on professions versus semiprofessions. According to the literature on the topic of professions, there are four key components of a profession that academics can pinpoint (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). Two of those components are seen in this finding of research question one. "Those who are within the field help to develop a knowledge base that will be used in the field" and "having a direct say in the governance of the workplace and the processes that contribute to the work being carried out" (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). The mission and vision of the teacher leadership program, to make sure that knowledge is shared and valued, pushes against the external forces bearing down on the field. According to the literature, the field is "highly susceptible to external logics, particularly to business ideas that promise to improve the educational bottom line" (Mehta, 2013b, p.6). By valuing the knowledge of its members over those of outside market-based ideas stemming from business, the field moves one step closer to that of a profession.

This plays into the report *A Nation Prepared* in that a professionalized teaching force was the best chance of elevating our educational system to a pace of excellence (Mehta, 2013b, 2013a). Rather than focusing on increasing testing, the report argued that teaching should be modeled into a more professional occupation (Carnegie Forum on

Education and the Economy, 1986; Mehta, 2013b). By elevating the knowledge of teachers to a place of importance in terms of decision making, the field obtains another component of a profession. And this in turn pushes against the idea that 77% of voters feel, that if the teaching profession does not change, schools will not be able to recruit enough people into teaching (Hatalsky, 2014).

The finding that knowledge will be shared and valued between members of the learning community connects with the literature on professional learning communities. When consulting Mehta's (2013b) definition of a profession and Stauffer's (2016) contextualized view, those within a profession do not and should not act in isolation. To be part of a profession means that you are working with practitioners who are collectively developing knowledge to improve practice (Mehta, 2013b, 2013a). This finding of research question one does connect to the characteristics of a professional learning community. A culture that is collaborative in nature is one of the six attributes of such a system (DuFour et al., 2010). Teacher leaders who partake in this type of work see that it plays a large role in the overall satisfaction of educators, thereby contributing to the elevation of the profession (DuFour & Fullan, 2013). In addition, this finding interweaves with the research about adult learning theory. Adults want to learn when they discover a need or an interest in which learning will help them (Lindeman, 1926). This idea connects back to the research finding because knowledge is shared within the learning community and therefore is relevant to the learning community and their needs. And it pushes against the idea in a survey that teachers do not have enough opportunities to collaborate (Organization for Economic Cooperation and Development, 2014). Teachers

mostly operate in classrooms by themselves sometimes without the rudiments of a professional life (Mehta, 2013b; Solomon, 1999).

A second finding of research question one is that the mission and vision of the teacher leadership program is to *enact mechanisms of change for teachers within the profession*. This idea can be seen in the literature on the history and historical perspectives of the teaching profession. Popkewitz talks about school reform by explaining the function of it as symbolic. It ultimately has nothing to do with teaching and learning (Popkewitz, 1982). However, in this instance teachers are directly involved in the mechanisms of change. And during the Progressive Era, we saw a shift in power away from classroom teachers and toward administrators (Mehta, 2013b). The mission and vision for teacher leadership on the other hand speaks about a co-mingling of power between administrators and teachers. In addition, the nature of teacher work tells us that primarily the job of a teacher is one where opportunities for greater impact and career growth are few and far between (Wenner & Campbell, 2017). And that young people today are not interested in careers where they are expected to be part of the same organization, with the same job responsibilities over their entire careers (Coggsall, Behrstock-Sherratt, & Drill, 2011). Having a program that has mechanisms in place for change within the profession helps to push against these limiting factors of the field.

Encouraging mechanisms of change are connected to the literature on the population leaving or not entering the field. In the beginning of 2018, public educators quit at an average rate of 83 per 10,000 a month (Hackman & Morath, 2018). It is the highest rate for public educators since such records began being kept in 2001 (Hackman & Morath, 2018). There are push and pull factors that either push teachers to leave the

field or pull them to stay. One of those factors is lack of control over their career and moral disagreement with policies (Dunn, 2015). Creating a system where teachers feel that they are part of a change program to better the field would contribute to the pull factors and make them want to stay.

One of those reform movements, as highlighted in the literature review, is the notion of teacher leadership to elevate the profession. To move away from reform movements throughout history, the focus should move beyond how to fire teachers and towards making the field attractive to intelligent, creative, and ambitious people (Goldstein, 2015; Mehta, 2013b, 2013a). The idea and practice of teacher leadership “has become increasingly embedded in the language and practice of educational improvement” (York-Barr & Duke, 2004, p. 255). There has been a continued and systematic lack of teacher voice in discussions of policy, legislation and local change (Vitucci & Brown, 2019).

The third finding of research question one is that the mission and vision of the teacher leadership program is to support teachers to feel empowered and have a high level of trust. This finding connects to the literature on adult learning theory and self-efficacy. The presence of self-efficacy within a field can help bring it to the status of a profession. Self-efficacy as coined and defined by Bandura (1977) is the idea that a person’s perceived self-efficacy “is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances” (Bandura, 1977, p.37). If a mission of the teacher leadership program is to help teachers feel empowered and have a high level of trust, inherently the program seeks to raise the self-efficacy of teachers and thereby raise the collective efficacy, a group’s shared beliefs

in its capacity to act in the service of a specific goal (Bandura, 1997). In addition, the theories of adult learning and a more active rather than passive way to learn and engage can be justified with the research. Adults need to be involved in the planning and evaluation of their instruction, and the learning needs to be more problem-centered rather than content-oriented. And according to Freire, this should be a more active rather than passive type of learning (Freire, 2000).

Research Question Two

The second research question asked, *how does participating in the teacher leadership program impact teacher professionalism?* The first finding of this research question is that *teachers view their knowledge and expertise as being valued and treated as important*. There is a connection to the notion of professions and semiprofessions in the research and literature. In *A Nation Prepared*, the report argued that the best chance of elevating our educational system to a place of excellence was through a professionalized teaching force (Mehta, 2013b, 2013a). One of the areas that has hindered the progress of the educational field in terms of professionalization is the idea of having a direct say in the governance of the workplace and those who are within the field help to develop a knowledge base that will be used in the field (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). These are two of the four characteristics that can turn a semiprofession into a profession. Since the profession has not been able to develop a concrete body of knowledge developed by its members and convince the public that a specialized body of knowledge is required to teach, it contributes to the notion that teachers do not need a long and rigorous training program like other professions (Mehta, 2013b, 2013a; Mehta et al., 2012; Walters, 2009). If teacher leadership helps teachers feel

that their knowledge and expertise is valued and treated as important, they are more likely to feel elevated in their practice. Those involved in reform movements more recently are focusing on empowering teachers to lead their peers, to use their expertise and knowledge to inform decisions, and to lead school reform efforts (Goldstein, 2015; Mehta, 2013b, 2013a).

The second finding of research question two is that *teachers feel that they can make real and systematic change that benefits the field and is within their control*. This finding connects with two areas in the literature review. In the 1980s, two years after the release of *A Nation at Risk*, the American Federation of Teachers president called for a new era of teacher professionalism. He argued at the time that unless the field went beyond collective bargaining “to teacher professionalism, we will fail in our major objectives; to preserve public education in the United States and to improve the status of teachers economically, socially, and politically” (Maeroff, 1985). Although the idea is over 30 years old, infusing teacher leadership into the profession, connects with this idea of teacher professionalism and improving the status of teachers. In addition, *A Nation Prepared* also advocated for a focus on exchanging views about the professional environment and standards of excellence for teaching (Carnegie Forum on Education and the Economy, 1986; Chase, 1997b). Another connection in the literature comes from looking at how teacher leadership seeks to elevate the profession. If teachers feel that they can make real and systemic change, the focus of reform movements throughout history, begins to move away from how to fire teachers and towards making the field attractive to intelligent, creative, and ambitious people (Goldstein, 2015; Mehta, 2013b; 2013a). And the idea and practice of teacher leadership “has become increasingly

embedded in the language and practice of educational improvement” (York-Barr & Duke, 2004, p. 255). There has been a systematic lack of teacher voice in discussions of local changes. These changes are needed as generation Y educators (born between 1977-1995) are requesting a differentiated set of choices as they move through their careers (Natale, et al., 2016).

The third finding of research question two is that *teachers feel that it elevated their opportunities to engage in the field and stay in the field, especially among women*. Jacques et al (2016) worked with nine leading organizations seeking to elevate the teaching profession and used survey data to report that when teachers have opportunities to move into leadership roles, while still staying engaged in the classroom, it can make a meaningful difference in job satisfaction and retention. In addition, our most seasoned teachers are empowered, and their self-efficacy is elevated because they are making a difference in meaningful and tangible ways (Jacques et al., 2016). We see in the research that teacher leadership is a way to keep our most effective teachers in front of our students. Not only can teacher leadership help with improving professional development practices, it can improve retention, strengthen the profession and spark innovation (National Comprehensive Center for Teacher Quality, 2016). “The idea of expanding the career path of teachers to include leadership roles is part of a larger reform conversation about advancing the profession by differentiating staging systems” (p.9). We see again in the research that an increase in teacher leadership as a means of school reform is an encouraging sign for the profession since we know that teacher leaders can influence their schools and the profession (Wenner & Campbell, 2017). In a 2007 study by Harris and Townsend where teacher leaders were given an opportunity to lead, the problems of

top-down reforms became apparent and the need for innovative solutions was paramount. And in a report by the National Comprehensive Center for Teacher Quality (2010), data on teacher job satisfaction revealed that teachers feel the profession is too stagnant with little opportunity for career growth other than to go into administration.

Another area in the literature that this finding connects with are the statistics about teachers leaving or not entering the field. In a 2019 Phi Delta Kappan poll, where interviews were conducted from a random national sample of 2,389 adults age 18 and older, and 556 public school teachers, half of public school teachers in the country reported that they have seriously considered leaving the profession (Phi Delta Kappan Educational Foundation, 2019). In 1997, Ingersoll discovered that teacher attrition is because teachers are moving from or leaving their jobs” (Ingersoll, 1997, p.43). As we see with this finding for research question two, it pushed against the literature for statistics of teachers leaving the field. We also see that if teachers are more engaged in the field because of teacher leadership then it also helps the issue reported by Markow et al (2013). The percentages of teachers who reported being very satisfied with their jobs, declined from 62% in 2008 to 39% in 2012.

That part of the finding that relates to women, leads us to look at the literature on teaching as women’s work. Since teaching is a highly-feminized profession that serves children, it has easily been taken over by a top-down bureaucratic model, that trained male administrators to control female teachers and gave little power to those teachers (Mehta, 2013b, 2013a). We see this playing out with the feelings of some of the women teachers who were interviewed. However, it is the role they have played as teacher leaders that has allowed them to feel valued and that their opinions are valued. This idea

of overhauling the work of teachers, thereby undermining their professional status, is directly correlated to society's tendency to undervalue women's work (Poole, 2008). Universities even embraced this trend as they supported the training of men as superintendents and distanced themselves from the predominantly female teaching force (Mehta, 2013b). By providing opportunities for teacher leadership, you naturally elevate participants and women gain the confidence and support needed to see themselves in a larger role.

Research Question Three

The third research question asked was, how do teachers who are within the teacher leadership program perceive themselves? The first finding of this research questions was that *teachers see themselves as having ownership and autonomy in their professional knowledge*. The notion of ownership can be seen in the ideas of adult learning theory. According to Lindeman (1926), adults want to learn when they discover a need or an interest in which learning will help them. Their learning must be self-directed and centered in the real-world around their experiences. And when they have ownership, they are taking an active rather in that process. We see the idea of autonomy playing out in the literature. "Teachers have been unable to establish a defined body of knowledge considered essential to becoming a teacher" (Mehta, 2013b, p.123). And because teachers have not been able to establish and contribute to this body of knowledge, they lack true autonomy in the field. The work of a professional is recognized as someone who has an expertise in their area, and because this expertise is recognized and respected, they are trusted to do the work needed (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013b). This system of autonomy and discretion rarely does

not occur in teaching (Carver-Thomas & Darling-Hammond, 2017; Mehta, 2013a; Mehta et al., 2012). However, we see this autonomy playing out with the inclusion of teacher leadership. Even *A Nation Prepared* called for giving teachers greater control over their work (Carnegie Forum on Education and the Economy). This finding also connects with the literature on canned teacher programs. Scripted and canned teacher programs deprofessionalizes the work of teachers (Ingersoll, 2003; McNeil, 2000; Mehta et al., 2012). By elevating teachers to a place where they feel ownership and autonomy in their work, this helps to correct the idea of ingrained and canned teacher programs. It is one of the central paradoxes of the teaching profession. Although teachers support students to develop their knowledge, they are not considered experts in the craft of teaching (Bennett, 2018; Mehta, 2013b).

Ownership and autonomy in professional knowledge is also seen in the research of professions versus semiprofessions. Due to the decreased professional stature of the field, education has been highly susceptible to external controls and pressure. “The weakness of the field has left it highly susceptible to external logics, particularly to business ideas that promise to improve the educational bottom line” (Mehta, 2013b, p.6). Ownership and autonomy have a lot to do with preventing external controls from taking over. And because it has been lacking and structured as top-down, much of the autonomy has been missing (Goldstein, 2013; Mehta, 2013b). We even see within the National Education Association. Although it is important as an organization, historically they have contributed and supported teaching as an administrator-run organization and has granted little power to teachers and their interests. Historically there has been a push toward greater teacher accountability (Goldstein, 2015; Ravitch, 2011). Running parallel to this

push has been a broader movement toward taking back ownership of the teaching field (Freidson, 1973; Mehta, 2013b). The field needs to prove that its members can produce expert work more effectively than market forces and bureaucratic hierarchies (Light, 1995; Mehta, 2013b). It is this autonomy that the field desperately needs (Carnegie Forum on Education and the Economy, 1986; Hui, 2018). The idea of ownership also connects to a more professional unionism where the flexible role for teachers in which they take more ownership in the management of the school as so many have envisioned (Chase, 1997a, 1997b; Dewey, 1916; Hess & West, 2012; Mehta, 2013b; Mehta et al., 2012).

The second finding of research question three was that *teachers view themselves as part of a synergistic whole with interplay between all members*. Looking at the literature about this finding focuses on professional learning communities. When consulting Mehta's (2013b) definition of a profession and Stauffer's (2016) contextualized view, those within a profession do not and should not act in isolation. To be part of a profession means that you are working with practitioners who are collectively developing knowledge to improve practice (Mehta, 2013b, 2013a). A culture that is collaborative in nature is one of the key characteristics of a professional learning community. Teacher leaders who partake and lead this type of work see that it plays a large role in the overall satisfaction of educators, thereby contributing to the elevation of the profession (DuFour & Fullan, 2013). Other countries provide many opportunities for collaboration en route to certification, but teachers in the United States develop their craft in isolation. Teachers have been taught and socialized to be private, followers, and to not take on responsibilities outside of the classroom (Cogshall et al., 2011; Katzenmeyer &

Moller, 2001; Lieberman & Miller, 1999; Little, 1988). We even see the idea of interplay in Ella Flagg Young's dissertation. "If employees are to feel respected and willing to work hard, there has to be an "interplay of through between all members of each part of a large organization, in which teachers, principals, and administrators all learn from the expertise of their colleagues" (Young, 2014). Teaching was and still is viewed as an isolating culture that ultimately diminishes the growth and professionalism of the field (Talbert & McLaughlin, 1994; Stewart, 2018). Teacher leadership empowers teachers to share their expertise and breaks down isolating silos (Barth, 2001; Hart, 1995; Lieberman & Miller, 1999; Talbery & McLaughlin, 1994; Weiss et al., 1992). It is this continuous professional learning that is improving our schools and elevating our profession (Stewart, 2018).

A synergistic whole with interplay between members connects with the ideas of teacher leadership leading to an elevation for the profession. Not only can teacher leadership help with improving professional development practices, it can improve retention, strengthen the profession, and spark innovation (National Comprehensive Center for Teacher Quality, 2010). "The idea of expanding the career path of a teacher to include leadership roles is part of a larger reform conversation about advancing the profession by differentiating staffing systems" (National Comprehensive Center for Teacher Quality, 2010, p.9).

Limitations of the Study

According to Creswell, limitations are "potential weaknesses or problems with the study identified by the researcher. These weaknesses are enumerated one by one and are useful to other potential researchers who may choose to conduct a similar study"

(Creswell, 2019, p.200). One of the limitations of this qualitative study is that it relies on self-reported data, which means the responses of the participants cannot be independently verified. Participants were asked to reflect on the feelings and understandings of their professional stature as they related to teacher leadership. Asking them to evaluate their own understandings is a limitation of this study because some participants could have exaggerated how they feel. This is especially noteworthy because the participants were only selected from one building in the district because of the advance nature of the teacher leadership program in this building.

A second limitation of this study is that there was no way to do a pretest to gauge differences in attitudes before as compared to after the teacher leadership program was implemented. This was due to the date range of the study. Therefore, the researcher relied on reflections and descriptions by participants of the time before the program to present a scenario in which change has occurred.

Recommendations for Future Practice

According to the findings detailed in chapter four, teachers who participated in this study and were in the teacher leadership program expressed a positive difference in their overall practice, attitude, and commitment to the teaching profession. The opportunities they have had within the program have created a scenario in which they view themselves in an elevated light and believe that they can take on more challenges, have a greater impact, and be more personally fulfilled in their professional capacity. Based upon these emerging themes, findings, and conclusions of this study, the following recommendations can be suggested to policy-makers, practitioners, and higher education institutions.

Recommendations for Policy-Makers

Other countries understand and value the critical professional role that teachers play in educational reform (Darling-Hammond, 2014). “The need to see the bigger picture and reframe the debate is profoundly urgent” (Kumashiro, 2012, p. 14). Any real school reform comes from “empowering those at the bottom, not punishing them from the top” (Cohn, 2007). School reform will continue to fail until we recognize that there are no quick fixes or perfect educational theories. “Ground level solutions, such as staff collaboration, committed teachers, have the best chance of success” (Cohn, 2007). If there is one consistent lesson that can be learned about school reforms, it is that they must be localized (Ravitch, 2011). Policy-makers at the state and national level should heed this research and the findings of this study. Instead of disseminating policy and reforms that seek to paint a broad national brush over the educational landscape, policymakers need to recognize the importance of supporting local initiatives and reforms. The teacher leadership program that New York City started in 2013 has been a worldwide model, but it was created and implemented at the local level by working with teachers, administrators, and the union collectively and collaboratively. It was not a top-down mandatory approach to a problem perceived at the national level. Policy-makers at the national and state level should play a role in reforming the education profession, but that role should be supportive in nature and provide funding, grants, and support for educational systems to empower their teachers. With the decrease in a new generation entering the profession and teachers leaving the field, we simply cannot seek to enter a cycle of failed reforms that has dominated in the past.

Recommendations for Practitioners

Teachers and administrators within school buildings and districts should reconsider the nature of their relationships. If a school system has a top-down structure, this study should refute the necessity for it and the importance of embracing a flattened hierarchy and shared leadership. Implementing a teacher leadership program will not only lead to an increase in teacher satisfaction about their positions, but a greater commitment and valuing of the field. Teachers within school buildings should create a small committee of teachers who are willing to consider the needs for such a program within their building. They should then consult the research on teacher leadership programs to begin to define how teacher leadership should look within their building. Administrators should be part of this process as their support is integral. However, teachers should define the program and determine the structure and then work with administration to put the supports in place where needed. This is a slow and deliberate process that can take several years to implement. Before establishing a formal program a pilot program should be created to test out and make changes where needed. After a few years of a pilot phase, teachers should partner with administrators to create a formal process and program that is negotiated with the union.

A second recommendation for practitioners is that teachers should seek to tell their stories to a greater degree than they do. If we can change the structure of control within a school building to be more synergistic then we should seek to promote the dynamics of the field as they change. If a new generation doesn't understand how teaching has changed or that it could change, then it is because the story has not been told to the degree that it needs to be. As we see with Weber's (1947) idea of social action,

certain actions and beliefs attributable to one person, can be found to be wide-spread and repeated by many and then this can push against the external forces bearing down on the field (Weber, 1947). If teachers and administrators have created programs that seek to empower teachers and elevate the status of the profession then this should be shared not only within the field, but also outside of the field. If we in the field have started to create programs that professionalize the field, we should stop allowing others to tell our story and take more ownership over the narrative.

Recommendations for Higher-Education Institutions

Higher-education institutions need to play a larger role in creating atmospheres of collaboration among pre-service teachers. If the field of teaching has a stigma of isolation among teachers then when students enter a program to become a teacher, colleges and universities need to structure collaboration, constant reflection, and action research into their programs. Students need to be working on practice and pedagogy, but they should also be learning the importance of interplay between all members within a school community. Higher-education institutions can also be top-down in terms of their structure and should create programs that seek to empower teachers from the very beginning to realize that they have the tools and knowledge needed to address problems, tackle systemic changes, and create an atmosphere of autonomy. It starts at the beginning.

Recommendations for Boards of Education

Boards of Education can also be hierarchical in nature and often have a relationship with teachers that is more centered around contracts. However, to benefit students, an elevated and more professionalized field should be realized. Boards of Education should understand that since teacher leadership seeks to raise the self-efficacy

of teachers and thereby the collective efficacy of teachers, this has a direct correlation to increased student achievement (Darling-Hammond, 2014). It is the result of a healthy system, that if you empower teachers to take more ownership and autonomy in solving pedagogical challenges then students benefit. In addition, teacher leadership is a much more affordable and cost-saving approach to professional learning that Boards of Education can certainly support (Darling-Hammond, 2014; Mehta, 2013b; Weingarten, 2019).

Recommendations for Future Research

This intrinsic case study was qualitative in nature. Future research should consider a quantitative analysis of developing teacher leadership programs. A quantitative analysis could also be beneficial in a teacher leadership program that is just beginning. A pretest and posttest could be given to see if there is indeed a change in the participants and their attitudes. In addition, further research should be focused on one of the main findings of the study. The idea that women especially felt that teacher leadership elevated their opportunities to engage in the field and stay in the field could and should be a separate research study. The educational field is dominated by women, but in the ranks of administration there are far fewer women represented. According to recent population data, more than three-quarters of all teachers in kindergarten through high school are women (U.S Bureau of Labor, 2015). This disparity is more pronounced in elementary and middle schools with women representing more than 80% of teachers (U.S Bureau of Labor, 2015). However, women account for fewer positions seen outside of the classroom and the numbers decrease when you add in people of color and LGBTQ+. We know that cultural and psychological documentation attests that the more we see and are

aware of people who “look like us” (gender, sex, race) in positions of power and influence, the more likely we are to envision ourselves doing the same. This idea could have broad implications for encouraging current and future generations of women, people of color, and those in the LGBTQ+ community to lead beyond the classroom and create pathways and opportunities so that they feel supported in that work. Future research should focus on this area.

Conclusion

The purpose of this study was to explore how creating a formal teacher leadership program could be an avenue to reinstate teachers as professionals by elevating the teaching profession. This study also analyzed the perceptions of teachers through one-to-one interviews, focus groups, and a detailed analysis of implementation documents. A conceptual framework consisting of Stauffer’s (2016) contextualized theory of professions, Parsons’ (1939) classical structural functionalist theory, Laloux’s (2014) theory on organizational evolution, and Weber’s (1947) ideas around social action guided the study. The perceptions of study participants were analyzed and eight findings were reported. Research findings were presented and discussed under one overarching questions and three research questions. This study found that the mission and vision of the teacher leadership program is to ensure that (a) *knowledge will be widely shared and valued between members of the learning community* (b) *to enact mechanisms of change for teachers within the profession* (c) *to support teachers to feel empowered and have a high level of trust*. In terms of participating in the teacher leadership program, teacher professionalism is impacted by (d) *teachers view their knowledge and expertise as being valued and treated as important* (e) *teachers feel that they can make real and systemic*

change that benefits the field and is within their control (f) Teachers felt that it elevated their opportunities to engage in the field and stay in the field, especially among women.

And teachers who are within the teacher leadership program perceive themselves: (g) *teachers see themselves as having ownership and autonomy in their professional knowledge (h) teachers view themselves as part of a synergistic whole with interplay between all members.* In this chapter, discussion of research findings, conclusions, and recommendations to policy-makers, practitioners, higher-education institutions, and future researchers were presented.

Epilogue

The process of researching and writing a dissertation is one I feel humbled by. In the theoretical sense, it has filled a hole in terms of the content of my understanding of the educational field. This broad yet deep understanding is quite lacking in preparation programs for emerging educators and it allows outside forces to have a greater hold over the profession. Through this research journey and process, I too feel that I am elevated in my professional self-perceptions and prepared to tackle challenge in and out of the classroom setting.

The findings of this dissertation were both surprising and not. Anecdotally I have seen the evidence that was reported within the dissertation to justify the conclusions and recommendations. However, there was one area that greatly surprised me and I was thrilled to be able to report. The finding that women, especially, felt that teacher leadership engaged them in the field and made them feel supported to stay in the field, was a finding that I think is quite profound. As mentioned in the recommendations, we know that the majority of teachers are women, but that doesn't translate when you enter

the school leadership realm of education. If we can create structures in place, developed by teachers, that support pedagogical and educational daily work, we establish a system where all voices are elevated and heard. When this happens, we can begin to create a profession with equity and diversity within all ranks. Further research in this area is needed.

The entire research experience has been a personally and professionally fulfilling experience. I have gained the knowledge and experience about the process of educational improvement that is needed to solve our most pressing issues in the field. Educational leadership is about theory blended with practice. You need to have the practical experience needed to develop relationships and tackle issues, but you need to have the research experience so that you can make research-based decision that can help your organization. The essential technique of developing a problem or question, finding the available resources, and then collecting the actual data to justify the path forward is a process that I feel I have perfected while conducting this study.

It is quite profound to be able to see change happen within a school building on a tertiary level, but then to be able to delve into the inner workings of that progress to find concrete evidence of it.

APPENDIX A: IRB APPROVAL INFORMATION

Submission Type: Initial Date: 11-5-2020

IRB #: IRB-FY2021-26

Title: Flatten the Hierarchy to Elevate the Profession: The Need for Teacher Leadership to Reinststate Educators as Professionals

Creation Date: 6-30-2020

Status: Review Complete

Principal Investigator: Sarah Wasser

General Information

Role of Principal Investigator

What is your role at St. John's?

Faculty

✓ Student

- List yourself as Principal Investigator.
- List your Faculty Mentor as Co-Principal Investigator.

Administrator

Principal Investigator

Please find/choose the PI. If the person(s) is not in the People finder, please contact the IRB Office at irbstjohns@stjohns.edu, and include the user's name, email address, and department information.

Name: Sarah Wasser

Organization: Ed Admin & Instruc Leadership

Address: , Queens, NY 11439-9000

APPENDIX B: SAMPLE CONSENT FORM FOR TEACHERS



You have been invited to take part in a research study to learn more about the perceptions teachers have of their own professionalism. This study will be conducted by Sarah E. Wasser for the Doctoral Department of Administrative and Instructional Leadership at St. John's University as part of her doctoral dissertation. Her faculty sponsor is Dr. Anthony Annunziato, Clinical Associate Professor of the Department of Administrative and Instructional Leadership.

If you agree to be in this study, you will be asked to take part in an interview concerning your perceptions of your own professionalism. Your interview will be both audio and visually recorded. You may review these recordings and request that all or any portion of them may be destroyed.

Participation in this study will involve approximately 1 hour of your time. There are no known risks associated with your participation in this research beyond those of everyday life. Although you will receive no direct benefits, this research may help the investigator understand how creating and implementing a formal teacher leadership program can be an avenue to reinstate teachers as professionals and to discover the self-perceptions teachers have of their own professionalism.

Confidentiality of your research records will be strictly maintained by the investigator and you will be referred to as Participant 1A (and so on) from this point forward. Participation in this study is voluntary. You may refuse to participate or withdraw at any time without penalty. You have the right to skip or not answer any questions you prefer not to answer.

If you have any questions about your rights as a research participant, you may contact the University's Human Subjects Review Board, St. John's University, 718-990-1440.

Agreement to Participate:

Subject's Signature

Date

APPENDIX C: FOCUS GROUP INTERVIEW PROTOCOL FOR TEACHERS

INTERVIEW PROTOCOL FOR FOCUS GROUP INTERVIEWS

INTERVIEW PROTOCOL FOR TEACHER PARTICIPANTS

Participant Identification Code #:

Project Title: *Flatten the Hierarchy to Elevate the Profession: The Need for Teacher Leadership to Reinstall Teachers as Professionals*

For the purposes of this study, teachers were selected based upon their participation in the teacher leadership program. Teachers selected had to have at least 10 years of teaching experience and could not be in the final year of their career.

Location:

Date:

Time:

Interviewer:

Interviewee:

Position of the Interviewee:

Checklist:

- Explain the research project and introduce myself and my background
- Answer any questions the participants might have about the process
- Give the IRB consent form
- Allow participants sufficient time to read the consent form and to participate
- Answer any additional questions
- Assess subject comprehension and obtain consent
- Give a copy of the Interview Protocol
- State the title of the study
- Click the record button on Zoom.
- Say the date, time, and location of the study
- Write the participant identification code at the top of all paper records

(Thank the individuals for their cooperation and participation in this interview. Assure them of the confidentiality of the responses)

APPENDIX D: FOCUS GROUP INTERVIEW QUESTIONS

1. The research and literature for the past several decades tell us a very different picture of the teaching profession than in the early years of the field. We see that, as a whole, the profession tends to be a top down system that rarely elevates teacher knowledge, lacks autonomy, is driven by market-based forces, and is surprisingly absent of a career ladder (e.g. if a teacher doesn't want to teach a full load of courses for 30 years, they can either leave the field or enter into administration which typically means leaving the classroom all together). **Do you agree with this statement or view of the field or do you disagree with this statement or view of the field?**
2. Considering the teacher leadership opportunities you have in this building, how do you see yourself as a teacher and as a professional? Do you feel valued? Do you feel that your knowledge is valued? Do you have autonomy? Does this push against the ideas in the statement before?
3. According to language expressed in the implementation of a teacher leadership program in this building, *the knowledge that you have and that you impart to your colleagues is essential to the continuous improvement of our teaching field and as a community of learners*, **do you feel that you play a role in this? And if so, how?**
4. In the last two years, do you feel you have more autonomy and more latitude in your professional capacity as a teacher?
5. All of you participate in teacher leadership in some shape or form. Whether it is through the work of our TAC Committee, the Inquiry PLC, planning and advocating for a teacher leadership program, and so much more. How has this work changed you as a teacher?
6. Has this work changed how you see yourself as a teacher and as a professional?
7. Has the pandemic affected how you see yourself? How has it impacted your perception of being a teacher leader?
8. Do you have more or less latitude now (during this pandemic) than you normally would?

Research Questions	Interview Questions
Overarching RQ: How can creating and implementing a formal teacher leadership program be an avenue to elevate the perceptions of teacher professionalism?	Questions: ALL
RQ1: What is the teacher leadership program mission and vision?	Analysis of implementation documents
RQ2: How does participating in the teacher leadership program impact teacher professionalism?	Questions: 2, 3, 4, 5, 6, 7, 8

RQ3: How do teachers who are within the teacher leadership program perceive themselves?	Questions: 1, 2, 3, 4, 5, 6, 7, 8
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APPENDIX E: ONE-TO-ONE INTERVIEW PROTOCOL FOR TEACHERS

INTERVIEW PROTOCOL FOR ONE-TO-ONE INTERVIEWS

SEMI-STRUCTURED INTERVIEW PROTOCOL FOR TEACHER PARTICIPANTS

Participant Identification Code #:

Project Title: *Flatten the Hierarchy to Elevate the Profession: The Need for Teacher Leadership to Reinstate Teachers as Professionals*

For the purposes of this study, teachers were selected based upon their participation in the teacher leadership program. Teachers selected had to have at least 10 years of teaching experience and could not be in the final year of their career.

Location:

Date:

Time:

Interviewer:

Interviewee:

Position of the Interviewee:

Checklist:

- Explain the research project and introduce myself and my background
- Answer any questions the participants might have about the process
- Give the IRB consent form
- Allow participants sufficient time to read the consent form and to participate
- Answer any additional questions
- Assess subject comprehension and obtain consent
- Give a copy of the Interview Protocol
- State the title of the study
- Click the record button on Zoom
- Say the date, time, and location of the study
- Write the participant identification code at the top of all paper records

(Thank the individuals for their cooperation and participation in this interview. Assure them of the confidentiality of the responses)

APPENDIX F: QUESTIONS FOR ONE-TO-ONE TEACHER INTERVIEWS

1. Show them Mehta's definition of a semi-profession and a profession. Do you feel like teaching is a profession?

In May 1986, the Carnegie Foundation's Task Force on Teaching as a Profession released a report, *A Nation Prepared: Teaching for the 21st Century*. This report accepted one of the ideas of *A Nation at Risk*; the importance of human capital in not only the global economy, but in the quality of American education (Carnegie Forum on Education and the Economy, 1986; Gardner et al., 1983; Mehta, 2013b). The difference in *A Nation Prepared* was the idea that a professionalized teaching force was the best chance of elevating our educational system to a place of excellence (Mehta, 2013b, 2013a). Rather than focusing on increasing testing, the report argued that teaching should be modeled into a more professional occupation (Carnegie Forum on Education and the Economy, 1986; Mehta, 2013b). Even recently, 77% of voters and 82% of teachers feel that if the perception of the teaching profession does not change, schools will not be able to recruit enough people into teaching (Hatalsky, 2014). The education field has struggled to elevate itself into a stronger profession and this "has proven to be a substantial liability, one which has permitted other fields to take control of schooling and has had significant consequences for its ability to advocate for itself politically" (Mehta, 2013b, p.23). In 1997, Judith Lanier called for the teaching field to be viewed as a profession, since so much of the job had changed. "Imagine a school where teaching is considered to be a profession rather than a trade. Teaching differs from the old 'show-and-tell' practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting" (Lanier, 1997, p.1).

According to literature on the topic of professions, there are four key components of a profession that academics can pinpoint: those who are within the field help to develop a knowledge base that will be used in the field; human capital, the selecting, training, attracting and retaining of people who will work within the field (e.g. those within the teaching profession who become certified); having a direct say in the governance of the workplace and the processes that contribute to the work being carried out; and common norms and standards that assure practitioners are meeting the standards of the field (Goode, 1969; Huberman, 1993; Mehta, 2013b; Mehta et al., 2012). Teaching, like nursing, social work, and other highly feminized fields, does not fully possess any of these characteristics (Mehta, 2013b; Mehta et al., 2012). And in more recent years, education seems to be very strong on the accountability factor and weak in the other three areas (Mehta, 2013b; Mehta et al., 2012).

Viewing the educational field through this professional lens yields a stark picture. Education has been highly susceptible to external controls and pressure. “The weakness of the field has left it highly susceptible to external logics, particularly to business ideas that promise to improve the educational bottom line” also known as market-based reforms (Mehta, 2013b, p. 6). Since teaching has not developed the means to prevent external control, such as the fields of law, medicine and higher education have been able to, it has been relegated to the status of a semiprofession (Etzioni, 1969; Mehta, 2013b).

2. What makes you feel like a professional?
3. What is your professional background? How many years have you been teaching?
4. Consider all the people, administrators, organizations, government agencies that are involved in public education. Think about where the teacher stands in all of that. Look at this organizational chart and tell me where you think a teacher stands in this?
5. When you think of an administrator, what type of role do you need them to fulfill for your knowledge and expertise to be heard and valued?
6. Describe teaching? What does a teacher do?
7. John Dewey, in one of his seminal texts, *Democracy and Education*, argued that a school building should be modeled off of a democracy and that teachers should be directly involved and take ownership in the management of the school. Do you think teachers have a place in that? What should the role of a teacher be in the structure or management of a school?
8. Has teaching changed since you first started teaching?
9. What does teacher leadership mean to you? What is the purpose of teacher leadership?
10. What could be added to the job of a teacher or to the field that would make you feel more like a professional? What changes are needed to the job of a teacher to make it more satisfying?
11. Why did you become a teacher?
12. Do you feel satisfied with your position in teaching right now? If so, why? If not, why not?
13. What is the value of teacher leadership?
14. What do you feel is the biggest issue currently facing the teaching profession? What could the teaching profession do better?
15. Considering what you know of the teaching profession, I am going to show you two different definitions of a profession. I want you to tell me which definition more clearly aligns with your view of the field. Show them definitions of old profession vs. new profession OR semi-profession and ask them which one they feel teaching is.

Definition B: Teaching is static and unmoving “with attributes that apply without exception.” Teaching can be learned by anyone and success and failure are measured based upon objective standards determined without input by its members.

Definition A: Teaching needs to constantly change depending upon the context of our world and our individual communities. Considering this fact, it cannot be mastered by just anyone.

16. Which definition do you feel most closely defines *****?
17. Is it important for the teaching profession to change?
18. Would you recommend teaching to someone?
19. Why would a place like ***** implement a TL program?
20. What kind of effect can implementing a teacher leadership program have on the teaching profession?
21. Consider all the people, administrators, organizations, government agencies that are involved in public education. Think about where the teacher stands in all of that. Look at this organizational chart and tell me where you think a teacher is who functions as a teacher leader?

Research Questions	Interview Questions
Overarching RQ: How can creating and implementing a formal teacher leadership program be an avenue to elevate the perceptions of teacher professionalism?	Questions: ALL
RQ1: What is the teacher leadership program mission and vision?	Analysis of implementation documents
RQ2: How does participating in the teacher leadership program impact teacher professionalism?	<p>Questions: 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 18</p> <p>Q1: Show them Mehta's definition of a semi-profession and a profession. Do you feel like teaching is a profession?</p> <p>Q4: Consider all the people, administrators, organizations, government agencies that are involved in public education. Think about where the teacher stands in all of that. Look at this organizational chart and tell me where you think a teacher stands in this?</p> <p>Q6: Describe teaching? What does a teacher do?</p> <p>Q7: John Dewey, in one of his seminal texts, <i>Democracy and Education</i>, argued that a school building should be modeled off of a democracy and that teachers should be directly involved and take ownership in the management of the school. Do you think teachers have a place in that? What should the role of a teacher be in the structure or management of a school?</p> <p>Q8: Has teaching changed since you first started teaching?</p> <p>Q9: What does teacher leadership mean to you? What is the purpose of teacher leadership?</p>

	<p>Q10: What could be added to the job of a teacher or to the field that would make you feel more like a professional? What changes are needed to the job of a teacher to make it more satisfying?</p> <p>Q11: Why did you become a teacher?</p> <p>Q12: Do you feel satisfied with your position in teaching right now? If so, why? If not, why not?</p> <p>Q14: What do you feel is the biggest issue currently facing the teaching profession? What could the teaching profession do better?</p> <p>Q15: Considering what you know of the teaching profession, I am going to show you two different definitions of a profession. I want you to tell me which definition more clearly aligns with your view of the field. Show them definitions of old profession vs. new profession OR semi-profession and ask them which one they feel teaching is.</p> <p>Q17: Is it important for the teaching profession to change?</p> <p>Q18: Would you recommend teaching to someone?</p>
RQ3: How do teachers who are within the teacher leadership program perceive themselves?	<p>Questions: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21</p> <p>Q2: What makes you feel like a professional?</p> <p>Q13: What is the value of teacher leadership?</p>

APPENDIX G: IMPLEMENTATION DOCUMENT ANALYSIS PROTOCOL

DOCUMENT ANALYSIS PROTOCOL

Put a check mark if the document has one or more of the following attributes:

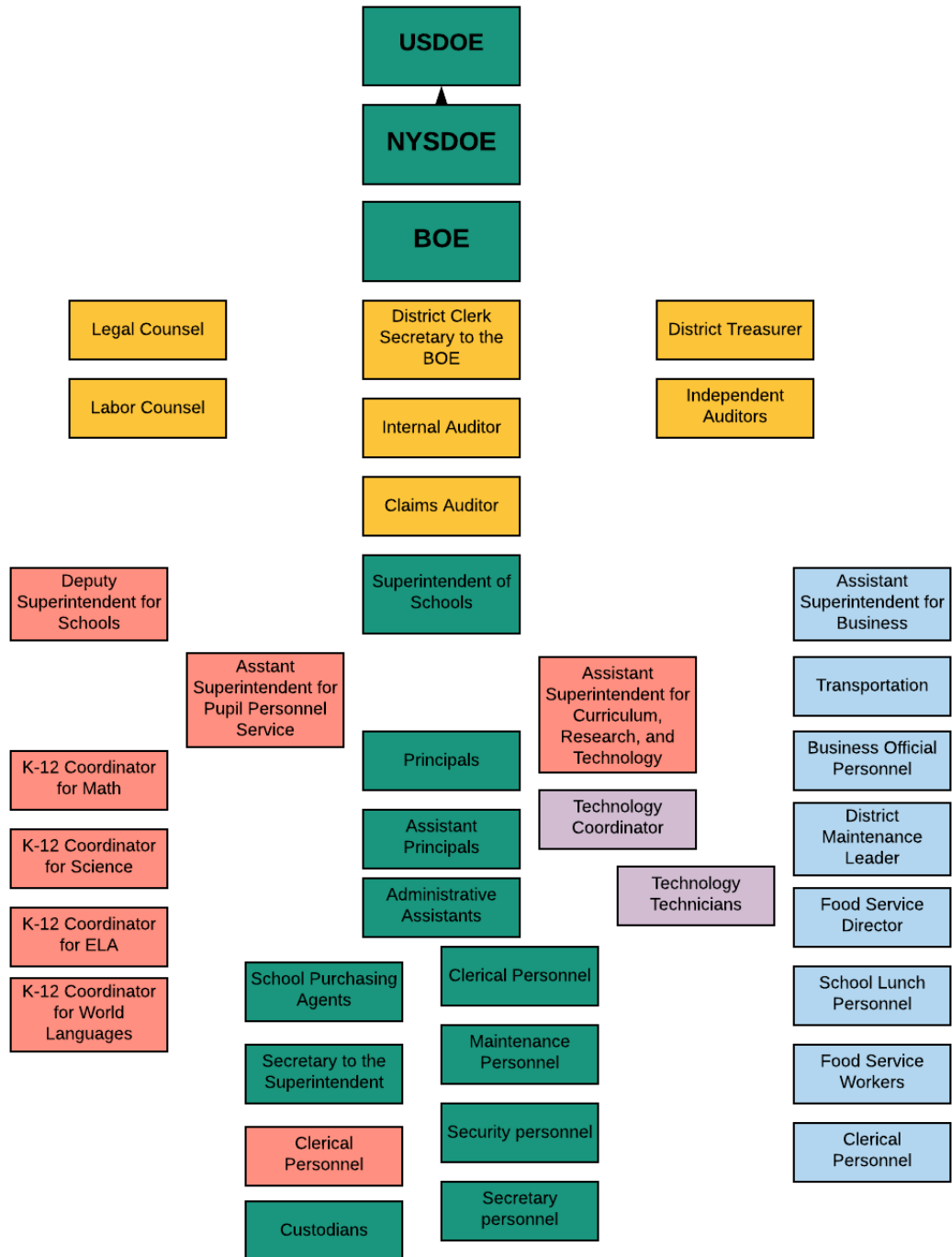
- The document is part of the teacher leadership planning process
- The document was created by administrators at the building or district level
- The document was created by teachers
- The document was created by the teachers' union
- The document contains responses by other teachers in the high school building
- The document is a draft and is not finalized

Name/Title of the Document:	
Author(s):	
Date Created (month & year):	
Type of Document (presentation, survey, word document, etc.):	
Location of the Document:	
Who Has Access to the Document:	
Date of Analysis:	
Provided By:	
Authenticity:	
Additional Notes:	

APPENDIX H: ORGANIZATIONAL CHART FOR INTERVIEW QUESTIONS 4 AND 21

Figure H1

Organizational Chart for Interview Questions 4 and 21



APPENDIX I: SUMMARY OF SAMPLE RESPONSES FOR RESEARCH

QUESTION ONE

Summary of Sample Responses for Research Question One

Research Question One: What is the teacher leadership program mission and vision?

<u>Themes</u>	<u>Quotes from Documents</u>		
Knowledge Will be Widely Shared & Valued Between Members of the Learning Community	“Teachers visit the classroom of a colleague to learn about the instructional shift he has taken in his classroom. He shares his expertise and model’s collaboration and continuous learning thereby contributing to the idea that teachers are creators of a positive and lifelong learning culture” (Implementation Planning Meeting Presentation (3/6/2019).	“An inclusive system where principals work with teachers to implement a shared vision” (Appendix K).	“Teacher Leadership allows the depth of knowledge a teacher has to be shared” (Appendix K).
To enact mechanisms of change for teachers within the profession	“Evolving as a profession” (Appendix J). “Grow the profession” (Appendix J)	“Re-writing and re-defining the meaning of a teacher” (Appendix K).	“Share and elevate the profession” (Appendix L).
To support teachers to feel empowered	“They want to be part of the future and grow	“Cultivates trust in the building, district, and	“Shared mission and vision” (Appendix Q).

and have a high
level of trust

professionally”
(Appendix N).

beyond” (Appendix
J).

APPENDIX J: SUMMARY OF SAMPLE RESPONSES FOR INTERVIEW

QUESTION TWO

Summary of Sample Responses for Research Question Two

Research Question Two: How does participating in the teacher leadership program impact teacher professionalism?

Themes	Quotes from Participants		
Teachers view their knowledge and expertise as being valued and treated as important	“I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that” (Participant 3A, Focus Group A).	“I feel really engaged and smart again and it has really elevated my sense of what I am doing to being a really valid and full expression of intelligent ideas and challenging” (Participant 1A, Focus Group A).	“I definitely feel like now, I feel I am heard and have a say and they value my knowledge” (Participant 4B, Focus Group B).
Teachers feel that they can make real and systemic change that benefits the field and is within their control	“It has certainly evolved into how we can change things” (Participant 4A, Focus Group A).	“It is longitudinal and they don’t happen overnight, but I feel like in the last few years we have seen a huge change” (Participant 3B, Focus Group B).	“It has really change for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job” (Participant 4B, Focus Group B).
Teachers felt that it elevated their opportunities to engage in the field and stay in the field, especially among women	“We have a seat at the table in the conversations and not just be a follower” (Participant 2A, Focus Group A).	“It doesn’t sound top-down to me. It sounds a little but more synergistic” (Participant 3B, Focus Group B).	“I didn’t see a pathway prior that I do now. I look at myself differently now. Not to brag, but before I lacked the confidence in my own

perspective. Now, I
have that
confidence and I
know that my
perspective is
valued. And I feel
valued and
valuable”
(Participant 3B,
Focus Group B)

APPENDIX K: SUMMARY OF SAMPLE RESPONSES FOR INTERVIEW

QUESTION THREE

Summary of Sample Responses for Research Question Three

Research Question Three: How do teachers who are within the teacher leadership program perceive themselves?

Themes	Quotes from Participants		
Teachers see themselves as having ownership and autonomy in their professional knowledge	“In the past, administrators would come in and say ‘this is what you should do,’ more of it is now them coming to us and saying ‘what do you think we should do’” (Participant 4B, Focus Group B).	“Elevates how teachers see themselves and potentially how other people see teachers” (Participant 1A, One-to-One Interview).	“I have seen tremendous growth and I attribute that to ____ and the autonomy I have here” (Participant 3B, One-to-One Interview)
Teachers view themselves as part of a synergistic whole with interplay between all members	“It is not top-down, nobody is coming into your classroom saying ‘this is what you need to do,’ that the lived experience of the teacher as they teach has an impact on what is going on in the classroom” (Participant 1A, One-to-One Interview).	“The teacher voice is so invaluable and needs to be the main voice in terms of conversation and with leadership” (Participant 1A, Focus Group A).	In the past, “to make those relationships were difficult because you felt left out as a woman, but as we see more women in leadership roles, you can look and see yourself doing the same thing” (Participant 4B, Focus Group B).

APPENDIX L: LIST OF THEMES AND CATEGORIES USED IN CODING AND DATA ANALYSIS FOR RESEARCH QUESTION ONE

Process for Research Question One

1. Theme: Knowledge will be widely shared and valued between all members of the learning community.
 - a. Category: Knowledge valued
 - i. Knowledge teacher (Knledgeteachr)
 - ii. Knowledge canned (Knledgecanned)
 - iii. Knowledge not valued (Knledgenotvalued)
 - b. Category: Knowledge shared
 - i. Student learning (Lstudent)
 - ii. Teacher learning (Lteacher)
 - iii. Learning authentic (Lauthentic)
 - c. Category: Shared Leadership
 - i. Leadership shared (LeadShar)
 - ii. Shared (Shrd)
 - iii. Autonomy Increase (Autoincre)
 - iv. Autonomy Decrease (Autodecr)
 - d. Category: Hierarchy
 - i. Hierarchy flat (Hflattened)
 - ii. Hierarchy steep (Hsteep)
 - e. Category: Teacher Leadership
 - i. Teacher leadership positive (TLpos)
 - ii. Teacher leadership negative (TLneg)
2. Theme: To enact mechanisms of change for teachers within the profession.
 - a. Category: Teaching
 - i. Teachers anyone (Teachrsanyone)
 - ii. Teaching perception (Teachngperc)
 - iii. Teaching professionalism (Teachngprof)
 - iv. Teaching definition (Teachngdef)
 - v. Teaching good (Teachnggd)
 - vi. Teachers good (Teachrsgood)
 - vii. Teachers bad (Teachrsbad)
 - viii. Teaching change (Teachngchange)
 - ix. Teaching static (Teachngstatic)
3. Theme: To support teachers to feel empowered and have a high level of trust

- a. Category: Teaching
 - i. Teachers anyone (Teachrsanyone)
 - ii. Teaching perception (Teachngperc)
 - iii. Teaching professionalism (Teachngprof)
 - iv. Teaching good (Teachnggd)
 - v. Teachers good (Teachrsgood)
 - vi. Teaching change (Teachngchange)

APPENDIX M: LIST OF THEMES AND CATEGORIES USED IN CODING AND DATA ANALYSIS FOR RESEARCH QUESTION TWO

Process for Research Question Two

1. Theme: Teachers view their knowledge and expertise as being valued and treated as important.
 - a. Category: Knowledge valued
 - i. Knowledge teacher (Knledge teacher)
 - ii. Knowledge canned (Knledge canned)
 - iii. Knowledge not valued (Knledge not valued)
 - b. Category: Knowledge shared
 - i. Student learning (L student)
 - ii. Teacher learning (L teacher)
 - iii. Learning authentic (L authentic)
 - c. Category: Teaching
 - i. Teachers anyone (Teachrs anyone)
 - ii. Teaching perception (Teachng perc)
 - iii. Teaching professionalism (Teachng prof)
 - iv. Teaching definition (Teachng def)
 - v. Teaching good (Teachng gd)
 - vi. Teachers good (Teachrs good)
 - vii. Teachers bad (Teachrs bad)
 - viii. Teaching change (Teachng change)
 - ix. Teaching static (Teachng static)
2. Theme: Teachers feel that they can make real and systemic change that benefits the field and is within their control.
 - a. Category: Teaching change
 - i. Teaching change (Teachng change)
 - ii. Teaching static (Teachng static)
 - b. Category: Fluid versus static
 - i. Fluid (Fld)
 - ii. Static (Stat)
 - iii. Teacher learning (L teacher)
 - c. Category: Teacher leadership
 - i. Teacher leadership positive (TL pos)
 - ii. Teacher leadership negative (TL neg)
 - d. Category: Self-efficacy
 - i. Resignation (Res)

- ii. Self-efficacy high (Selfeffhigh)
 - iii. Self-efficacy low (Selfefflow)
- 3. Theme: Teachers felt that it [teacher leadership] elevated their opportunities to engage in the field and stay in the field, especially among women.
 - a. Category: Hierarchy
 - i. Hierarchy flat (Hflattened)
 - ii. Hierarchy steep (Hsteep)
 - b. Category: Elevate women
 - i. Elevate women (elewom)

APPENDIX N: LIST OF THEMES AND CATEGORIES USED IN CODING AND DATA ANALYSIS FOR RESEARCH QUESTION THREE

Process for Research Question Three

1. Theme: Teachers see themselves as having ownership and autonomy in their professional knowledge.
 - a. Category: Knowledge shared
 - i. Student learning (Lstudent)
 - ii. Teacher learning (Lteacher)
 - iii. Learning authentic (Lauthentic)
 - b. Category: Self-Efficacy
 - i. Resignation (Res)
 - ii. Self-efficacy high (Selfeffhigh)
 - iii. Self-efficacy low (Selfefflow)
 - c. Category: Shared Leadership
 - i. Leadership shared (LeadShar)
 - ii. Shared (Shrd)
 - iii. Autonomy Increase (Autoincre)
 - iv. Autonomy Decrease (Autodecr)
 - d. Category: Teacher Leadership
 - i. Teacher leadership positive (TLpos)
 - ii. Teacher leadership negative (TLneg)
 - e. Category: Teacher Professionalism
 - i. Teaching perception (Teachngperc)
 - ii. Teaching professionalism (Teachngprof)
 - iii. Teaching definition (Teachngdef)
 - iv. Teaching good (Teachnggd)
 - v. Teachers good (Teachrsgood)
 - vi. Teachers bad (Teachrsbad)
 - vii. Teaching change (Teachngchange)
 - f. Category: Knowledge valued
 - i. Knowledge teacher (Knledgeteachr)
 - ii. Knowledge canned (Knledge canned)
 - iii. Knowledge not valued (Knledgenotvalued)
2. Theme: Teachers view themselves as part of a synergistic whole with interplay between all members.
 - a. Category: Hierarchy
 - i. Hierarchy flat (Hflattened)

- ii. Hierarchy steep (Hsteep)
- b. Category: Teaching
 - i. Teachers anyone (Teachrsanyone)
 - ii. Teaching perception (Teachngperc)
 - iii. Teaching professionalism (Teachngprof)
 - iv. Teaching definition (Teachngdef)
 - v. Teaching good (Teachnggd)
 - vi. Teachers good (Teachrsgood)
 - vii. Teachers bad (Teachrsbad)
 - viii. Teaching change (Teachngchange)
 - ix. Teaching static (Teachngstatic)
- c. Category: Elevate Women
 - i. Elevate women (elewom)
- d. Category: Fluid versus Static
 - i. Fluid (Fld)
 - ii. Static (Stat)
 - iii. Teacher learning (Lteacher)

**APPENDIX O: TL IMPLEMENTATION PLANNING MEETING
PRESENTATION (FEBRUARY 4, 2019)**



Learning Targets for the work

We will [engage in building a shared](#) understanding of best practice research relative to teacher leadership to [inform the WHY](#) of this work.

We will [identify impactful teacher leadership](#) in our district and [learn from our strength](#).

We will [establish protocol for two-way communication](#) with K - 12 faculty to gain input and feedback.

We will [utilize the collective intelligence](#) of the group to [create a K - 12 learning community in](#) *****.

Agenda for today

Collective Intelligence: seeing together what we cannot see alone

We have an obligation to prepare our students to be responsive to a continually changing world and take agency of themselves, their communities, and society as a whole.

We will cultivate inquiry, excitement and innovation, in order to amplify students' intellectual agility and cultural competencies

We will create a cohesive K - 12 learning community predicated on meaningful collaboration that engages all in an iterative and continuing process

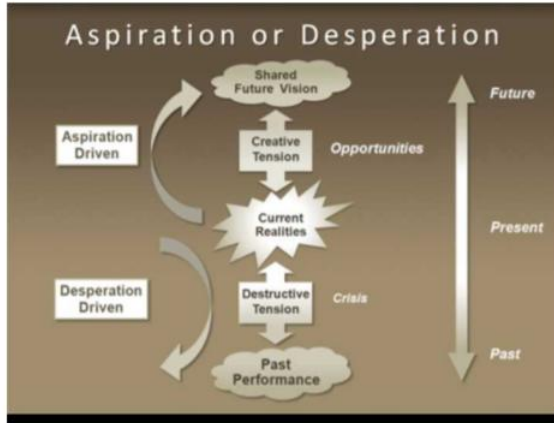
***** Why Statement

- Build a shared understanding of learning targets, norms for work, and best practice research.
- Identify strengths of current teacher leadership. Make coherence between ***** and our aspirational WHY.
- Leverage our collective intelligence to create a compelling "picture" of ***** Teacher Leadership 2.0

Involving everyone in the system in expressing their aspirations, building their awareness, and developing their capabilities together....In a school that learns, parents, and teachers, administrators and union members, recognize their common stake in the future of the school system and the things they can learn from one another.

-Peter Senge, *Schools That Learn*

Norms for our work: aspire...



we will utilize the collective intelligence and **aspirational thinking** of the group to create a K - 12 learning community in

Aspire

To hope or dream; especially to hope or work towards a profession or occupation

To aspire to; to long for; to try to reach; to mount to.

To rise; to ascend; to tower; to soar.

Synonyms:

pursue, yearn, hope, aim, strive, crave, seek, try, want, long, struggle, desire, dream, hanker, wish, be ambitious, be eager

Aspirational Thinking

To engage in aspirational thinking. We have to consider what we value and tap into our creative capacities to generate a vision for the future.

The one thing we know is that the future will not resemble the past. - P. Senge

We can do whatever we want
- A. Bovard (to the report card committee)

The key vision question is 'What do we want to create together?' - P. Senge

Some men see things as they are, and ask why. I dream of things that never were, and ask why not.

-Robert Kennedy
-Jemal and James

Party of 3

Each participant needs a pen and 3 Postits. Get into diverse groups of 3.

Postit 1: Why teacher leadership is important to me...

Postit 2: Why teacher leadership is important in my building...

Postit 3: Why teacher leadership is important for *****...

Round-Robin beginning with Postit 1, share out with your party of three

Party of 6

Bring your Party of 3 to another Party of 3 making a Party of 6!!

Share with your new party the gist of your conversation, capturing the thinking around Postit 3 (why teacher leadership is important for ***** ...) on your chart

Whole group share out...

*****.

.

Create a **community** to **share ideas** to **magnify** and
multiply potentials to **benefit the students**

-
- Setting an example for our students of working together and sharing for the world beyond *****.
 - Empowering teachers to share and elevates the profession.
 - Which ultimately cultivates trust on a grade level, building level, district level, community and beyond
 - That ways in which administrators can support the work of teacher leaders
-

- Share ideas to grow
- Feels less top down
- More organic
- Teachers will share more with colleagues
- It will help us grow as a district and to help us recognize what is working.
- Embed opportunity for collaboration while being realistic of teacher concerns and constraints.

Why Statement: Coherence

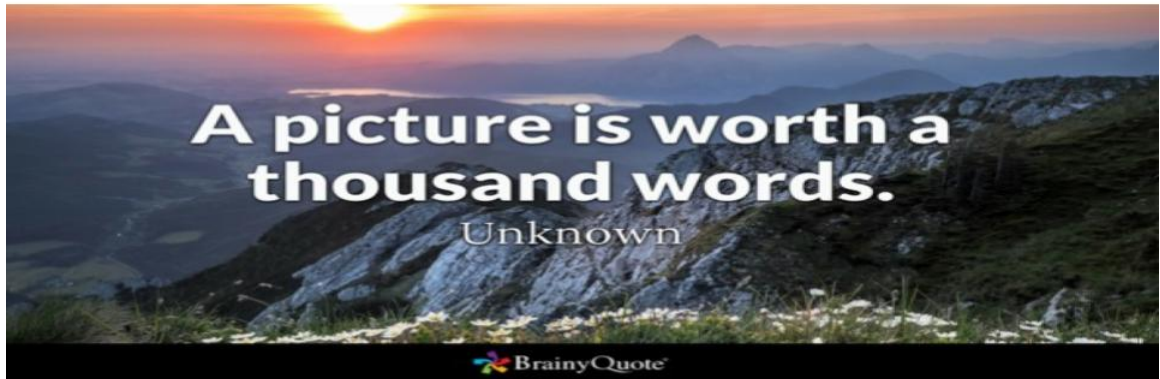
We have an obligation to prepare our students to be responsive to a continually changing world and take agency of themselves, their communities, and society as a whole.

What words in the WHY statement resonate with you based on your group discussions?

We have an obligation to prepare our students to be responsive to a continually changing world and take agency of themselves, their communities, and society as a whole.

History of Teacher Leadership at

Pictogram Activity



Next Steps...

Debrief information from today to inform next agenda

Meeting schedule

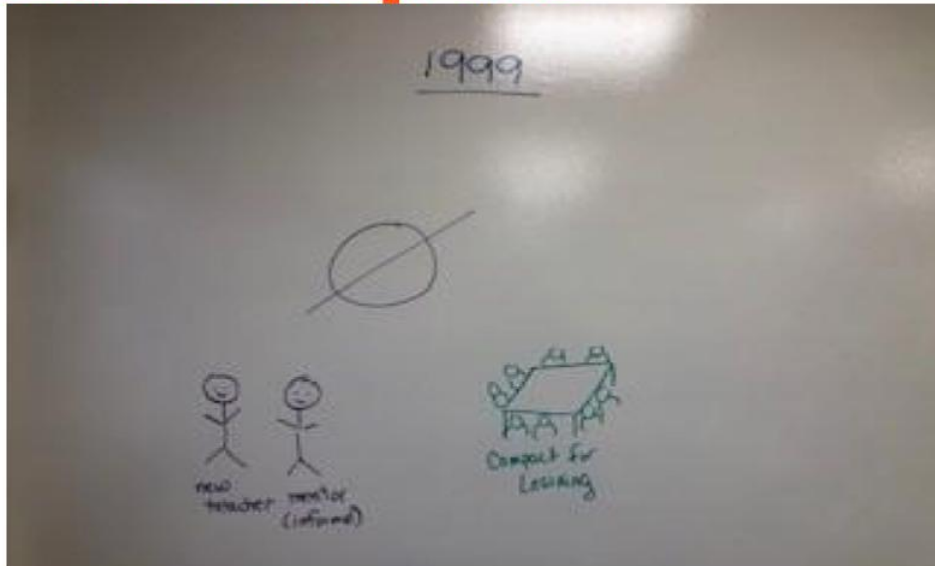
APPENDIX P: TL IMPLEMENTATION PLANNING MEETING
PRESENTATION (MARCH 6, 2019)

WE Believe....

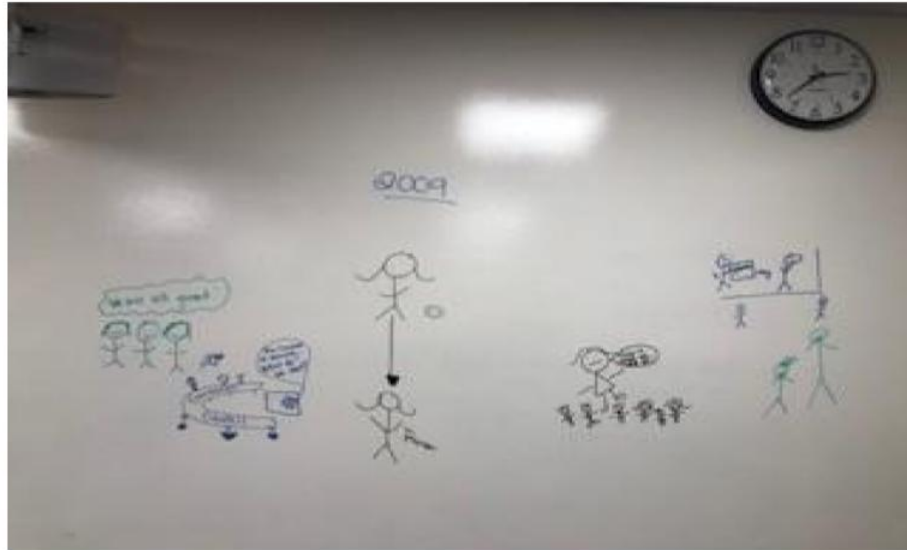
That an **inclusive system** of teacher leadership will **change the essential qualities** of our school so that the **sum of our collective leadership** will be **greater than the any one** of our individual buildings.

Leadership is the work (not individual, personalities, or role) **that drives our WHY, HOW, WHAT!**

Teacher Leadership: 1999



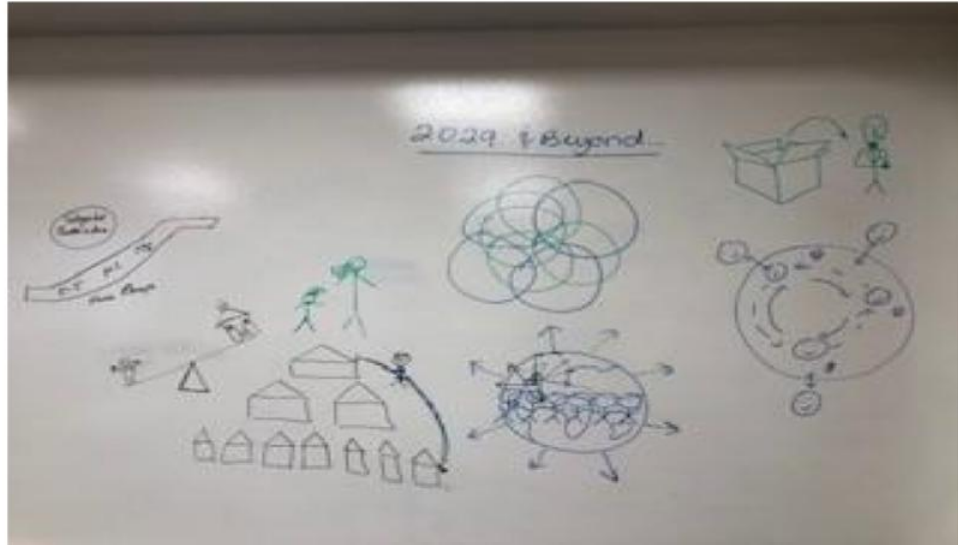
Teacher Leadership: 2009



Teacher Leadership: 2019



Teacher Leadership: 2029 and Beyond!



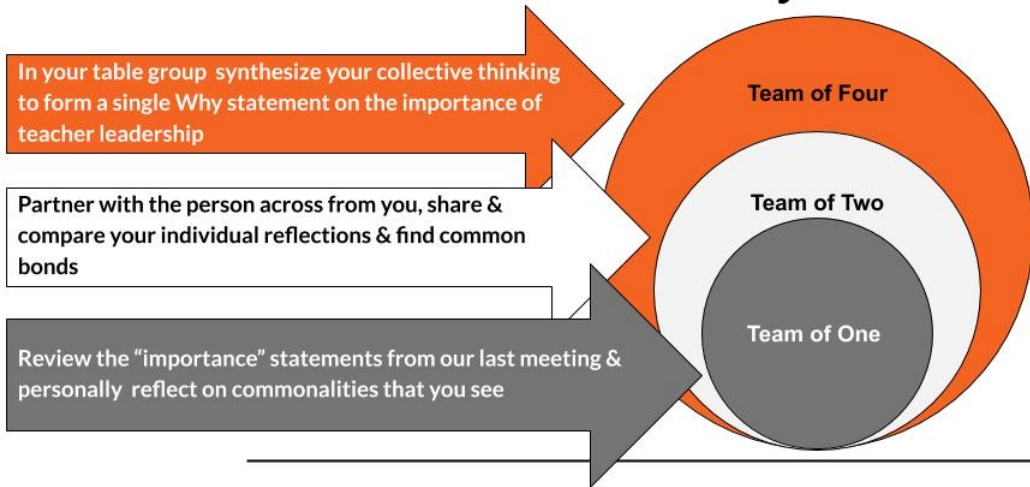
Our Meeting Targets...

Innovation is less about generating brand new ideas and more about knocking down barriers to making those ideas a reality!

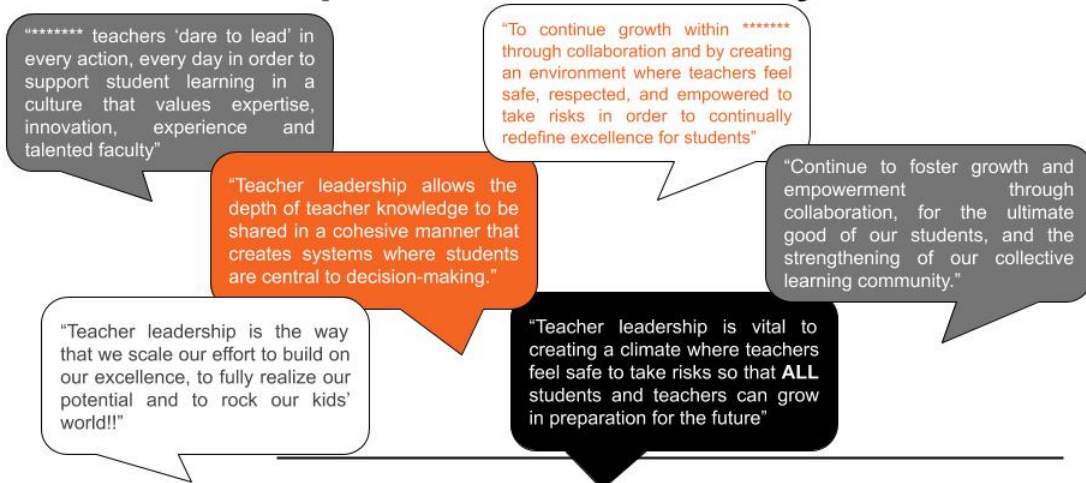
John Kotter

- We will deepen our collective WHY
- We will courageously define our reality from two perspectives: teacher and administrator
- We will engage in clarification of the notion of "collective leadership"
- We will identify examples of teacher leadership at work in ***** as the first step to building our system!

Reflections on the “Why”



Expressions of the “Why”...



 **Poll locked.** Responses not accepted.

- "I am confident and comfortable in a leadership role"
- "Share what we learn with others and continue to learn from others"
- "I have the capacity to be a strong teacher leader in a nonjudgmental, caring way; however, I am still fairly new in my career and wonder how I might be p"
- "Ability to bring people together"
- "Leadership is most powerful when it is collective, undertaken with love and curiosity, involves risk-taking, and keeps a focus on kids and learning."
- "leadership is a symbiotic relationship in which both parties benefit"
- "The most important investment"
- "I have a lot of ideas and would like my administrators to create a forum where we can share our ideas to learn how to move achieve our goals."
- "The role of an administrator is to support and cultivate the capacity of the real leaders...the teachers."
- "Teachers/teacher leaders are more powerful than they realize. They are the only ones who determine what their students actually experience"
- "Love sharing and learning with others. I appreciate opportunities to collaborate."
- "Nurturing, inspiring, and mentoring empower and develop the capacity for teacher leadership"
- "Believe in the expertise of teachers. Create a system for teachers to impact students in the most powerful way."
- "Everyone has capacity to make valuable contributions."

 **Poll Everywhere**

Your Leadership Capacity

 **Poll locked.** Responses not accepted.

- "Teachers/teacher leaders are more powerful than they realize. They are the only ones who determine what their students actually experience"
- "Love sharing and learning with others. I appreciate opportunities to collaborate."
- "Nurturing, inspiring, and mentoring empower and develop the capacity for teacher leadership"
- "Believe in the expertise of teachers. Create a system for teachers to impact students in the most powerful way."
- "Everyone has capacity to make valuable contributions."

"Model, Listen, and recognize other people's feelings and thoughts."

- "Being my best as well as being a part of a larger community that will make us all better."
- "Lifelong learner that continues to grow"
- "Life-long learner who is supportive and engages in empowerment opportunities to enhance practices"
- "A-Deficit models don't lead to growth."
- "Leadership capacity to me means understanding your role, your limitations and how to support the work others."
- "Take risks, make mistakes"
- "I am excited to work hard to support my colleagues and share excellent ideas"
- "I trust our faculty and am committed to providing them with the time to collaborate and continue to make us all better."
- "I am a lifelong learner, enjoy collaborating and self reflective."

 **Poll Everywhere**

Our Leadership Capacity

 **Poll locked.** Responses not accepted.

"Teachers want administrators to know they want a safe environment for them to develop their leadership capacity."

"Teachers need to know that mistakes are inevitable when individuals are collaborating and trying new "things." Administrators need to believe in the exp"

"Administrators... mentor, empower, develop others"

"Administrators need to mentor, develop and empower teachers."

"Teachers need to know that administrators know that they are all valuable and that they are always encouraged to contribute to the greater good."

"Teachers need to know that administrators value their feedback regarding their needs."

"Teachers need to know that our institutions structurally value the time and resources needed to facilitate the good work teachers are excited to be doing"

"Agnostic- we value teachers: the magic happens in the classroom; everyone else's job is to support our magicians."

"Administrators need to know that teachers want to grow, learn, and contribute. They feel inspired when they are acknowledged for their leadership."

"Teachers... it's more than ok to take risks...."

"Administrators need to know that teachers are already leading as lifelong learners."

"Teachers need to know that administrators think that teacher leadership gives all students an opportunity to grow."

 Poll Everywhere

University of Chicago :2016 Essentials for School Success

Effective Leaders: The principal works with teacher to implement a shared vision

Collaborative Teachers: Teachers work together in order to promote professional growth

Ambitious Instruction: Teacher are clear, engaging, and academically challenging.

WE Believe....

That an **inclusive system** of teacher leadership will **change the essential qualities** of our school so that the **sum of our collective leadership** will be **greater than the any one** of our individual buildings.

Leadership is the work (not individual, personalities, or role) **that drives our WHY, HOW, WHAT!**

Next Steps - Leadership Inventory (10-15 mins)

Examples

- What opportunities do you see for teacher leadership in your buildings, whether formal or informal? Write down your examples and take a picture.
 - Where do you see it happening?
 - When do you see it?
-



**APPENDIX Q: TL IMPLEMENTATION PLANNING MEETING
PRESENTATION (APRIL 8, 2019)**

Learning Targets

1. Review the purpose of our work to ground it in our 'why'

1. Design a teacher leadership system by level with your group

1. Begin to determine the resources and conditions needed to take action

WE Believe....

That an **inclusive system** of teacher leadership will **enhance the essential qualities** of our school so that the **sum of our collective leadership** will be **greater than the any one** of our individual buildings.

Leadership is the work (not individual, personalities, or role) **that drives our WHY, HOW, WHAT!**

Our Instructional “WHY” Statement



*We have an obligation
to prepare our students
to be responsive
to a continually changing world and
take agency of themselves,
their communities,
and society as a whole.*

4

Why teacher leadership?

In *******, teachers are the primary model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a K-12 learning community dedicated to realizing the full potential of every learner.**

"Syosset teachers 'dare to lead' in every way, to support student learning in a culture that values expertise, initiative, and talented faculty."

"To continue growth within Syosset through collaboration and by ensuring teachers feel safe, respected, and empowered to take risks in order to benefit our students."

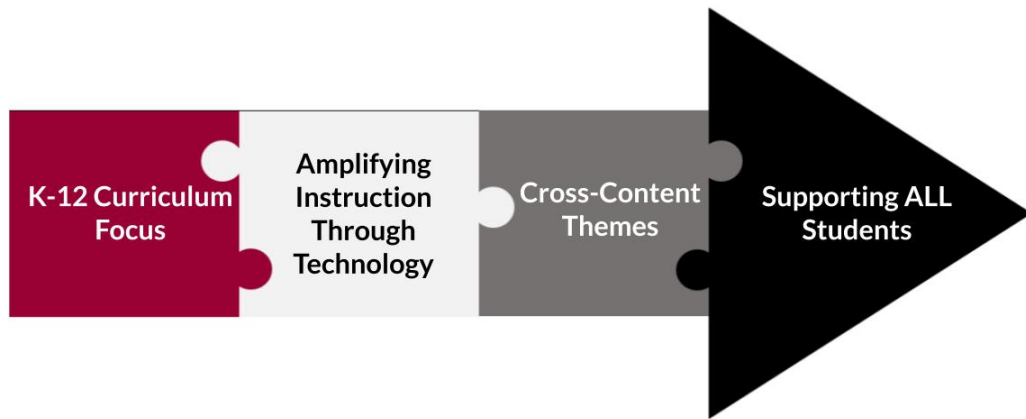
"Continue to foster growth and innovation through collaboration, for the ultimate good of our students and the collective learning community."

"Teacher leadership is the key to scaling our effort to build on our excellence, to fully realize our potential and to rock our kids' world!!"

"To continue to grow, we must focus on creating a climate where teachers feel safe to take risks so that ALL students and teachers can grow in preparation for the future."

Systems Design Coherence: *Overarching Ideas*

Putting the Pieces in Place for Progress



Systems Design Coherence: Mobilizing in the same direction

"Teacher leadership **mobilizes** people's commitment to putting their energy into actions designed to improve things.

It is individual commitment, but above all it is **collective mobilization.**"

- Fullan



Teacher Leaders...

Are respected for their instructional skills

Display optimism and enthusiasm

Utilize evidence and information

Are open-minded

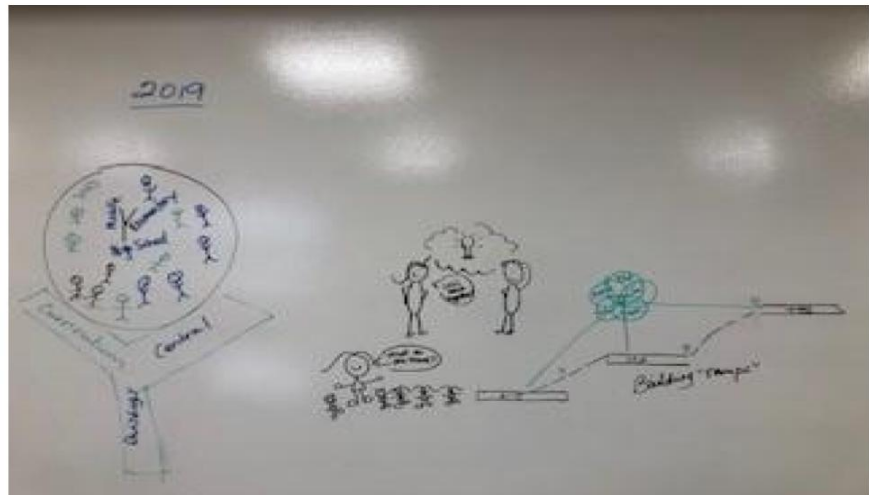
Respect others

Collaborate

Call others to action

Persevere!!

Teacher Leadership today



Present work: Connect and Move Beyond - No "Boat Slips"

- MTSS Work Group
- Tech Work Group
- Secondary Work Group
- Curriculum Councils
- Elementary Report Card
- SLI Work Group
- TAC Center at HS

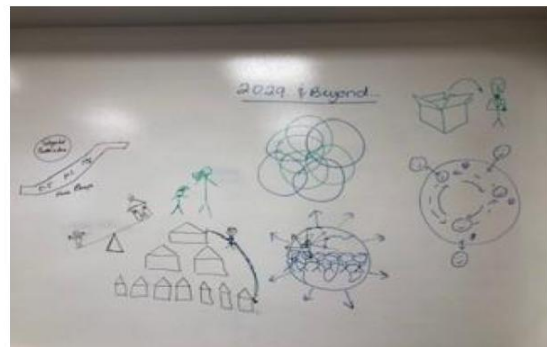
What Does Success Look Like



Short Term



Long Term- Aspiration
2020 and beyond



***** Process

If leadership is shared with teachers in order to to lead growth in the district,

then our collective leadership will maximize system improvement and realize the full potential of every learner.

SAMR for ***** Teacher Leadership

S Teachers leading in the classroom and in the school community

A Adults - turnkey training on known work

M Making new knowledge collaboratively

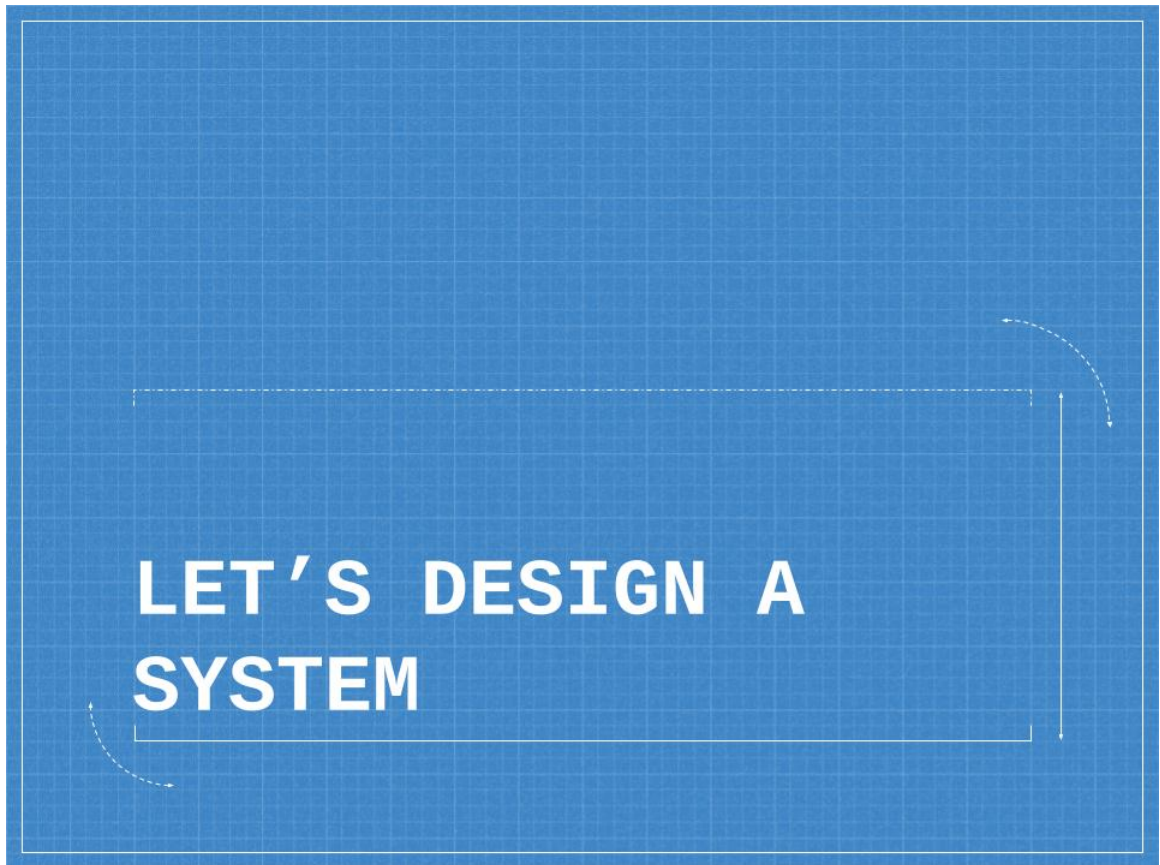
R Reinventing work - processes, systems, and or curriculum

***** **Process**

What system(s) can you design to create the conditions that connect teachers to each other and allow teacher leadership to grow and flourish?

- [In teams, determine collaborative ideas](#)

APPENDIX R: TL IMPLEMENTATION PLANNING MEETING
PRESENTATION (MAY 7, 2019)



Let's design a system for teacher leadership that will allow us to reach the highest levels of our SAMR model.

MODIFICATION:

Making new knowledge collaboratively

REDEFINITION:

Reinventing work - processes, systems and/or curriculum

2

INSTRUCTIONS FOR USE

- Find your team's slides.
- Utilize the M, R levels of our Leadership SAMR model to design an aspirational system for teacher leadership.

Team A (k-5) [Slides 5-6](#)

Team B (K-5) [Slides 7-8](#)

Team A (6-8) [Slides 9-10](#)

Team B (6-8) [Slides 11-12](#)

Team A (9-12) [Slides 13-14](#)

Team B (9-12) [Slides 15-16](#)

3

APPENDIX S: THE CONVERSATION CONTINUES: PLANNING THE HS
MODEL (MAY 30, 2019)

**** Teacher Leadership

The conversation continues
May 30th, 2019

WE Believe....

That an **inclusive system** of teacher leadership will **enhance the essential qualities** of our school so that the **sum of our collective leadership** will be **greater than the any one** of our individual buildings.

Leadership is the work (not individual, personalities, or role)
that drives our **WHY, HOW, WHAT!**

Our Instructional “WHY” Statement



*We have an obligation
to prepare our students
to be responsive
to a continually changing world and
take agency of themselves,
their communities,
and society as a whole.*

Why teacher leadership?

In *****, teachers are the primary model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a K-12 learning community dedicated to realizing the full potential of every learner.

Today's Goals

1. Share the high school's current progress in creating a teacher leadership model
2. Continue to develop a high school teacher leadership model in alignment with our K-12 vision
3. Next steps

Where we are now in the conversation...

Reflect

Connect

Share

React

Reflect and react to this feedback from our larger high school faculty

[Faculty Feedback](#)

Where we are now in the conversation...

- If we have teachers as instructional leaders in each department, how do you envision their role within the department, the building and the district?
- How do we effectively provide more time during the school day and the school year to support purposeful engagement in collegial work?

Future Consideration

- How will Teacher Leaders be trained?
- What will the Teacher Leader selection process look like?
- How would Teacher Leaders be compensated?

Table Discussion

If we have teachers as instructional leaders in each department, how do you envision their role within the department, the building and the district?

[Essential Question #1](#)

Reflect and react to the responses for [this essential question](#) that we posed to a larger group of teacher voices

Table Discussion

How do we effectively provide more time during the school day and the school year to support purposeful engagement in collegial work?

[Essential Question #2](#)

Reflect and react to the responses for [this essential question](#) that we posed to a larger group of teacher voices

What are our next steps?

Essential Question #1:

If we have teachers as instructional leaders in each department, how do you envision their role within the department, the building and the district?

Department Role	Building Role	District Role
<p>Represent collective voice of the department from the teacher's perspective</p> <ul style="list-style-type: none">Does it have to be one person? Is the size of department relevant? Ex. 1 person for every 10? 20?Does it have to be separated by department?Go to for discipline, content, pedagogy, etc. <p>Common Prep periods</p> <ul style="list-style-type: none">Update department on new standardsGive feedback to coordinators/administrators as to the scope and focus of department/faculty meetings <p>Release time to work with members of the department that teach the same courses</p> <p>--this would require a change in thinking that a course is not offered every period of the day and instead can have two concomitant sections</p>	<ul style="list-style-type: none">Share what is happening in other departmentsCommunicate with other departments, guidance, administration, etc.More inclusivity with colleagues of self-contained programLiaison between department and administration.	<ul style="list-style-type: none">Limiting class size in AP coursesShare information with district, communicating needs and concernsInstitutional support; hiring more staff in order to decrease amount of preps and to limit class sizes.Articulate between different building levelsRestructuring the school day

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Essential Question #2:

How do we effectively provide more time during the school day and the school year to support purposeful engagement in collegial work?

School Day Time	School Year Time
<ul style="list-style-type: none">• Reassessing the school day-constraints of 9 periods<ul style="list-style-type: none">◦ Block scheduling is an idea• Hall duty release time/freedom to meet with students in other locations<ul style="list-style-type: none">◦ I wonder though if this is enough time depending on the size of the department and the responsibility of the teacher leader	<ul style="list-style-type: none">• Professional days when students are not in the building• Teachers are given a little more input about what they want to see/do/discuss during superintendent's conference day, faculty and department meetings• Predetermined department meetings are led by "Teacher Leader(s)", time can be reserved for collaboration.• Restructuring Superintendent's Conference Days• Half day work days for groups of teachers• Department meetings with single subject teachers in place of entire department meetings

APPENDIX T: PRESENTATION TO HIGH SCHOOL FACULTY

We are on the district-wide Teacher Leadership committee and we are currently working to create a teacher leadership program that supports the different ways that all of us have taken on teacher leadership roles in our daily work. All of you are teacher leaders in your daily roles, but teacher leadership is the idea that you are still teaching, and you also have an influence that extends beyond your own classroom to others within the school and elsewhere.

As we have been discussing this work at the district level, we realized that we are only a few people who represent an entire building and we would like to make sure that more of our voices are heard.

Please let us know either by email, or in person if you would like to be part of the conversation on how we envision supporting teacher leadership in the high school. We will also be sending out an anonymous Google Form if you would like to provide feedback in this format.

What does Teacher Leadership mean to you?

Teachers presenting a united front in dealing with all stakeholders

Teacher Leadership should mean The implementation of lead teachers in each subject area in the High School.

I'm not sure. I guess I hope that we just work collaboratively and help each other, so I haven't thought about anything hierarchical with titles and committees.

Teachers that govern, direct, supervise, other teachers.

To be a leader in and out of the classroom to their fellow colleagues and students

Making sure that less experienced teachers can benefit from the best methods that a more experienced teacher has cultivated through years of experience, allow the less experienced teachers to learn from the inevitable mistakes that are unavoidable in the early years of one's career, and prepare the less experienced teachers on the best pedagogy. All of this can only be accomplished by a more experienced teacher leading by example because they've lived it.

Teachers taking a role to help other teachers with either content support, emotional support, resources

Being a role model, but also learning from colleagues

I think teacher leadership, if we're referring to the teacher/teacher relationship is vital. Those with experience need to share that experience, and those who come in with new ideas, methods, technology, etc., need to have the freedom and acceptance to share what they have to offer. While I do think that strategies like peer observation and evaluation can work in some instances, it's much better when it happens organically. My experience here is that it does.

It's a way for teachers who love being in the classroom with students BUT also are open to opportunities involving taking on the role of supporting new ideas and new initiatives that would benefit the school as a whole. Teacher leaders are interested in building community and trust among staff and open to new ideas/perspectives and excited to support/encourage other teachers and help with communication and reflection among staff.

Teacher Leadership is necessary to provide communication and recommendations to the teacher body as a whole.

Teachers who take initiative to teach students in new, innovative ways that influences students as well as other teachers beyond the classroom

Teacher Leadership provides educators with opportunities to professionally grow yet maintain their ability to teach in the classroom. It promotes teachers who yearn to improve, to give back, to share and support one another.

Teachers can and should be the pioneers of progress in their school. Teacher leadership is collaborating with other teachers to embrace the Japanese idea of "Kaizen" - continuous improvement in every area of education.

Professionals dedicated to the art and craft of teaching, developing meaningful connections with students and other professionals mentoring others to do the same.

What does Teacher Leadership look like in the high school?

It could be stronger

Currently teacher leadership in the HS is limited to examples of certain teachers that go above and beyond contractual obligations for the good of the students and their department as a whole but do not get formal recognition or any recognition at all for doing so. Lead teachers should be implemented in each subject area and be recognized and compensated for their efforts that go above and beyond the scope of their contractual requirements and that benefit the students, faculty, and district as a whole.

Again, I'm not sure, but it makes me nervous that we form so many unpaid groups these days.

A few chosen teachers that are privileged. They get perks,

Me....no really... A person who respects all, and gets respect from all of their peers.

I think it needs to be sought out by newer teachers and I'm not sure if they realize they need it.

Teachers supporting other teachers, collaborating

Each department seems to have an unofficial go-to person. The TAC Center promotes leadership with teaching strategies and technology.

I'm not sure it has to "look like" anything. When you create programs, let's say like a mentor/mentee program, it can be forced. I believe it is the job of the teacher to do this , and for the supervisors to encourage. HS departments, middle school teams, and Elementary School grade levels are an already set-up template that needs to be used more effectively.

Teacher leadership in the high school could take many forms but some universal values include having great communication skills, being open to taking risks and trying new things, and being excited about learning about ways to improve upon what we already do really well. Teacher leaders can

- help build trust among staff for new ideas (visiting classrooms of peers, developing an advisory program which I've been a part of and think is great for our school, etc)
- share best practices for new things we are trying out in terms of pedagogy/teaching style/ etc in the classroom
- collaborate between departments
- gather feedback on what teachers need and use that information to develop ways to support each other
- support each other with our ideas, our passions, etc.

Teacher Leadership is provided by teachers who have contributed to subcommittees and/or veteran teachers within departments.

Teachers supporting other teachers with the education of our students

A formal Teacher Leadership program will support a handful of highly skilled, driven and revered educators as they work collaboratively to elevate the profession and create meaningful connections between disciplines. This can be done by sharing pedagogical strategies, creating and facilitating workshops, helping small groups of teachers who volunteer to learn a new technique, technology or skill. To be most effective, teacher leadership should synergistically integrate with other pre-existing committees and programs.

Teacher leaders research new concepts and trends in all areas of education, and then facilitate conversations and develop action plans to optimize learning opportunities for both teachers and students alike.

Chosen people being groomed to be "teacher leaders" by administration, not by the larger membership.

APPENDIX U: HIGH SCHOOL BUILDING TEACHER LEADERSHIP PLAN

- Support and elevate the work that has been developing for 4 years
- We have organically fostered instructional leaders in the high school and our most successful and authentic programs have been opt-in
- We have teams of teachers who have reached the redefinition phase of their teaching practice with the support of our informal instructional leaders & administrators, but we need to find areas to more effectively use teachers time and provide more purposeful time for this work
 - *Would these instructional leaders be stipend compensated or release time?
- We would like to consider teachers as action researchers & create communities of teachers in every department
 - These action research communities would have autonomy and flexibility because they will have different action research needs (with in the Big 4 ideas of Tech, K-12, SEL, & Cross-cutting)
- We would have a leading body of instructional leaders (from each department) who would work with the action research communities. They would support, lead and communicate the needs to the department coordinators and building administration
- Pilot idea
- Research and Visit other TL programs
- Time is the commodity (what ways will we provide more purposeful time-hall duty, providing coverage instructional leaders would provide, allowing teachers to attend and present at conferences)

Possible Essential Questions to explore further:

- If we have teacher as instructional leaders in each department, how do you envision their role within the department, the building and the district?
- If we have teacher leaders in each department, how would they be able to provide the needed support to elevate teachers in their departments? (Role?)
- How would Teacher Leaders be compensated?
- Teacher leadership PD? Training?

Resources:

Teacher Leadership - ASCD -

<https://www.ascd.org/ASCD/pdf/siteASCD/wholechild/fall2014wcsreport.pdf>

Learning Forward Teacher Leadership Standards -

https://learningforward.org/docs/leading-teacher/feb11_leader.pdf?sfvrsn=2

NEA Teacher Leadership Standards - <http://www.nea.org/home/43946.htm>

APPENDIX V: HIGH SCHOOL BUILDING TEACHER LEADERSHIP PRELIMINARY PLAN

Teacher Leadership Program Pilot

WHY:

In *****, teachers are the primary model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a K-12 learning community dedicated to realizing the full potential of every learner.

HOW:

Through a teacher leadership program pilot the high school will test a defined structure to support teachers in their learning and leadership work.

WHAT:

Teachers will establish Professional Learning Communities (PLC.s) within ***** key focus areas of K-12 alignment, Amplifying Instruction, Cross-Cutting Curriculum, and Supporting all Students. The PLC's will be characterized by the following principles (DuFour & Fullan, Page 14):

1. Shared Mission, Vision, values, and goals focused on student learning
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practices and current reality
4. Action orientation or "Learning by Doing"
5. A commitment to continuous improvement
6. A results orientation

Through an action research model the PLC's will address ***** essential questions

1. What do students need to learn in order to build knowledge across a broad spectrum?
2. How will we know what each student understands and when will that be evident?
3. How will we provide experiences for all students to take agency for their learning?
4. How will we support all students in their learning?
5. How will we engage our community in ongoing and meaningful collaboration to support all of our students?

The PLC's will meet monthly and be provided ½ day of release time to engage in structured work sessions. Members of the PLC will be provided coverage for the monthly work session in addition to being released from their building duty assignment

A building-level Teacher Leader (Learning and Leading) Coordinator will work with all PLC's in facilitating and supporting workflow and process.

A building level Teacher Leader (Learning and Leading) Team will be established. The Team will be charged with ensuring synergy between the PLC's, keeping the work aligned with ***** key focus areas while identifying and providing ongoing leading and learning opportunities. The team will be comprised of the building Principal, Assistant Principal, Leading and Learning Coordinator, Mentor Coordinator, Department Coordinators, and a Teacher representative from each of the active PLC's. The team will meet quarterly.

The Action Research Continuous Cycle of Improvement

1. Identify the problem
2. Collect data on the problem
3. Organize, analyze, and interpret the data
4. Develop a plan to address the problem
5. Implement the plan
6. Evaluate the results of the actions taken
7. Repeat process

PLC's may form around current work:

1. Advisory
2. Instructional Strategies
3. Professional Learning
4. Canvas
5. Inquiry-Based Learning

DuFour, Richard, and Michael Fullan. *Cultures Built to Last: Systemic PLCs at Work*. Solution Tree Press, 2013.

APPENDIX W: TEACHER LEADERSHIP UNION NEGOTIATION

MEMORANDUM

Teacher Leadership Program: High School

WHY:

In _____, teachers are the primary model of growth for our students. Thus, cultivating teacher leadership is essential to the continuous improvement of a cohesive and connected learning community that is dedicated to realizing the full potential of every learner.

WHAT:

Teachers will establish Professional Learning Communities (PLC.s) within _____'s key focus areas of K-12 alignment (*Amplifying Instruction*, *Cross-Cutting Curriculum*, and *Supporting all Students*). PLCs may form around current work: *Instructional Strategies*, *Professional Learning*, *Instructional Technology*, *Inquiry-Based Learning*, *Culturally Responsive Pedagogy*, *Social & Emotional Learning*, *Teaching Through the Lens of Social Justice*, and *Standards-Based Grading*. The PLC's will be characterized by the following principles (DuFour & Fullan, p 14):

1. Shared Mission, Vision, values, and goals focused on student learning
2. A collaborative culture with a focus on learning
3. Collective inquiry into best practices and current reality
4. Action orientation or "Learning by Doing"
5. A commitment to continuous improvement
6. A results orientation

Role	Summary of Duties	Aims	Time Requirements	Salary Stipend	Relief Time
Model Teacher	Attending or facilitating a TAC Talk, TAC Walk or participating in a Professional Learning Community	A model teacher is collaborative, reflective, and Growth Mindset oriented. They aim to share best practices with their	Attend a TAC Talk: <ul style="list-style-type: none">• 1 period, at the designated time of the discussion Participate in a TAC Walk: <ul style="list-style-type: none">• 1 period, at the designate	No stipend offered	Attend a TAC Talk: <ul style="list-style-type: none">• Coverage from hall duty on the day of the Talk Attend a TAC Walk:

		colleagues and innovate in their instructional practice	<p>d time of the visitation</p> <p>Facilitate a TAC Talk:</p> <ul style="list-style-type: none"> • 1 period, at the facilitator's discretion to facilitate • 1 period to plan <p>Facilitate a TAC Walk:</p> <ul style="list-style-type: none"> • 1 period, at the facilitator's discretion <p>Participate in a PLC:</p> <ul style="list-style-type: none"> • ½ day release every month 		<ul style="list-style-type: none"> • Coverage from hall duty on the day of the Walk <p>Facilitate a TAC Walk:</p> <ul style="list-style-type: none"> • Coverage from hall duty on the day hosting <p>Facilitate a TAC Talk:</p> <ul style="list-style-type: none"> • Coverage from hall duty on the day attending and a period coverage from hall duty to prep <p>Participate in a PLC:</p> <ul style="list-style-type: none"> • Coverage once a month for a ½ day release • Released from
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					hall duty coverage for the length of the PLC
<i>Peer Collaborative Teacher</i>	<p>These Peer Collaborative Teachers* log seven hours per month of work connected to their PLC, meet quarterly with a building level committee, and have one period a week where they are publicly available to collaborate with colleagues OR to model best practices in their classrooms</p> <p><i>*Two Peer Collaborative Teachers per PLC?</i></p>	<p>Committed to the ideas of research, learning, open collaboration, modeling best practices in their classrooms to colleagues, reflecting on their own teaching, and contributing to collective efficacy</p>	<ul style="list-style-type: none"> • One ½ day per month working with your PLC • One period per week where they are publicly available to collaborate with colleagues (posted where everyone can see) • Quarterly meeting with building level committee • Seven hours per month of logged work connected to their PLC, collabora 	\$4500 per position	<ul style="list-style-type: none"> • These participants of PLCs will be released from their hall duty coverage period for the length of the PLC • One monthly ½ day meeting (PLCs) released • 4 meetings a year with the building level committee • No hall duty

			tions in departme nts		
<i>Building Level Teacher Leader (Leading and Learning Coordinat or)</i>	<ul style="list-style-type: none"> • Scheduling meeting times for all PLC & TAC sessions, coverage s for all PLC participants & TAC collaborations • Maintaining and progressing the workflow of all PLCs • Planning , organizing, and maintaining the schedule of all PLC sessions • Actively collaborates with all departments and makes time available to elevate teachers in their instructio 	<i>Works with all PLCs in facilitating , supporting and progressing workflow and process</i>	<ul style="list-style-type: none"> • At least 1 hour a day • Attending ½ day work sessions with each PLC once a month • Attending quarterly building level committee meetings • Attending quarterly district level meetings with elementary and middle school Leading and Learning Coordinator 	\$9,000	<ul style="list-style-type: none"> • Reduce d teachin g load (4 classes)

	<ul style="list-style-type: none"> • Knowledge and understanding of adult learning theory and action based research • Quarterly meetings with elementary and middle school Leading and Learning Coordinators 				
<i>Building Level Teacher Leader Team</i>	The team will be charged with ensuring synergy between the PLCs, keeping the work aligned with _____'s key focus areas while identifying and providing ongoing support.	The team will consist of the building Principal, Assistant Principal, Leading and Learning Coordinator, Mentor Coordinator, Department Coordinators, and a Teacher representative from each of the	<ul style="list-style-type: none"> • The team will meet quarterly 	No stipend offered	<ul style="list-style-type: none"> • Coverage for the allotted time of the meeting

		active PLC's			
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Selection Process for <i>Model Teacher</i>
<ul style="list-style-type: none"> No selection process needed. Open to ALL teachers regardless of tenure status
Selection Process for <i>Peer Collaborative Teacher</i>
<p>To apply to be, and to remain in a stipend position, teachers must meet eligibility criteria. They must:</p> <ul style="list-style-type: none"> Be a current teacher Have tenure Be rated as highly effective or effective <p>The application process for the <i>Peer Collaborative Teacher</i> will consist of:</p> <ul style="list-style-type: none"> Statement of teaching philosophy Speaking with <i>Leading & Learning Coordinator</i> Attending a general interest meeting that defines the expectations and time commitments of the role <p>Term Limit: Is it a limit or do you just have to reapply every year or every two years</p>
Selection Process for <i>Leading & Learning Coordinator</i>
<p>To apply to be, and to remain in a stipend position, teachers must meet eligibility criteria. They must:</p> <ul style="list-style-type: none"> Be a current teacher Have tenure Be rated as highly effective or effective <p>The application process for the <i>Leading & Learning Coordinator</i> will consist of:</p> <ul style="list-style-type: none"> Online application consisting of written responses and uploading of artifacts designed to assess their instructional practice, Review of the application by a teacher committee (representative from each department) In-person interview, conducted by teachers (representative from each department) Candidates are recommended to the building principal and assistant principal (who oversees the PLCs) for final selection <p>Term Limit:</p> <ul style="list-style-type: none"> The <i>Leading & Learning Coordinator</i> progresses in this role for two years. After the first year serving, the position accepts applications and a new <i>Leading & Learning Coordinator</i> shadows for the second year of the position.

Works consulted:

- NYC Teacher Leader Program is an International Model:
<https://www.educationdive.com/news/nyc-teacher-leadership-program-touted-as-international-model/556394/>
- Case Study of TL Program in NYC:
<https://unesdoc.unesco.org/ark:/48223/pf0000367666/PDF/367666eng.pdf.multi>

Professional Organizations:

1. <http://www.ascd.org/professional-development/teacher-leadership.aspx> Teacher leadership is about increasing pathways and opportunities for teachers to exercise leadership, elevating teacher voice to inform and develop policy and practice and expanding existing efforts to steer systemic improvements to benefit student learning. ASCD's teacher leadership efforts and partnerships focus on supporting teacher leaders who support the whole child.
2. <https://teachtolead.org/what-we-do/summits/>
3. <http://www.nnstoy.org/national-conference-2020/>
4. <https://www.eventbrite.com/e/2020-national-teacher-leadership-virtual-conference-tickets-86344606041> July 8-10 virtual event

APPENDIX X: RESEARCH QUESTION #1: ANALYSIS OF IMPLEMENTATION OF DOCUMENTS

Table X1

Research Question #1: Analysis of Implementation Documents

<i>Interpretive Themes</i>			
Themes	Data Source	Quality	Trustworthiness
Knowledge Canned	TL Implementation Planning Meeting (3/6/2019)	1	A picture drawn by attendees of their vision of the school in 1999 shows a top-down approach to learning and leading where teachers are at the bottom and listen to what is presented to them
Knowledge Not Valued	TL Implementation Planning Meeting (3/6/2019)	2	A picture drawn by attendees of their vision of the school in 2009 shows a chaotic system where teachers are sharing ideas, but these ideas are not valued
Knowledge Shared	-TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (2/4/2019) -TL Union Negotiation Memorandum	27	Pictures drawn for 2019 and 2029 & beyond show a flattened hierarchy with all ideas on the same level with a collective approach to learning and growth -A quote from one slide “builds collective talent, makes everyone more talented, including me.” -Negotiation mentions “model teacher”, Language shows a commitment to ideas of teachers as drivers of research
Autonomy Changed	-High School Building Teacher Leadership Beginning Plan -Presentation to HS Faculty - High School Building Teacher Leadership Preliminary Plan	13	-“Organically fostering instructional leaders”, “opt-in” -Teachers leading the work at the faculty meeting -Elevating work that has been started by teachers -“Freedom to grow” -“Cohesive”, “Connected”, “Reflecting”, “Collective Efficacy”

	-TL Implementation Planning Meeting (2/4/2019) -TL Union Negotiation Memorandum		
Knowledge Valued	-TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - The Conversation Continues: Planning the HS Model (May 30, 2019) - High School Building Teacher Leadership Preliminary Plan - TL Union Negotiation Memorandum	29	-“We”, “Involving Everyone”, “Collective knowledge”, “How admin can support the work of TLs” -Inclusive system”, “Principals work with teachers to implement a shared vision”, “We” -“If leadership is shared then we realize the potential of every learner” -“We”, “Inclusive System” -“Support and elevate teachers in their learning” -Elevating teacher knowledge
Fluid versus Static	-TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - TL Union Negotiation Memorandum	11	-“Empowering teachers to share and elevate the profession”, “Growth”, “Evolving the profession” -A picture that shows a constantly changing field or cycle -“Support and elevate” -“Growth”
Teaching Change	-TL Implementation Planning Meeting (2/4/2019)	58	“Elevate the profession”, “Evolving as a profession”, “Control over outcomes”, “Be

	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Beginning Plan - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - TL Union Negotiation Memorandum 		<ul style="list-style-type: none"> part of the future”, “Grow the profession”, “Share and elevate the profession” -“Creating change”, “Continue to grow”, “Change qualities as a school” - “Allows teachers to grow and flourish” “Organically foster” - “Yearn to improve”, “pioneers in progress”, “professionally grow”, open to other opportunities outside of the classroom” -Career ladder
Teaching Perception	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - The Conversation Continues: Planning the HS Model (May 30, 2019) - TL Union Negotiation Memorandum 	37	<ul style="list-style-type: none"> - “Collective”, “We”, Promoting professional growth, “Teachers are instructional leaders”, “Teachers are empowered to be stakeholders in their instructional improvement”, “We value teachers”, Not top-down, teachers have greater control, “Re-writing and re-defining the meaning of a teacher”

Teacher professionalism	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Beginning Plan - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - The Conversation Continues: Planning the HS Model (May 30, 2019) - TL Union Negotiation Memorandum 	49	<ul style="list-style-type: none"> - “Share and elevate the profession”, “teachers as instructional leaders”, “teachers have become empowered to be stakeholders”, “organically fostered”, “to share best practices”, “build collective talent”, “evolving as a profession”, “we can remove the restraining forces”, “elevate our teaching profession”
Teacher Leadership Positive	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Beginning Plan - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty 	48	<ul style="list-style-type: none"> “Teacher leadership is vital to creating a climate where teachers feel safe to take risks”, “teacher leadership allows the depth of knowledge a teacher has to be shared”, “teacher-led innovation”, “teacher leadership is vital”, “provide opportunities to professionally grow”, “dedicated to the art and craft of teaching”, “collective talent”, “evolving as a profession”, “be part of the future”, “grow”, “elevate teaching”

	- The Conversation Continues: Planning the HS Model (May 30, 2019) - TL Union Negotiation Memorandum		
Teacher Leadership Negative	-TL Implementation Planning Meeting (3/6/2019) -Presentation to HS Faculty	4	“Chosen teachers who are privileged and get perks” “Chosen teachers being groomed by administration”
Hierarchy Flat	-TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Beginning Plan - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - The Conversation Continues: Planning the HS Model (May 30, 2019) - TL Union Negotiation Memorandum	62	“We”, “Involving everyone in the system”, “What do we want to create together”, “Feels less top down”, “How can administration support the work of teachers”, “Inclusive system”, “Leadership shared”, “teacher led, teacher empowered”, “We believe”, “together”, “Cultivating”
Self-Efficacy High	-TL Implementation Planning Meeting (2/4/2019)	29	“Aspire”, “this happens informally”, “teachers have been empowered”, “teacher-led innovation”, “organically fostered instructional leaders”,

	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (3/6/2019) - High School Building Teacher Leadership Beginning Plan - TL Union Negotiation Memorandum 		<p>“teachers are action researchers”, “I want to be part of the future”, “I want to grow professionally”,</p>
Teachers Good	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (3/6/2019) - The Conversation Continues: Planning the HS Model (May 30, 2019) - TL Union Negotiation Memorandum 	12	<p>“Teachers are instructional leaders”, “Teachers are the primary model of growth for our students”</p>
Shared Leadership	<ul style="list-style-type: none"> -TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Beginning Plan - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - The Conversation Continues: Planning the HS Model (May 30, 2019) 	66	<p>“We”, “Involving everyone in the system”, “leadership is shared”, “Reinventing work”, “a process and cycle of feedback”, “reinventing work”, “to have voices heard”, “Culture of collaboration”</p>

	- TL Union Negotiation Memorandum		
Authentically Leading	-TL Implementation Planning Meeting (3/6/2019) - TL Union Negotiation Memorandum	2	“Not top down”, “Inspires authentic change”
Trust	-TL Implementation Planning Meeting (2/4/2019) -TL Implementation Planning Meeting (3/6/2019) -TL Implementation Planning Meeting (4/8/2019) - High School Building Teacher Leadership Beginning Plan - High School Building Teacher Leadership Preliminary Plan -Presentation to HS Faculty - The Conversation Continues: Planning the HS Model (May 30, 2019) - TL Union Negotiation Memorandum	34	“Cultivates trust in a building, district, and beyond”, “Effective leaders, a principal works with the teachers to make their voices heard”, “trust”, “happens informally and formally”, “has been supported”, “we”, “have their voices heard”, “shared mission and vision”

APPENDIX Y: RESEARCH QUESTION #2: ANALYSIS OF FOCUS GROUPS AND ONE-TO-ONE INTERVIEWS

Table Y1

Research Question #2: Analysis of Focus Groups and One-to-One Interviews

<i>Interpretive Themes</i>			
Themes	Data Source	Quantity	Trustworthiness
Knowledge Canned	Focus Group A <ul style="list-style-type: none"> Participant 3A (1) One-to-One Interviews: <ul style="list-style-type: none"> Participant 1A (6) 	7	<p>“When I first started, I felt like there was very little autonomy and I didn’t feel like my opinions or knowledge were valued”.</p> <p>“I was teaching 6th grade so it was a very test prep centered place and I did feel and I was explicitly told that my primary purpose in the classroom was to get certain grades on the ELA, to get movement on ELA scores.”</p> <p>“When I started teaching, I was a humanities teacher so it was English and Social Studies, so we had a textbook for S.S. and then we had that these are the books we are reading for ELA and these are the test models you are going to use and we had a computer based system.”</p> <p>“then sort of like “TC has come up with this new idea or we’ve bought this new curriculum as an outside thing and this is what we are all doing now.”</p>

Knowledge Not Valued	<p>Focus Group A</p> <ul style="list-style-type: none"> Participant 1A (2) Participant 4A (1) Participant 3A (1) Participant 2A (1) <p>One-to-One Interviews:</p> <ul style="list-style-type: none"> Participant 1A (3) 	8	<p>“I talk to people in other districts and that is not the case”.</p> <p>“When I started in the city, it was incredibly rigid and lockstep and then even when I started here, it was very rigid”.</p> <p>“When I first started, I felt like there was very little autonomy and I didn’t feel like my opinions or knowledge were valued”.</p> <p>“I was a big nerd in high school and a rule follower and so I came into this profession feeling that I have a boss, you keep your head down and do what you need to do”</p> <p>“And I think everybody who has been in teaching for more than five years can roll their eyes because they have gone through at least two eaves of some name of a thing.”</p>
Knowledge Shared	<p>Focus Group A</p> <ul style="list-style-type: none"> Participant 4A (6) Participant 2A (4) Participant 1A (2) Participant 3A (1) <p>One-to-One Interviews</p> <ul style="list-style-type: none"> Participant 1A (14) <p>Focus Group B</p> <ul style="list-style-type: none"> Participant 3B (6) Participant 2B (1) Participant 4B (4) 	51	<p>“It has happened organically and it is really important to us and that’s why we are here”.</p> <p>“What I do like is that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways”</p> <p>“We as leaders, we also find joy in really learning new things, that keeps us going. It has woken us up”</p> <p>“TL on a larger kind of district, bigger level can mean that teachers are included in, that the district is being led by teachers, like what the teachers are learning, what they are doing, thinking about, what they are</p>

	<p>One-to-One Interviews</p> <ul style="list-style-type: none"> Participant 3B (13) 		<p>investigating is one of the leading forces in the direction of the school or district.”</p> <p>“We figure it out and then we can spin that off and we are the epicenter.”</p> <p>“That it is not a top-down, nobody is coming into your classroom saying, this is what you need to do, that the lived experience of the teacher as they teach has an impact on what is going on in the classroom.”</p> <p>“And so my favorite parts of teaching or moments are when I feel that I am back in the classroom participating in the learning process and really talking with and getting to know other people.”</p>
Knowledge Valued	<p>Focus Group A</p> <ul style="list-style-type: none"> Participant 1A (4) Participant 2A (5) Participant 3A (3) Participant 4A (6) <p>One-to-One Interview</p> <ul style="list-style-type: none"> Participant 1A (20) <p>Focus Group B</p> <ul style="list-style-type: none"> Participant 3B (6) Participant 2B (2) Participant (5) <p>One-to-One Interviews</p> <ul style="list-style-type: none"> Participant 3B (18) 	69	<p>“I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that”.</p> <p>“I think a combination of being involved in teacher leadership has made me feel really engaged and smart again and it has really elevated my sense of what I am doing to being a really valid and full expression of intelligent ideas and challenging”.</p> <p>“That is why I love teacher leadership so much because it is a middle way and it gives voice to teachers”.</p> <p>“Rather than administrators coming in and saying this is what you should do. More of it is now them coming to us and saying what do you think we should do”.</p>

Elevate Women	Focus Group B <ul style="list-style-type: none"> Participant 4B (5) Participant 3B (1) 	6	<p>“I definitely feel like now, I feel like I am heard and have a say and they value the knowledge”.</p> <p>“Encouraging me both in the classroom and in my personal satisfaction of collaborating and learning and being really a student again is very satisfying.”</p> <p>“It elevates how teachers see themselves, and potentially how other people see teachers,”</p> <p>“I feel like I am heard and have a say and they value my knowledge”.</p> <p>“I think I am not so much of an imposter anymore. I never thought of myself as I do now, but I never thought I had so many leadership abilities as I do now. I see myself as a much more competent and an impactful professional”.</p> <p>“I couldn’t see myself doing that because I didn’t have a lot of the experiences I have had in the last few years”.</p> <p>“I didn’t see the pathway prior that I do now. I look at myself differently now. Not to brag, but before I lacked the confidence in my own perspective”.</p> <p>“All of a sudden I have that confidence and I have that perspective that is valued. And I feel valued and valuable”.</p>
Fluid Versus Static	Focus Group A <ul style="list-style-type: none"> Participant 2A (3) Participant 3A (3) 	31	<p>“It has happened organically and it is really important to us and that’s why we are here”</p> <p>“It has certainly evolved into how we can change things”.</p>

- Participant 4A
(5)
 - Participant 1A
(2)
- Focus Group B
- Participant 3B
(10)
 - Participant 4B
(5)
 - Participant 2B
(1)
 - Participant 1B
(1)
- One-to-One Interview
- Participant 3B
(1)

“My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom”.

“The job felt like a compromise before and now it is an engaging and intellectual activity”.

“As I’ve evolved in my career and joined this program, it has made me much bolder and a sense of urgency”.

“And it’s more in the last two years that this has happened”.

“I feel that I haven’t always felt this way and I feel that it has really changed over the last few years and almost a severe change which has been very personally wonderful”.

“I agree about the last few years, that it has really changed for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job”.

“They are longitudinal and they don’t happen overnight, but I feel like in the last few years we have seen a huge change”.

“And I see myself as a teacher leader as just one component of all of the roles I occupy. I am much happier with my profession. Find it joyous”.

“I feel like the pandemic has provided a great opportunity to be able to experiment with new ideas. I feel that now i am at the point where I can take risks and try new things. The pandemic is almost a cover that I can work with. I

Teaching Change	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 1A (12) • Participant 4A (10) • Participant 2A (6) • Participant 3A (5) <p>One-to-One Interview</p> <ul style="list-style-type: none"> • Participant 1A (13) <p>Focus Group B</p> <ul style="list-style-type: none"> • Participant 3B (20) • Participant 2B (8) • Participant 1B (2) • Participant 4B (9) <p>One-to-One Interview:</p> <ul style="list-style-type: none"> • Participant 3B (24) 	109	<p>feel I have an opportunity here”</p> <p>“Because I feel like I am such a professional, I always so that how am I going to improve this course and I have the freedom to do that. And i don’t want to get bored. IN the last 5 years, I have seen tremendous growth. I attribute it to ***** and the autonomy that I feel I have.”</p> <p>“This is trying to actually make systemic changes and that is part of work too”.</p> <p>“I feel that even during this I have freedom to do what I want and how I want to do it, I feel very supported in that”.</p> <p>“I definitely think that we have been able to play a role.”</p> <p>“It has certainly evolved into how we can change things”.</p> <p>“I have more autonomy now for sure”.</p> <p>“I have changed”.</p> <p>“My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom”</p> <p>“It has brought me back and I feel a sense of excitement and play that I haven’t felt in a long time”.</p> <p>“The job felt like a compromise before and now it is an engaging and intellectual activity”.</p> <p>“And it’s more in the last two years that this has happened”.</p> <p>“I feel that I haven’t always felt this way and I feel that it has really changed over the last few years and almost a</p>
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			<p>severe change which has been very personally wonderful”. “I agree about the last few years, that it has really changed for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job”. “In the past it wasn’t good”. “Now is the first time in 20 years where I felt like I do about the profession. It is amazing. I really like it”. “I think I mostly do, particularly the last few years because I feel that the kind of teaching that I want to do is really supported by my administrators and my colleagues and I feel like the professional learning stuff we are doing has been really really satisfying in trying to get be a learner again.” “I think it inspires authentic change, not change for the sake of change.” “I think that in every profession people should be given the opportunity to reach their full potential.”</p>
Teaching Perception	<p>Focus Group A</p> <ul style="list-style-type: none"> Participant 1A (8) Participant 4A (9) Participant 2A (6) Participant 3A (3) <p>One-to-One Interview</p> <ul style="list-style-type: none"> Participant 1A (13) <p>Focus Group B</p>	101	<p>“I am not stimulated by the traditional model”. “And I can say personally that the joy I have found recently are the interactions I’ve had with colleagues. And it’s not, hey this is a free period where we can just eat lunch and talk. This is trying to actually make systemic changes and that is part of work too”. “Yea, I feel that even during this I have freedom to do what</p>

- Participant 3B (12)
 - Participant 1B (2)
 - Participant 4B (7)
 - Participant 2B (5)
- One-to-One Interview
- Participant 3B (36)

I want and how I want to do it, I feel very supported in that”.

“I do feel like, ever since we started TAC, and I do think that ever since we have started that I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that”.

“My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom”.

“It has definitely reinvigorated me from a mindset of keeping my head down and not drawing too much attention”.

“It has brought me back and I feel a sense of excitement and play that I haven’t felt in a long time”.

“The job felt like a compromise before and now it is an engaging and intellectual activity”.

“I feel now more like I am doing my job, that I am actually achieving something”.

“That is why I love teacher leadership so much because it is a middle way and it gives voice to teachers”.

“Rather than administrators coming in and saying this is what you should do. More of it is now them coming to us and saying what do you think we should do”.

“I think in large part it is how I see myself. That is the primary answer.”

Teacher
Professionalism

Focus Group A

- Participant 1A (7)
- Participant 4A (11)
- Participant 2A (6)
- Participant 3A (2)

One-to-One Interview

- Participant 1A (16)

Focus Group B

- Participant 3B (14)
- Participant 2B (7)
- Participant 1B (1)
- Participant 4B (7)

One-to-One Interview

- Participant 3B (34)

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“It is from the way I carry myself and the way I treat everything I create.

Everything I do is in a professional capacity.

Database, intellectual, purposeful and meaningful.”

“When you say teacher, it has a lower-class designation of professionalism and intelligence”.

“I feel that I haven’t always felt this way and I feel that it has really changed over the last few years and almost a severe change which has been very personally wonderful”.

“I appreciate that because in my experience with other teachers on Long Island, I think we are very unique and i think we have room to grow, but we are far superior in the ways that we exert ourselves as professionals and I think these opportunities are ones we create and then administration supports us in those areas not the other way around”.

“Because of that, my wheels are always turning as to what is the next thing I can do”.

“There was a pivot point for me in the building personally and then professionally where I realized that I was pretty good working with adults and I was pretty good working with my colleagues and because of that it made me more willing to be in the front of programs and to lead”.

“I feel like I do it even though there might be obstacles

			<p>because of the value that it has for me”.</p> <p>“I love talking about our profession and how it is going well so I feel that we have lots of opportunities within our departments and then through the building. I have really been enjoying it”.</p> <p>“We as leaders, we also find joy in really learning new things, that keeps us going. It has woken us up”.</p> <p>“I agree about the last few years, that it has really changed for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job”.</p> <p>“And now all of a sudden things have change for them. I have to bring up my level again. I see it elevating other people in their work too”.</p> <p>“Encouraging me both in the classroom and in my personal satisfaction of collaborating and learning and being really a student again is very satisfying.”</p> <p>“On a state and national level I have seen my profession being denigrated, but I really haven’t experienced it personally. And I attest that to the way I carry myself.”</p> <p>“I don’t know if I can remain sane doing this for 30 years with a full load, but I don’t want to be an administrator either”.</p> <p>“I am not stimulated by the traditional model”.</p> <p>“And that should be the model. And I have actually</p>
TL Positive	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 1A (8) • Participant 4A (10) • Participant 2A (6) • Participant 3A (3) 	83	

One-to-One
Interviews

- Participant 1A
(12)

Focus Group B

- Participant 3B
(14)
- Participant 2B
(4)
- Participant 1B
(1)
- Participant 4B
(8)

One-to-One Interview

- Participant 3B
(17)

heard this from people, if I could give you more money I would because you do this.

And I say, thanks, but why don't we try to change the system?"

"It has certainly evolved into how we can change things".

"I think I have seized the autonomy and the professional latitude".

"I even said to somebody, that I am not looking forward to going back to school, but I am looking forward to this work that we have been engaged in".

"There is a genuine excitement about it".

"I have more autonomy now for sure".

"My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom".

"It has definitely reinvigorated me from a mindset of keeping my head down and not drawing too much attention".

"Reinvigorating".

"As I've evolved in my career and joined this program, it has made me much bolder and a sense of urgency".

"I think it inspires authentic change, not change for the sake of change."

"These TL opportunities keep me in the profession. If I didn't have them I would be pursuing other things on the side. I might lose my drive if I didn't feel like my efforts had a purpose, I would stop my

efforts. I see many teachers do that.”

Hierarchy Flat	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 1A (1) • Participant 4A (6) • Participant 3A (1) • Participant 2A (1) <p>Focus Group B</p> <ul style="list-style-type: none"> • Participant 3B (5) • Participant 2B (2) • Participant 4B (4) <p>One-to-One Interview:</p> <ul style="list-style-type: none"> • Participant 3B (6) 	26	<p>“To have a seat at the table in the conversation and not just be a follower. I have a confidence and a feeling that we are equal to administration”.</p> <p>“Rather than administrators coming in and saying this is what you should do. More of it is now them coming to us and saying what do you think we should do”.</p> <p>“What I do like is that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways”.</p> <p>“That doesn’t sound top-down to me, it sounds a little bit more synergistic to me”.</p> <p>“I have taught in two other schools before teaching here. It is completely different than other places in that regard”.</p> <p>“Not once have I had any idea that I have brought forward get shut down or not listened to”.</p> <p>“Tons of autonomy and trust and a valuing of my knowledge”.</p> <p>“I definitely feel like now, I feel like I am heard and have a say and they value the knowledge”.</p> <p>“It would be more like a concept map and it would overwhelm me with all the</p>
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			lines and they constantly move and intersect depending on the role of the day. “
Hierarchy Steep	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 4A (1) • Participant 3A (1) • Participant 1A (1) • Participant 2A (1) <p>Focus Group B</p> <ul style="list-style-type: none"> • Participant 3B (1) • Participant 4B (1) <p>One-to-One Interviews</p> <ul style="list-style-type: none"> • Participant 3B (2) 	8	<p>“Bloomberg who thought that all you need to do is be a successful business person to run a school. You had principals who had never taught and now you have here kind of a business minded central administration”.</p> <p>“And there is something very disheartening about it that administration is where you can go if you technically want to go up, right?”</p> <p>“When I first started, I felt like there was very little autonomy and I didn’t feel like my opinions or knowledge were valued”.</p> <p>“When I started in the city, it was incredibly rigid and lockstep and then even when I started here, it was very rigid”.</p> <p>“I was a big nerd in high school and also a rule follower and so I came into this profession feeling that I have a boss, you keep your head down and do what you need to do”</p> <p>“It does tend to be very top-down”.</p> <p>“In the past it wasn’t good”.</p>
Resignation	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 1A (2) • Participant 3A <p>One-to-One Interviews:</p>	3	<p>“And so nothing changed and we’ve lost a lot of stimulating professional opportunities, we’ve lost so much in the classroom of what we could do and nobody really cares about my experience in the classroom or was interested in what ideas I had. So this year</p>

Self-Efficacy
High

Focus Group A

- Participant 4A (5)
- Participant 3A (4)
- Participant 1A (5)

One-to-One Interview

- Participant 1A (8)

Focus Group B

- Participant 3B (6)
- Participant 4B (5)
- Participant 2B (2)
- Participant 1B (1)

One-to-One Interview:

- Participant 3B (17)

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has been much less feelings of being valued”.

“I was a huge nerd in school and I really liked school. And in a way I felt like teaching was almost a step down for what people envisioned for my future”.

“I have changed.”

“It has been very fulfilling for me and has made me feel engaged in the job.”

“I feel now more like I am doing my job, that I am actually achieving something.”

“Now I have come to realize that there are many, many right ways to do it and I feel successful.”

“I feel like the opportunities are there and I go and I grab them and then more opportunities come to me.”

“What I do like is that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways.”

“There was a pivot point for me in the building personally and then professionally where I realized that I was pretty good working with adults and I was pretty good working with my colleagues and because of that it made me more willing to be in the front of programs and to lead.”

“I feel like I do it even though there might be obstacles because of the value that it has for me.”

“To make those relationships were difficult because you felt

			<p>left out as a woman, but as we see more women in leadership roles you can look and see yourself doing the same thing.”</p> <p>“It is from the way I carry myself and the way I treat everything I create. Everything I do is in a professional capacity. Database, intellectual, purposeful and meaningful.”</p> <p>“And because I always behave in tis professional capacity, I have always been treated as a professional by every stakeholder. That includes every student, every parent, colleagues, and from the administrators in the building and in central.”</p> <p>“The teacher voice is so invaluable and needs to be the main voice in terms of conversation and with leadership and so it has added a frustration too, but in a good way.”</p> <p>“But when I wanted to do a little bit more meaningful, teaching was as close to a job that I could find where I could still be a student again.”</p> <p>“And so my favorite parts of teaching or moments are when I feel that I am back in the classroom participating in the learning process and really talking with and getting to know other people.”</p> <p>“I think I mostly do, particularly the last few years because I feel that the kind of teaching that I want to do is really supported by my administrators and my</p>
Teaching Good	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 1A (3) • Participant 3A (2) • Participant 2A (1) <p>One-to-One Interview</p> <ul style="list-style-type: none"> • Participant 1A (7) <p>One-to-One Interview:</p> <ul style="list-style-type: none"> • Participant 3B (8) 	21	

Teaching Bad	<p data-bbox="552 703 755 745">Focus Group A</p> <ul data-bbox="600 745 836 966" style="list-style-type: none"> <li data-bbox="600 745 836 819">• Participant 1A (1) <li data-bbox="600 819 836 892">• Participant 3A (1) <li data-bbox="600 892 836 966">• Participant 4A (1) 	<p data-bbox="1023 199 1421 378">colleagues and I feel like the professional learning stuff we are doing has been really really satisfying in trying to get be a learner again”.</p> <p data-bbox="1023 378 1421 598">“Encouraging me both in the classroom and in my personal satisfaction of collaborating and learning and being really a student again is very satisfying.”</p> <p data-bbox="1023 598 1421 703">“There are days when I said no almost. I would say absolutely yes today.”</p> <p data-bbox="1023 703 1421 808">“Where before I felt like I was just earning my paycheck and how to do it right”.</p> <p data-bbox="1023 808 1421 966">“When you say teacher, it has a lower-class designation of professionalism and intelligence.”</p>
		3

APPENDIX Z: RESEARCH QUESTION #3: ANALYSIS OF FOCUS GROUPS AND ONE-TO-ONE INTERVIEWS

Table Z1

Research Question #3: Analysis of Focus Groups and One-to-One Interviews

<i>Interpretive Themes</i>			
Themes	Data Source	Quantity	Trustworthiness
Knowledge Shared	Focus Group A	52	<p>“It has happened organically and it is really important to us and that’s why we are here”.</p> <p>“What I do like is that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways”</p> <p>“We as leaders, we also find joy in really learning new things, that keeps us going. It has woken us up”</p>
	<ul style="list-style-type: none"> Participant 4A (7) 		
	<ul style="list-style-type: none"> Participant 2A (4) 		
	<ul style="list-style-type: none"> Participant 1A (2) 		
	<ul style="list-style-type: none"> Participant 3A (1) 		
	One-to-One Interview		
	<ul style="list-style-type: none"> Participant 1A (14) 		
	Focus Group B		
	<ul style="list-style-type: none"> Participant 3B (6) 		
	<ul style="list-style-type: none"> Participant 2B (1) 		
	<ul style="list-style-type: none"> Participant 4B (4) 		
	One-to-One Interview		
	<ul style="list-style-type: none"> Participant 3B (13) 		
Knowledge Valued	Focus Group A	72	<p>“I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that”.</p> <p>“I think a combination of being involved in teacher leadership has made me feel really engaged and smart again</p>
	<ul style="list-style-type: none"> Participant 1A (4) 		
	<ul style="list-style-type: none"> Participant 2A (5) 		
	<ul style="list-style-type: none"> Participant 3A (3) 		

	<ul style="list-style-type: none"> Participant 4A (7) 		
	One-to-One Interview	<ul style="list-style-type: none"> Participant 1A (20) 	
	Focus Group B	<ul style="list-style-type: none"> Participant 3B (6) Participant 2B (2) Participant 4B (7) 	
	One-to-One Interview	<ul style="list-style-type: none"> Participant 3B (18) 	
Elevate Women	Focus Group B	<ul style="list-style-type: none"> Participant 4B (5) Participant 3B (1) 	<p>6</p> <p>and it has really elevated my sense of what I am doing to being a really valid and full expression of intelligent ideas and challenging”. “That is why I love teacher leadership so much because it is a middle way and it gives voice to teachers”. “Rather than administrators coming in and saying this is what you should do. More of it is now them coming to us and saying what do you think we should do”. “I definitely feel like now, I feel like I am heard and have a say and they value the knowledge”. “It elevates how teachers see themselves and potentially how other people see teachers” “I feel like I am heard and have a say and they value my knowledge”. “I think I am not so much of an imposter anymore. I never thought of myself as I do now, but I never thought I had so many leadership abilities as I do now. I see myself as a much more competent and an impactful professional”. “I couldn’t see myself doing that because I didn’t have a lot of the experiences I have had in the last few years”. “I didn’t see the pathway prior that I do now. I look at myself differently now. Not to brag, but before I lacked the confidence in my own perspective”. “All of a sudden I have that confidence and I have that</p>

Fluid Versus Static	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 2A (3) • Participant 3A (4) • Participant 4A (7) • Participant 1A (2) <p>Focus Group B</p> <ul style="list-style-type: none"> • Participant 3B (10) • Participant 4B (7) • Participant 2B (1) • Participant 1B (1) <p>One-to-One Interview</p> <ul style="list-style-type: none"> • Participant 3B (1) 	36	<p>perspective that is valued. And I feel valued and valuable”.</p> <p>“It has happened organically and it is really important to us and that’s why we are here”</p> <p>“It has certainly evolved into how we can change things”.</p> <p>“My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom”.</p> <p>“The job felt like a compromise before and now it is an engaging and intellectual activity”.</p> <p>“As I’ve evolved in my career and joined this program, it has made me much bolder and a sense of urgency”.</p> <p>“And it’s more in the last two years that this has happened”.</p> <p>“I feel that I haven’t always felt this way and I feel that it has really changed over the last few years and almost a severe change which has been very personally wonderful”.</p> <p>“I agree about the last few years, that it has really changed for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job”.</p> <p>“They are longitudinal and they don’t happen overnight, but I feel like in the last few years we have seen a huge change”.</p> <p>“And I see myself as a teacher leader as just one component of all of the roles I occupy. I am much happier with my profession. Find it joyous”.</p>
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Teaching
Perception

Focus Group A

- Participant 1A (8)
- Participant 4A (11)
- Participant 2A (7)
- Participant 3A (4)

One-to-One
Interview

- Participant 1A (13)

Focus Group B

- Participant 3B (13)
- Participant 1B (3)
- Participant 4B (12)
- Participant 2B (6)

One-to-One
Interview

- Participant 3B (36)

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“I feel like the pandemic has provided a great opportunity to be able to experiment with new ideas. I feel that now i am at the point where I can take risks and try new things. The pandemic is almost a cover that I can work with. I feel I have an opportunity here”

“Because I feel like I am such a professional, I always so that how am I going to improve this course and I have the freedom to do that> And I don’t want to get bored. In the last 5 years, I have seen tremendous growth. I attribute it to **** and the autonomy that I feel I have”

“I am not stimulated by the traditional model”.

“And I can say personally that the joy I have found recently are the interactions I’ve had with colleagues. And it’s not, hey this is a free period where we can just eat lunch and talk. This is trying to actually make systemic changes and that is part of work too”.

“Yea, I feel that even during this I have freedom to do what I want and how I want to do it, I feel very supported in that”.

“I do feel like, ever since we started TAC, and I do think that ever since we have started that I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that”.

“My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom”.

Teacher
Professionalism

Focus Group A

- Participant 1A (7)
- Participant 4A (13)
- Participant 2A (7)
- Participant 3A (3)

One-to-One
Interview

- Participant 1A (16)

Focus Group B

- Participant 3B (15)
- Participant 2B (9)
- Participant 1B (2)

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“It has definitely reinvigorated me from a mindset of keeping my head down and not drawing too much attention”.
“It has brought me back and I feel a sense of excitement and play that I haven’t felt in a long time”.

“The job felt like a compromise before and now it is an engaging and intellectual activity”.

“I feel now more like I am doing my job, that I am actually achieving something”.

“That is why I love teacher leadership so much because it is a middle way and it gives voice to teachers”.

“Rather than administrators coming in and saying this is what you should do. More of it is now them coming to us and saying what do you think we should do”.

“When you say teacher, it has a lower-class designation of professionalism and intelligence”.

“I feel that I haven’t always felt this way and I feel that it has really changed over the last few years and almost a severe change which has been very personally wonderful”.

“I appreciate that because in my experience with other teachers on Long Island, I think we are very unique and I think we have room to grow, but we are far superior in the ways that we exert ourselves as professionals and I think these opportunities are ones we create and then administration supports us in

	<ul style="list-style-type: none"> Participant 4B (12) 		those areas not the other way around”.
	One-to-One Interview	<ul style="list-style-type: none"> Participant 3B (34) 	<p>“Because of that, my wheels are always turning as to what is the next thing I can do”.</p> <p>“There was a pivot point for me in the building personally and then professionally where I realized that I was pretty good working with adults and I was pretty good working with my colleagues and because of that it made me more willing to be in the front of programs and to lead”.</p> <p>“I feel like I do it even though there might be obstacles because of the value that it has for me”.</p> <p>“I love talking about our profession and how it is going well so I feel that we have lots of opportunities within our departments and then through the building. I have really been enjoying it”.</p> <p>“We as leaders, we also find joy in really learning new things, that keeps us going. It has woken us up”.</p> <p>“I agree about the last few years, that it has really changed for me and I am so much more invested in the job, the profession now. It has brought a different kind of joy and excitement to the job”.</p> <p>“And now all of a sudden things have change for them. I have to bring up my level again. I see it elevating other people in their work too”.</p>
Teachers Anyone	Focus Group A	<ul style="list-style-type: none"> Participant 4A (2) 	<p>6</p> <p>“When you say teacher, it has a lower class designation of professionalism and intelligence”.</p>

	<ul style="list-style-type: none"> Participant 1A (2) 			<p>“It is funny that old adage those who can do, those who can’t, teach. Which is the stupidest thing I’ve ever heard”.</p>
	One-to-One Interview			
	<ul style="list-style-type: none"> Participant 1A (2) 			
TL Positive	Focus Group A	91		<p>“I don’t know if I can remain sane doing this for 30 years with a full load, but I don’t want to be an administrator either”.</p> <p>“I am not stimulated by the traditional model”.</p> <p>“And that should be the model. And I have actually heard this from people, if I could give you more money I would because you do this. And I say, thanks, but why don’t we try to change the system?”</p> <p>“It has certainly evolved into how we can change things”.</p> <p>“I think I have seized the autonomy and the professional latitude”.</p> <p>“I even said to somebody, that I am not looking forward to going back to school, but I am looking forward to this work that we have been engaged in”.</p> <p>“There is a genuine excitement about it”.</p> <p>“I have more autonomy now for sure”.</p> <p>“My whole pedagogy has shifted, there is more freedom for me, it is not as restrictive and I feel a greater sense of my role in the classroom”.</p> <p>“It has definitely reinvigorated me from a mindset of keeping my head down and not drawing too much attention”.</p>
	<ul style="list-style-type: none"> Participant 1A (8) Participant 4A (13) Participant 2A (8) Participant 3A (4) 			
	One-to-One Interview			
	<ul style="list-style-type: none"> Participant 1A (12) 			
	Focus Group B			
	<ul style="list-style-type: none"> Participant 3B (14) Participant 2B (4) Participant 1B (1) Participant 4B (10) 			
	One-to-One Interview			
	<ul style="list-style-type: none"> Participant 1A (17) 			

			<p>“Reinvigorating”.</p> <p>“As I’ve evolved in my career and joined this program, it has made me much bolder and a sense of urgency”.</p>
Hierarchy Flat	<p>Focus Group A</p> <ul style="list-style-type: none"> • Participant 1A (1) • Participant 4A (7) • Participant 3A (1) • Participant 2A (1) <p>Focus Group B</p> <ul style="list-style-type: none"> • Participant 3B (5) • Participant 2B (2) • Participant 4B (5) <p>One-to-One Interview</p> <ul style="list-style-type: none"> • Participant 3B (6) 	28	<p>“To have a seat at the table in the conversation and not just be a follower. I have a confidence and a feeling that we are equal to administration”.</p> <p>“Rather than administrators coming in and saying this is what you should do. More of it is now them coming to us and saying what do you think we should do”.</p> <p>“What I do like is that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways”.</p> <p>“That doesn’t sound top-down to me, it sounds a little bit more synergistic to me”.</p> <p>“I have taught in two other schools before teaching here. It is completely different than other places in that regard”.</p> <p>“Not once have I had any idea that I have brought forward get shut down or not listened to”.</p> <p>“Tons of autonomy and trust and a valuing of my knowledge”.</p> <p>“I definitely feel like now, I feel like I am heard and have a say and they value the knowledge”.</p>
Resignation	Focus Group A	3	<p>“And so nothing changed and we’ve lost a lot of stimulating</p>

	<ul style="list-style-type: none"> Participant 1A (2) Participant 3A 		<p>professional opportunities, we've lost so much in the classroom of what we could do and nobody really cares about my experience in the classroom or was interested in what ideas I had. So this year has been much less feelings of being valued".</p> <p>"I was a huge nerd in school and I really liked school. And in a way I felt like teaching was almost a step down for what people envisioned for my feature".</p> <p>"I have changed."</p> <p>"It has been very fulfilling for me and has made me feel engaged in the job."</p> <p>"I feel now more like I am doing my job, that I am actually achieving something."</p> <p>"Now I have come to realize that there are many, many right ways to do it and I feel successful."</p> <p>"I feel like the opportunities are there and I go and I grab them and then more opportunities come to me."</p> <p>"What I do like is that I can go up to an administrator and say I have an idea and that we have seized leadership opportunities in a variety of ways."</p> <p>"There was a pivot point for me in the building personally and then professionally where I realized that I was pretty good working with adults and I was pretty good working with my colleagues and because of that it made me more willing to be in the front of programs and to lead."</p>
Self-Efficacy High	<p>Focus Group A</p> <ul style="list-style-type: none"> Participant 4A (6) Participant 3A (4) Participant 1A (6) <p>One-to-One Interview</p> <ul style="list-style-type: none"> Participant 1A (8) <p>Focus Group B</p> <ul style="list-style-type: none"> Participant 3B (6) Participant 4B (7) Participant 2B (3) Participant 1B (1) <p>One-to-One Interview</p> <ul style="list-style-type: none"> Participant 3B (17) 	58	

Teaching Good

Focus Group A

21

- Participant 1A (3)
- Participant 3A (2)
- Participant 2A (1)

One-to-One Interview

- Participant 1A (7)

One-to-One Interview

- Participant 3B (8)

“I feel like I do it even though there might be obstacles because of the value that it has for me.”

“To make those relationships were difficult because you felt left out as a woman, but as we see more women in leadership roles you can look and see yourself doing the same thing.”

“And because I always behave in this professional capacity, I have always been treated as a professional by every stakeholder. That includes every student, every parent, colleague and from the administrators in the building”

“The teacher voice is so invaluable and needs to be the main voice in terms of conversation and with leadership and so it has added a frustration too, but in a good way.”

“But when I wanted to do a little bit more meaningful, teaching was as close to a job that I could find where I could still be a student again.”

“And so my favorite parts of teaching or moments are when I feel that I am back in the classroom participating in the learning process and really talking with and getting to know other people.”

“I think I mostly do, particularly the last few years because I feel that the kind of teaching that I want to do is really supported by my administrators and my colleagues and I feel like the professional learning stuff we

			are doing has been really really satisfying in trying to get be a learner again”. “Encouraging me both in the classroom and in my personal satisfaction of collaborating and learning and being really a student again is very satisfying.”
Teaching Bad	Focus Group A <ul style="list-style-type: none"> Participant 1A (1) Participant 3A (1) Participant 4A (1) 	3	“Where before I felt like I was just earning my paycheck and how to do it right”. “When you say teacher, it has a lower-class designation of professionalism and intelligence.”
Shared Leadership	Focus Group A <ul style="list-style-type: none"> Participant 4A (4) Participant 3A (1) Participant 2A (2) One-to-One Interview <ul style="list-style-type: none"> Participant 1A (5) Focus Group B <ul style="list-style-type: none"> Participant 3B (4) Participant 4B (4) One-to-One Interview <ul style="list-style-type: none"> Participant 3B (12) 	37	“I feel like I’ve played a bit of a role in the continuous improvement of the field and I want to do more of that.” “I definitely think that we have been able to play a role,” “To have a seat at the table in the conversation and not just be a follower. I have a confidence and a feeling that we are equal to administration.” “That is why I love teacher leadership so much because it is a middle way and it gives voice to teachers.” “That doesn’t sound top-down to me, it sounds a little bit more synergistic to me.”

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