BOSTON
Public Schools

BTU
BOSTON TEACHERS
UNION

2020

Teacher Leadership Inventory:

The Status of Teacher Leadership in the Boston Public Schools

Findings from the Teacher Leadership Working Group – April 2020

Elevating Teacher Leadership

Boston Public Schools (BPS) has a rich tradition of teacher leadership, with teachers influencing curriculum, teaching and learning, professional development, and policy in their schools, the district, and beyond. However, our current system is characterized by isolated, ad-hoc opportunities for leadership with a lack of transparency and equity of access. Comprised of a diverse group of educators, principals, and district and BTU leadership, the Teacher Leadership Working Group (TLWG) began with this call to action: to elevate teacher leadership as a core driver for system-wide excellence by increasing the coherence, equity and sustainability of teacher leadership within Boston Public Schools.

In order to design a system that cultivates and scales teachers' expertise, voice, and agency, the TLWG undertook the following work:

> The **first phase** of this project (October 2019-January 2020) engages Working Group members as researchers to develop a guiding definition of teacher leadership and to describe teachers' current experiences with formal and informal teacher leader roles. This report showcases the valuable learnings that serve as a foundation for the subsequent phases.
>
> In the **second phase** (January-May 2020), the Working Group members draw on the voices and values conveyed in their phase one research and tap into design thinking strategies to imagine teacher leadership roles and support structures that can serve as examples of ways to provide transparent, predictable and dynamic teacher leadership opportunities.
>
> The **third phase** of the work (June 2020-April 2021) builds upon the learnings in the first two phases to operationalize a coherent, equitable and sustainable "teacher leadership strategy" capable of attracting, developing and retaining excellent teachers and administrators so BPS students thrive and succeed.

The findings of this 2020 Teacher Leadership Inventory report highlight both the diverse ways teachers are influencing education beyond their classrooms and what is needed to nurture these bright spots so they might have a greater impact district-wide. The recommendations provide insights to elevate teacher leadership as a core lever for driving student learning by helping to attract, develop and retain great teachers for our BPS students.

We hope this research supports the local and national conversation about ways teacher leadership might be strategically supported to drive system-wide change.

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On behalf of the Teacher Leadership Working Group

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Executive Summary

2020 Teacher Leadership Inventory:
The Status of Teacher Leadership in Boston Public Schools

In fall 2019, the Boston Public Schools (BPS) and Boston Teachers' Union (BTU) collaborated to convene the Teacher Leadership Working Group (TLWG), a task force comprised of teacher leaders, school administrators and central office leaders. This group was charged with creating a teacher leadership strategy that is:

- **Coherent:** the teacher leadership strategy will be connected to the core work of the district and schools and meaningfully embedded within the continuum of a teacher's career.

- **Equitable:** teacher leadership opportunities will be accessible to all teachers and will be normed across schools in type, scope, and structure.

- **Sustainable:** there will be consistent and stable funding with predictable roles and programs for teachers to aspire to.

In the first of three phases of the project, the TLWG conducted interviews and surveys with teacher leaders to answer the research questions below and take stock of the status of teacher leadership in Boston.

Research Questions & Findings

1   **What is teacher leadership in BPS?**

Consulting literature from research and practice, as well as data from our own interviews and surveys, we created this definition of teacher leadership to serve as a steady anchor for future efforts to create a coherent teacher leadership strategy.

Teacher leadership is the formal and informal ways teachers leverage their varied expertise, diverse voices and professional agency to promote innovation and collaboration that strengthens the capacity of BPS colleagues, school leadership and the central office staff to impact adult learning and student outcomes.

2   In what ways are BPS teachers leading?

To capture a snapshot of the range of ways teachers lead, we surveyed and interviewed teachers, asking them to describe any formal or informal ways they influence the quality of education beyond their own classrooms. They described over 300 ways.

- **More than half of roles reported were understood to have the aim of influencing the quality of teaching practice and student learning.** One fourth were roles that aim to improve the school culture and/or professional climate.
- **The intended scope of influence of most roles was the school.**
- **Most teachers surveyed (88%) indicated that they assume their leadership responsibilities on top of full-time classroom teaching.**
- **Just over half of reported roles earned the teacher leader some kind of compensation,** including pay (stipends, salary differential or hourly rate), release time, or graduate vouchers.
- **Most teacher leadership roles reported (67%) had no written job description.**
- **Only half of school and district-owned roles were reported to have formal supports,** such as a written job description, a handbook or reference guide, training or cohort meetings, and professional or logistical materials. Some supports were provided by community partners.

3   How are BPS teachers experiencing leadership roles?

Understanding how teachers are experiencing their leadership roles and what contributes to their feelings of satisfaction and efficacy is critical to extending their influence and ensuring their retention.

- **Teachers largely agreed that the roles they reported bring them satisfaction,** in the areas of professional growth, sense of satisfaction with the career, and their desire to continue working in BPS.
- **Time and relationships (with colleagues and administrators) were important conditions influencing teachers' satisfaction and success in their roles.**
  - **Teachers of color** frequently discussed wanting a clear purpose for the role, supports for their professional growth in the role, and ability to influence through teacher voice.
  - **Veteran teachers** were more likely to report wanting agency within the role than teachers who had taught fewer than ten years.
- **Teachers largely feel a sense of success from their roles,** as they point to the impact they feel they are having on their students, on their school culture, and on their career satisfaction.

Our definition of teacher leadership communicates the value we heard teachers place on teacher leadership for 1) elevating teachers' voices and impact, 2) strengthening shared leadership and collaboration and 3) promoting system-wide coherence and learning. By examining teachers' explanations of how they are currently leading and experiencing leadership, we were able to use teachers' own words to form recommendations for a teacher leadership strategy that aligns with these values.

Elevate Teachers' Voices & Impact

1. **Provide Standards-Aligned Development of Teacher Leaders,** such as through partnerships with local universities or through Boston's own experienced teacher leaders.

2. **Strategically Recruit Diverse Candidates to Teacher Leadership Roles,** ensuring that the leadership mirrors the diversity of the faculty, if not of the student body.

3. **Amplify the Impact of Informal Roles,** recognizing the many ways teachers are innovating to respond to the needs they see in their schools and supporting these roles to develop from small experiments into new professional pathways.

Strengthen Shared Leadership & Collaboration

4. **Prepare School and District Administrators for Shared Leadership,** expanding their skills and abilities for creating time for teacher leadership, strengthening trust, and viewing teachers as partners with unique skills and perspectives that complement their own.

5. **Form Cross-School Communities of Practice,** bringing together role-alike colleagues in order to form a community of practice network in which members learn together, share homegrown tools, and raise the level of everyone's leadership practice.

6. **Leverage Community Partnerships for the Development of Teacher Leaders,** revealing how existing partnerships might serve as models to inform more strategic, larger-scale collaborations in service of teacher leadership development.

Promote System-wide Coherence & Learning

7. **Create Guidance and Share Promising Practices for Structuring Teacher Leader Roles,** ensuring formal roles are more transparent and equitable through the provision of job description templates, role attainment policies, and related supports.

8. **Collect and Utilize Evidence of Impact to Support Continuous Improvement of the Teacher Leadership System,** tracking teachers' perceptions of roles, opportunities, and evidence of impact, to inform the continuous improvement of an equitable teacher leadership strategy which attracts and retains educators.

9. **Monitor the Status of Teacher Leadership in Boston Routinely,** by collecting and evaluating a variety of descriptive and perception data that signal whether the teacher leadership "strategy" is increasing satisfaction of both teachers and administrators in ways that lead to improved student learning for all students.

Introduction

Teacher leadership is on the rise. In recent decades, school and district administrators, researchers and policymakers, and teachers themselves are recognizing that the specialized, student-focused expertise and the unique classroom-based experience of teachers make these professionals an important asset for improving education. At the same time, cultural and structural barriers that had previously limited teachers' influence have begun to lift. As a result, the proportion of teachers engaged in influencing the quality of teaching and learning beyond their own classrooms has grown and the number of ways they do this are more varied—creating tremendous potential for transformation and educational improvement.

The Boston Public Schools (BPS) is at the forefront of this movement. For decades, BPS teacher leaders have assumed formal and informal roles that influence instruction, assessment, professional development, policy, and more. In the decade ahead, it's time to consider how teacher leadership can be supported to have the transformational impact Boston's schoolchildren need. Boston Public Schools currently provide a world-class, high-quality education to many students. This means we have the capacity to provide an excellent education to all of our students. Yet, strong practices in one school are often unknown in the school next door. Dilemmas that stymy teachers on one side of Boston have been managed in another. The capacity that individual teachers build and the routines that schools create currently have no clear pathway for coalescing into the kind of foundation of organizational knowledge and capacity that is needed to build a strong BPS district-wide. Doesn't every child deserve to benefit from the wide array of professional expertise, experience and perspectives held among our diverse community of educators?

Teachers influence the quality of teaching beyond their classrooms in informal and formal ways every day. This is teacher leadership. If the BPS better understood the ways teachers are currently leading, what factors support and limit the impact their leadership has on their peers and their students, and how teachers are experiencing these formal and informal roles, it could rethink the current system. It could tear down the systemic, cultural and institutional factors that currently limit the impact of teachers' voices and block students from being beneficiaries of the body of knowledge collectively held by Boston's education professionals. It could create strategic and coherent systems that draw in and retain innovative and passionate educators with transparent, equitable and rewarding new pathways for making a difference for students and their learning. It was for this purpose that the Boston Public Schools and Boston Teachers' Union (BTU) collaborated to convene the Teacher Leadership Working Group (TLWG), a task force comprised of teacher leaders, school administrators and central office leaders and charged it with creating a coherent, accessible, and sustainable "teacher leadership strategy."

The ways in which teachers lead and experience leadership are shaped by the context. Policy contexts at the national, state and district level, social contexts within and across schools, financial considerations and political priorities all are factors that influence teachers' interest and ability to exert themselves as leaders. While there are lessons to be learned from other districts, this work requires a close look at teacher leadership here in Boston. As a result, the Teacher Leadership Working Group has begun its work by answering three questions:

1   **What is teacher leadership in Boston?**

2   **In what ways are BPS teachers leading?**

3   **How are BPS teachers experiencing leadership roles?**

Toward a Teacher Leadership Strategy

In 2010, the first Census of Teacher Leadership in Boston was conducted for the purpose of identifying the leadership roles teachers held and the kinds of support teacher leaders had and needed. Thirty formal roles were identified, very few of which were found to have formal job descriptions, compensation or role-relevant training. The study led to new tools and partnerships that aimed to support teachers to become more effective professional resources for their colleagues. Now, ten years later, it's clear that both the number and variety of roles has grown dramatically. But, in addition to wanting to know by how many and in what ways teacher leadership has grown, new questions arise about impact:

What do all these individual roles add up to? What do we want them to add up to? How can we support them to effectively improve outcomes for students? Further, amidst the proliferation of roles, it is unclear to many teachers what the roles are as well as whether, how and for how long these roles may be available to them. The BPS and BTU share a commitment to finding answers to these questions and using them to develop a coherent, accessible, and sustainable "teacher leadership "strategy."

FIGURE 1. Theory of Action Guiding the Teacher Leadership Working Group

GOAL Our aim is to...	Create a district-wide teacher leadership strategy that is:
	▪ **Coherent:** the teacher leadership strategy will be connected to the core work of the district and schools and will be meaningfully embedded within the continuum of a teacher's career. Further, teachers will have a seat at the table with the Superintendent's team with regular meetings.
	▪ **Equitable:** teacher leadership opportunities will be visible and accessible to all teachers and will be normed in type, scope, and structure.
	▪ **Sustainable:** there will be consistent and stable funding with predictable roles and programs for teachers to aspire to.

OBJECTIVES To accomplish this we must...	Develop a shared BPS definition of teacher leadership with a clearly articulated purpose and goals		Assess and map current teacher leadership opportunities	
	Ensure transparent, predictable, and dynamic teacher leadership opportunities	Ensure skillful role of school administrators in creating a distributed leadership model in schools	Identify models for funding sustained implementation of strategy	

OUTCOMES If we are successful we will...	Attract, develop and retain excellent teachers in BPS (especially new teachers)	Attract, develop and retain excellent school administrators in BPS
	Improve outcomes for students	

With financial support from the Nellie Mae Education Foundation, the BPS and BTU convened a 24-member "Teacher Leadership Working Group." Comprised of 10 teacher leaders, 4 school administrators, 9 district leaders, and a research advisor[1], this group is charged with collaborating across 18 months to develop recommendations for a district-wide teacher leadership strategy that is:

- **Coherent:** The teacher leadership strategy will be connected to the core work of the district and schools and will be meaningfully embedded within the continuum of a teacher's career.

- **Equitable:** Teacher leadership opportunities will be visible and accessible to all teachers and will be normed in type, scope, and structure.

- **Sustainable:** There will be consistent and stable funding with predictable roles and programs for teachers to aspire to.

The theory of action guiding the work is that if we create a coherent, equitable and sustainable strategy in which teachers are supported to have the will, skill and ability to be a positive influence on their colleagues' professional practice, then we

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1 See Appendix A to review the membership of the Teacher Leadership Working Group.

will attract, develop and retain more excellent teachers and school administrators in Boston, which will result in improved outcomes for students. Further, we believe teachers will be more likely to have the will, skill and ability for teacher leadership if the district can 1) provide transparent, predictable and dynamic teacher leadership opportunities, 2) ensure school administrators build the skills they need for creating and sustaining effective distributed leadership models in their schools, and 3) identify models for funding a sustained implementation of the strategy. These three objectives will be the focus of the Working Group's attention projected to be completed in Spring 2021.

Phase one of the work, whose findings are contained in this report, have focused on 1) developing a definition of teacher leadership for BPS with a clearly articulated purpose and goals, and 2) mapping current teacher leadership opportunities while assessing teachers' experiences of them.

Since the Working Group began in October 2019, these two objectives have advanced in parallel and through an iterative process: We needed to map teacher leadership opportunities in order to craft an authentic definition that captures what is valued about teacher leadership as it is lived now, and we needed a teacher leadership definition to know which teacher leadership opportunities to map. Through a cyclical process of reading relevant professional literature, collecting and reflecting on data, creating hypotheses and repeating this cycle again, the Teacher Leadership Working Group has been able to come to consensus on its findings regarding the status of teacher leadership in Boston, 2020.

Methods

We had three related but distinct research questions:

1   **What is teacher leadership in Boston?**

2   **In what ways are BPS teachers leading?**

3   **How are BPS teachers experiencing leadership roles?**

Members of the Teacher Leadership Working Group collaboratively examined literature from research and practice to understand existing teacher leadership definitions, roles, programs and systems (see Appendix B). They then put their new understandings together with their deep wealth of experience to gather three forms of data and to analyze it to answer our research questions.

BPS Document Review

The Working Group members examined key documents in order to understand what teacher leadership has meant in Boston Public Schools in the past, present and future. Relevant BPS documents included the following:

- 2010 Teacher Leadership Inventory: This document was used to inform our decisions about what indicators to repeat, build on, or remove in this year's inventory.

- BPS/BTU Teacher Leadership Statement of Purpose: This document was analyzed in order to build on prior thinking in our process for drafting a definition of teacher leadership for our teacher leadership strategy.

- BPS Draft Strategic Vision: 2020-2025: This document was analyzed to identify the critical knowledge and skills required to achieve this vision, and to inspire creative thinking about how requisite capacities might be unleashed or developed through teacher leadership.

Role Inventory Survey

A survey was created to capture the range of formal and informal ways teachers themselves believe they are "influencing the quality of teaching and learning beyond their own classrooms." In advance of creating the survey, Working Group members read reviews of the research on teacher leadership and examined the 2010 Teacher Leadership Inventory. Then, members collaborated to brainstorm questions they had about existing roles, and used an affinity protocol to identify themes. The project's research advisor drafted a survey question to address each theme. Since we wanted to collect descriptions of as many teacher leader roles as possible, the survey was designed to be short: 20 questions requiring approximately 10 minutes to complete.

The GoogleForm survey ([Appendix C](#)) was piloted by 30 teachers (BPS/BTU Teacher Leadership Fund grantees). After results were analyzed, and wording of a few questions adjusted, the survey was distributed widely via three main avenues: the weekly e-bulletin of the Boston Teachers Union (received by approximately 5000 teachers) and the weekly AroundBPS e-bulletin sent to all BPS staff both published an invitation for respondents during four consecutive weeks, and Working Group members strategically identified and committed to inviting their professional networks.

Preliminary analysis of responses began in the November Working Group meeting, when data from the pilot were reviewed via auto-populating data displays, and continued in December, when the Working Group coded the roles by whether they were likely, conditionally or unlikely to meet our draft definition of teacher leadership for Boston. The roles were also analyzed through the creation of a table that identified the formal and informal roles within each scope of influence, (i.e. individual, school, district, etc.) By the time the survey closed on the 15th of January, 151 responses had been received that identified and described 85 unique roles.

Our survey was not designed to identify the most common roles or the proportion of roles that fit a certain description; it was not a random sample with a large response rate. Instead, our survey was designed to help us map the range of types of roles that exist and to analyze how teachers feel about each. Our sampling method and sample size worked well for this purpose. By the time the survey closed, we were receiving duplicate descriptions of roles, and Working Group members, who represent a wide range of roles and experiences in the district, testified to their belief that there were not major categories of roles missing from our inventory.

Our survey was also not designed to collect data on the personal characteristics of the teachers who submitted roles to the Roles Inventory survey or to make conclusions about the distribution of teachers who actually hold these roles. The unit of analysis for the survey was the role.

After the survey closed, the data were uploaded into qualitative analysis software (Dedoose) to identify additional patterns across indicators in the data set. We were able to compare, for example, the responses of teachers who reported a role was having an impact with those who did not agree the role they reported was having an impact, and thus to learn what role design features were associated with this perception.
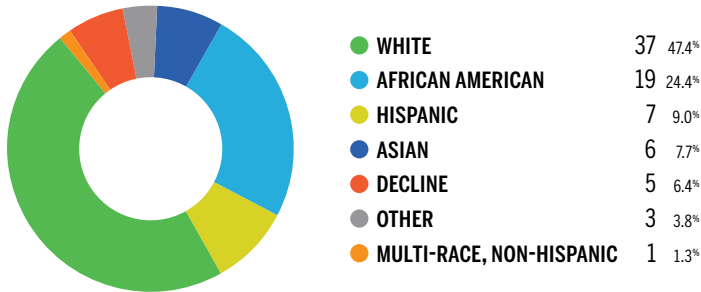
Teacher Leader Experience Interviews

The Teacher Leader Experience Interview was conducted in order to see what was behind the roles listed in the Role Inventory Survey data. We wanted to hear teachers' rich descriptions of these roles in their own words, and to assess how teachers were experiencing the roles they hold. Our theory of action carries the assumption that transparent, predictable and dynamic teacher leadership roles will be a catalyst for attracting and retaining excellent teachers and administrators; thus it was important to identify the conditions that teachers associated with greater satisfaction with their work, and specifically with their career in the Boston Public Schools. The reading and brainstorm activities that helped the Working Group to identify themes for the Roles Inventory Survey were the same set of activities that informed the themes for the Teacher Leader Experience Interview questions. The project's research advisor used documentation from these activities to draft an interview protocol to address each theme. (View protocol in [Appendix D](#).)

Each Working Group member interviewed one to three teachers to pilot the interview protocol before the November meeting, at which time the group reviewed the data and made some refinements to the protocol. In addition, we reviewed the demographics of the compiled respondents, and made a strategic effort to approach the underrepresented groups as we each committed to conducting 3-5 more interviews. This purposive sampling method was appropriate for our study, in which we were interested in collecting the range of perspectives in the community, but did not need to know the prevalence of these perspectives.

Interviews were conducted during a 2½ month window that ended on January 15, 2020 by which time we had heard from 81 teachers who work in 76 of Boston's 125 schools. Among the 81 interview respondents, 47.4% were white and the balance were teachers of color. (See Figure 2) This stands in comparison with the district, in which 60% of BPS teachers are white. Our respondents were 54% female, while the district proportion is 75% female. (See Figure 3) Thus, we have oversampled people of color and men, which elevates the voices of these two minority groups.
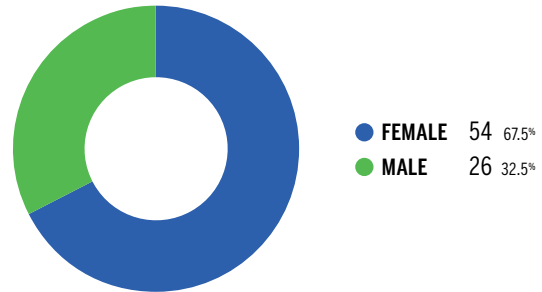
FIGURE 2. Race/Ethnicity Identity of Interview Respondents (n=78)

Respondents picked ONE

●	WHITE	37	47.4%
●	AFRICAN AMERICAN	19	24.4%
●	HISPANIC	7	9.0%
●	ASIAN	6	7.7%
●	DECLINE	5	6.4%
●	OTHER	3	3.8%
●	MULTI-RACE, NON-HISPANIC	1	1.3%

FIGURE 3. Gender Identity of Interview Respondents (n=80)

Respondents provided an open response

|			
●	FEMALE	54	67.5%
●	MALE	26	32.5%

We also strategically pursued the perspectives of teachers in various career stages. We asked interview respondents when they began teaching and where. While the vast majority of respondents had spent their entire career in the Boston Public Schools, most of those dozen teachers who started their careers elsewhere were from area charter, parochial and public schools. (See Figure 4) Recognizing that context and culture are important to teacher leadership, we also identified whether teachers were new to their schools. (See Figure 5) These questions allowed us to discern whether there are differences in how teachers describe their experiences with teacher leadership based on their tenure in the career or longevity in a school.

FIGURE 4. Year Started in Teaching Career (n=80)

Year started in teaching career

YEAR	
1975	
1980	
1985	2
1990	
1995	6
2000	11
2005	9
2010	25
2015	19
2020	8
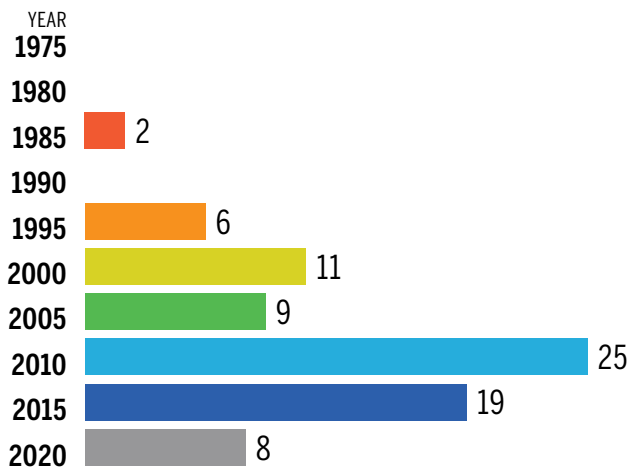
FIGURE 5. Year Started in Current School (n=79)

Year started in current school

YEAR	
1980	
1985	
1990	
1995	3
2000	3
2005	4
2010	11
2015	18
2020	40
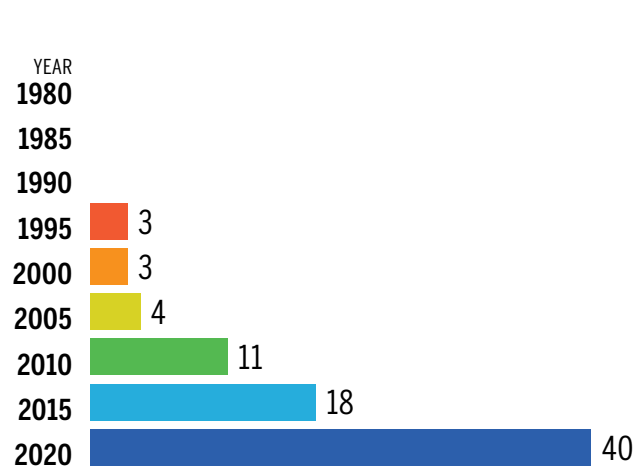
Interview data were analyzed in two main ways. Qualitative excerpts relating to questions of satisfaction, i.e. "describe a satisfying/unsatisfying experience" and "describe conditions that support or limit you in your work", were analyzed by demographic subgroups. The analyses were protected from bias, as members only learned after their analyses were complete that the blind data they had analyzed were not randomly assigned, but grouped by demographic characteristics.

In addition, excerpts from the qualitative data were used to create respondent profiles. Working Group members were asked to select quotes that "represent clear expressions of the experience and perspective of the educators for whom we will be designing" and to tag these with demographic data. Then, small groups of Working Group members collaborated to create profiles that capture characteristics of each type of teacher.

A second version of the interview protocol was created to collect perceptions of teacher leadership from school and district administrators as well. However, only six interviews were collected, three of which were from one school. These data have not been systematically analyzed.

What is teacher leadership in Boston?

Teacher leadership is understood in different ways in different contexts. While teacher leadership is generally understood to involve teachers having a positive influence on their colleagues' professional practice and the profession, this definition is too general to be useful for developing a teacher leadership "strategy."

Our first charge, then, was to develop a definition of teacher leadership that could be used by all stakeholders and that was clear enough to serve as a steady anchor for future efforts to create a coherent teacher leadership strategy. The definition we composed is the following:

Teacher Leadership

PURPOSE

For the BPS teacher leadership strategy, we define teacher leadership as:

The formal and informal ways teachers leverage their varied expertise, diverse voices and professional agency to promote innovation and collaboration that strengthens the capacity of BPS colleagues, school leadership and the central office staff to impact adult learning and student outcomes.

GOALS

Guided by this definition of teacher leadership, our BPS Teacher Leadership System will strategically empower…

SCHOOLS to leverage teachers' expertise, voice, and agency as assets for responding to the needs, interests & challenges of educators & students and to drive the development, implementation and revision of the school's strategic plan.

THE DISTRICT to develop goals and strategies informed by the expertise, voice, and agency of teachers, and to establish clear, consistent and equitable pathways for teachers to assume dynamic opportunities for professional growth, leadership development and career advancement that make Boston Public Schools the best place to build a career of service to our students, our schools, and our communities.

Recognizing that it was unnecessary (and perhaps impossible) for our strategy to encompass all possible conceptions of teacher leadership, our definition clarifies the purpose and focus of our teacher leadership strategy.

There are several notable features of our definition:

- While some definitions focus only on teachers who hold formal roles, our definition includes informal roles, i.e. a collaborative culture and teacher agency to solve problems without a role.
- Our definition names the specialized role and value of teachers as leaders: teachers' varied expertise, diverse voices and professional agency.
- It names what teacher leaders will do: promote innovation and collaboration.
- It names the direct impact teachers are expected to have: strengthen the capacity of BPS colleagues, school leadership and the central office staff.
- It names the ultimate outcome: to improve adult learning and student outcomes.

This definition was informed by analyses that also revealed answers to additional sub-questions below.

💡 **INSIGHTS**

What do Boston's educators value about teacher leadership?

The Working Group members engaged in an interactive activity focused on this question at its first meeting. In addition, similar salient themes emerged from teachers responses to interview questions about satisfying and unsatisfying experiences with teacher leadership. We attempted to honor these perspectives in crafting the teacher leadership definition above, while avoiding the potential pitfall of creating a "laundry list" definition that has so much of everything that it means nothing. Key themes were:

- Having a voice
- Having influence beyond the school
- Transparent and flexible roles
- Differentiation in the career
- Ability to grow
- Ability to connect with colleagues
- Shared experiences with colleagues and administrators
- Making schools better

All of these valued effects of teacher leadership, though, are overshadowed by teachers' fundamental desire to improve outcomes for students. Working Group members and interviewed educators alike agreed that the point of teacher leadership is to make a difference for students.

What are some examples & non-examples of roles that might be the target of our teacher leadership strategy?

BPS teachers submitted descriptions of approximately 85 unique roles through our Role Inventory Survey. Over 200 more were mentioned during interviews. While all of these roles had ways in which they were important to students, teachers or the profession, reviewing this collection of diverse roles allowed us to consider what types of roles might fall outside the purview of our BPS Teacher Leadership Strategy. (See Figure 6)

After examining the roles in our inventory, and informed by our reading of professional literature, the Working Group members identified several examples of roles that they felt were "likely" candidates to play a contributing role within a coherent teacher leadership strategy.

The roles they identified were largely those whose purpose was to impact adult or student learning within individual schools or the district. They included roles in which teachers have an authentic opportunity to influence others with their expertise, voice and agency, through which they have some autonomy in the role, and for which teachers are likely to receive some form of support (e.g. training, funds and/or time). These are roles that the Working Group imagines could best be strategically supported to "promote innovation & collaboration that strengthens the capacity of BPS colleagues, school leadership and the central office staff to impact adult learning and student outcomes" in BPS.

FIGURE 6. **Examples and Non-Examples of Roles to Clarify our BPS Definition of Teacher Leadership**

	Teaching and Learning	Culture and Climate	Policy
LIKELY	▪ Team leader, e.g. common planning team, ILT, etc. ▪ BTU Teacher Leadership Fund Grantee ▪ content specialist or instructional coach	▪ Social Emotional Learning Team Facilitator ▪ Equity Team Leader ▪ BPS LGBTQ Support Services consultant	▪ School Site Council / Governing Board Member ▪ Professional Learning Advisory Board ▪ Superintendent's Transition Team
UNLIKELY	▪ IB coordinator ▪ ESE MCAS-Alt Training Specialist ▪ Higher Ed research partner and/or conference presenter	▪ Staff yoga leader ▪ TLC (tender, loving, climate) or Sunshine Committee chair ▪ Supervisor of attendance	▪ School scheduling team ▪ BTU Negotiating Team member ▪ ESE Teacher Advisory Council

The roles in the "unlikely" category were not deemed to be unworthy roles. Several of them are informal roles that stand to be powerfully influential. These roles simply did not seem good candidates to be harnessed as part of a "strategy" because they are too loosely structured, short-term, broadly-defined or beyond the core work of schools. Teaching at a local university or participating in a national fellowship, for example, are worthwhile, potentially powerful experiences for those individual teachers, but not good candidates to be targets within this strategy, because they have, at best, only an indirect impact on BPS school or district colleagues, school leadership and the central office staff.

FIGURE 7. Conditions Likely to be Important for Roles to Address the Target Outcomes of our Teacher Leadership Strategy

- Is there a clear purpose linked to adult or student learning?
- Is it aligned to the needs of the school or district?
- Does the role impact the school community?
- Is it an authentic opportunity to influence others with expertise, voice and/or agency?
- Does the teacher have some autonomy in the role, for example, what, when and how to do the work?
- Is training/leadership development provided?
- Is there time dedicated/protected to complete the responsibilities of this role?
- Is the role created and implemented within a structure of distributed leadership?

It should be noted that the majority of roles from the inventory were labelled as neither "likely" nor "unlikely." Such roles were either loosely-defined or variously defined, leading Working Group members to identify conditions under which the role *might* be a clear example. For example, some ILT members described their role as a communication liaison, whose purpose was merely to relay messages, while others described these same roles as key partners in schoolwide decision-making. Working Group members agreed that where ILT members were merely relating information, they were not good candidates for the strategy, but where they were decision-makers, they should be included in a strategy designed to catalyze the teaching profession in Boston and transform teaching and learning. In these cases, the efficacy of the role is based on the activities or work the teacher leader does in the role versus the title of the role.

? Question N° 1 asks, "What is teacher leadership in Boston?"

Recognizing that teacher leadership is understood in different ways in different contexts, we consulted literature from research and practice, data from interviews and surveys, and our own experiences to construct a definition of teacher leadership that could be used by all stakeholders and that was clear enough to serve as a steady anchor for future efforts to create a coherent teacher leadership strategy.

In Boston, teacher leadership is:

The formal and informal ways teachers leverage their varied expertise, diverse voices and professional agency to promote innovation and collaboration that strengthens the capacity of BPS colleagues, school leadership and the central office staff to impact adult learning and student outcomes.

In what ways are teachers currently leading?

Over 300 unique informal and formal roles were identified through the inventory and interviews. (See Appendix E for full list.) Most of those roles (58%) were designed to have an impact on the quality of teaching practice and student learning. Such roles included professional learning support through coaching, mentoring, or leading PD; teamwork focused on curriculum, instruction or assessment; and advisory roles to ensure support and accountability are in place for strong instruction. Other roles were seen as strategies to influence school culture and the professional climate (24%), the school's organizational systems (10%), district or state policy (4%) or professional associations or networks (4%). (See Figure 8) These judgments were based on teachers' perceptions of the aim of their roles, as only 30% of these roles had written job descriptions. Roles varied in the scope they were designed to influence. About half of the roles reported in the survey (51%) positioned teachers to have school-wide influence, while an additional 23% of roles gave teachers influence over teams and individuals within those schools. (See Figure 9)
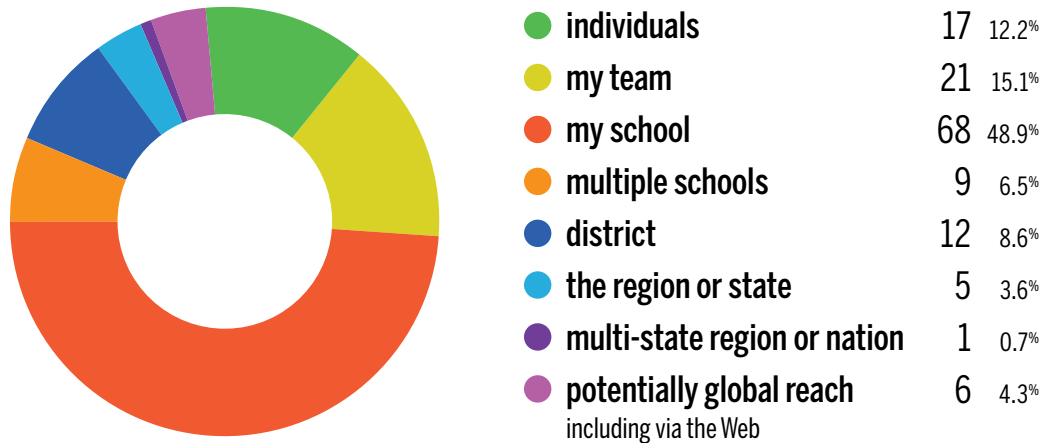
FIGURE 8. Aim of Influence (n=137)

Respondents were asked to finish this sentence: "The influence I exert on education beyond my own classroom could best be described as an influence on…" They were allowed to select only one choice.

● the quality of teaching practice and student learning	80	58.4%
● the school culture and professional climate	33	24.1%
● the school or team organizational systems	13	9.5%
● district or state policy	6	4.4%
● professional associations and/or networks	5	3.6%

FIGURE 9. Scope of Influence (n=139)

Respondents were asked to choose the ONE that most closely describes their scope of influence with regard to the identified role.

|		
● individuals	17	12.2%
● my team	21	15.1%
● my school	68	48.9%
● multiple schools	9	6.5%
● district	12	8.6%
● the region or state	5	3.6%
● multi-state region or nation	1	0.7%
● potentially global reach including via the Web	6	4.3%

One widely-used national framework for categorizing the areas of influence of teacher leadership is the Teacher Leader Model Standards (ETS, 2011). This framework is commonly used to anchor teacher leader preparation programs and other teacher leadership support strategies, as well as to frame research studies. Therefore, it seemed worthwhile to identify examples of each standard within the Boston pool of teacher leader roles. Importantly, most of the roles submitted to the BPS Role Inventory Survey aligned with the standards on collaborative culture (Standard I) and promoting professional learning (Standard III), two high-leverage ways to deploy the talents of teachers as leaders. (See Figure 10)

FIGURE 10. **Alignment to the Teacher Leader Model Standards (n=148)**

Respondents selected up to three. Note that these seven choices align to the ETS Teacher Leader Model Standards.

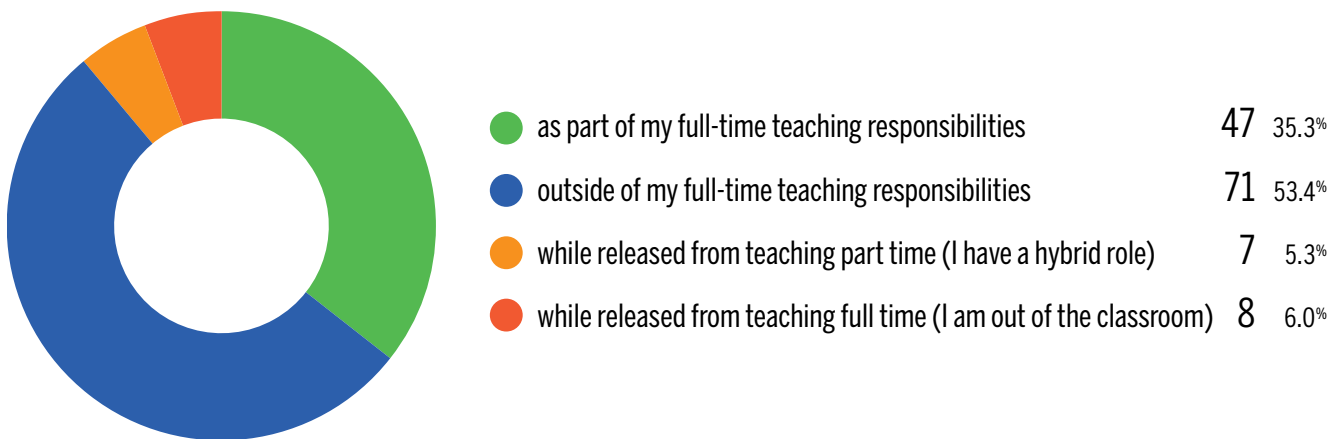**Which of the following are important aspects of performing the role?**
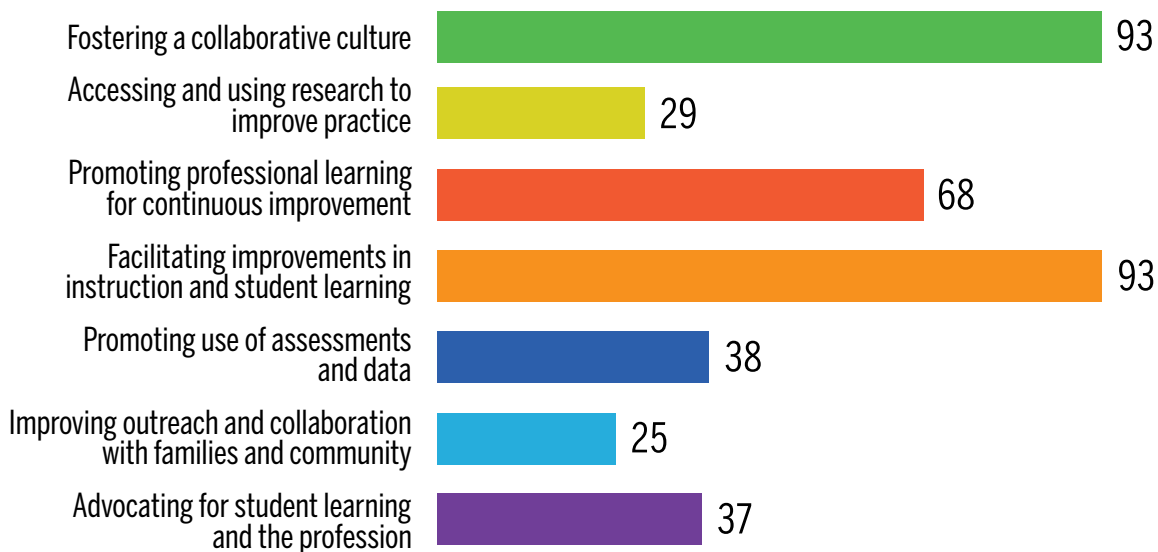
These percentages are reported not to suggest that these proportions match patterns that would be found throughout the BPS, but simply to identify the types of roles that warrant a closer look to identify further variation. For example, recognizing that over half of roles in our inventory were identified as designed to influence the school, we're prompted to wonder: How do teachers balance these roles with teaching? What is the range of ways teachers end up with such roles? What partnerships are involved in supporting these roles? Questions such as these are answered in the following section.

How are those roles structured?

Over half of roles (53%) reported in the Roles Inventory were those teachers performed on top of full-time classroom teaching, while 35% were considered by teachers to be part of their full-time responsibilities. A small proportion of respondents—the remaining 11%—described being released full or part-time to perform their roles. (See Figure 11)

FIGURE 11. **Balance of Teaching and Leadership Roles (n=133)**

After identifying and describing a role, respondents were asked to indicate when they play this role.

🟢 as part of my full-time teaching responsibilities	47	35.3%
🔵 outside of my full-time teaching responsibilities	71	53.4%
🟠 while released from teaching part time (I have a hybrid role)	7	5.3%
🔴 while released from teaching full time (I am out of the classroom)	8	6.0%

Most teachers surveyed (54%) estimated they spend one to five hours per week on these roles and another 25% spend more than five hours per week (see Figure 12), yet just under 60% receive some kind of compensation. (See Figure 13) Teachers described a range of forms of compensation. Financial rewards came in the form of stipends ($100-$4000), salary differential (4%-10%), or the hourly BTU rate (approximately $50/hour). In addition or instead, teachers might be released full time or in part from classroom or administrative duties, and they occasionally receive alternate forms of compensation such as graduate credit vouchers.

Eighty-five of the 151 teachers surveyed indicated their roles were compensated in some way, while 62 indicated they were not. BTU roles and BPS district roles were most likely to be compensated in some way, usually with pay or release time. The least likely roles to be compensated were roles within professional associations and non-profit organizations, which makes sense as such involvements are frequently regarded as service.

FIGURE 12. Time Commitment (n=148)

Respondents were asked to identify which of the following choices most closely matches the amount of time they spend on the identified role.

🔴	less than one hour per month / less than twelve hours per YEAR	11	7.4%
🟠	less than one hour per week / less than five hours per MONTH	22	14.9%
🔵	one to five hours per WEEK	81	54.7%
🟢	six to twenty hours per WEEK	19	12.8%
🔵	more than twenty hours per WEEK	15	10.1%

FIGURE 13. Compensation (n=147)

Respondents were asked whether the role is compensated, such as with money or release time.

|			
🔵	Yes, compensated in some way	85	57.8%
🟢	No compensation	62	42.2%
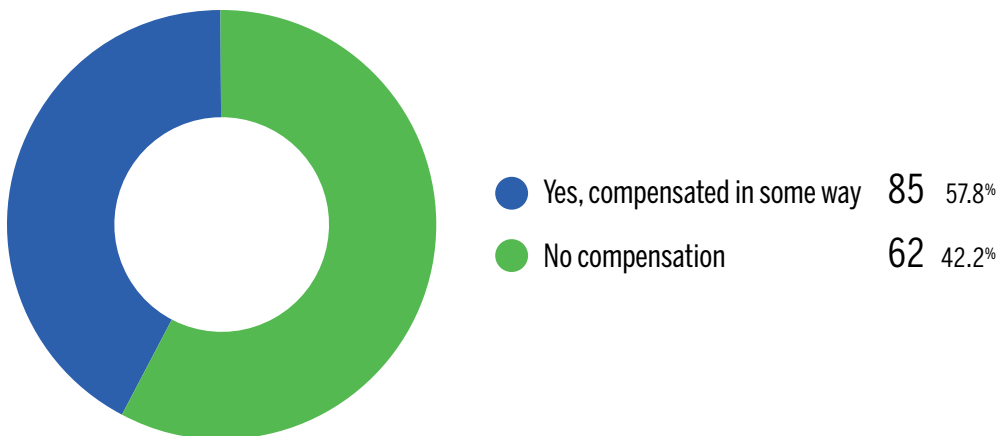
While compensated roles were just as likely as uncompensated roles to have a particular "scope of influence," such as individuals, teams, school, district, region or state, there was variation in the aim of influence. Specifically, two thirds of roles designed to influence the quality of teaching practice and student learning, the organizational systems, or district and state policy were compensated, while only one-third of roles focused on changing the culture of the school were compensated. As might be expected, roles requiring greater time commitment were more likely to be compensated. Specifically, over half of roles reported to require one to five hours per week were compensated, nearly three-quarters of roles requiring six to 20 hours per week were compensated, and 100% of roles requiring more than 20 hours per week were compensated. In addition, compensated roles were more frequently reported to be valued as career advancement.

Many survey respondents reported that there was no one else in their school with the role they hold. And, teachers surveyed largely did not know whether they have role-alike colleagues in their district or the region. (See Figure 14) The roles for which there were reported to be 26 or more at the district and region level included generic roles such as mentor, school leadership team member and professional developer, not cohorts of a specific program-based role.

FIGURE 14. Number of Others with the Role (n=141)

Respondents were asked to estimate approximately how many other teachers play this identified role.
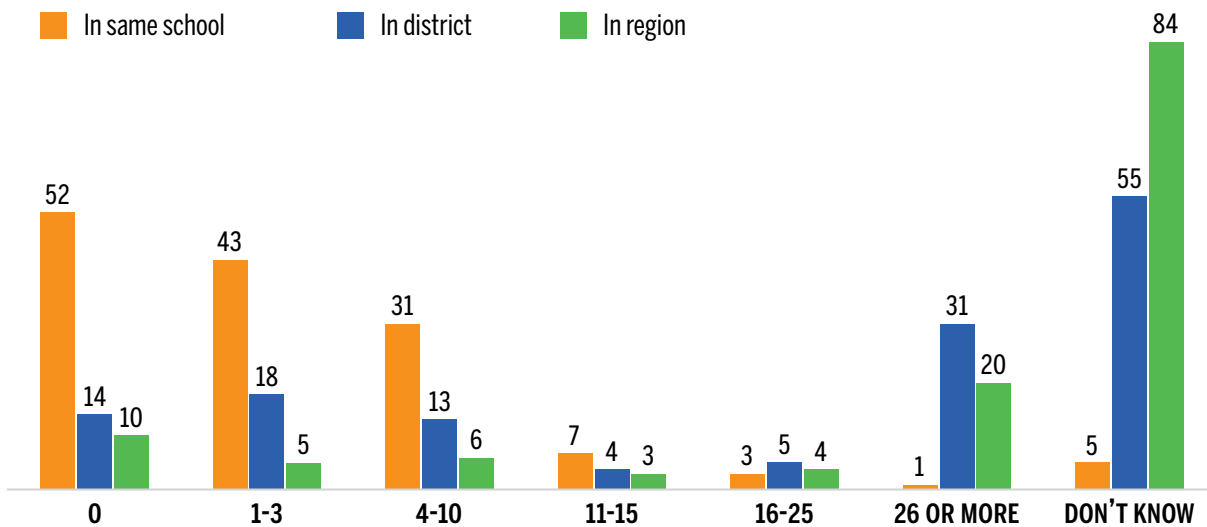
How are roles attained?

Teachers were recruited, elected, appointed or required to lead; and in addition, they may have volunteered or applied for their roles.

Given six survey response options to describe how they came to find themselves in their teacher leader role, many respondents selected more than one choice. The majority of respondents indicated some willingness to assume the role, as the teacher had applied, was elected or assumed the role of their own volition. This was true even for those who indicated they were required to assume the role. (See Figure 15) For some roles, the attainment process varied by school. For example, the process of attaining a role as a member of a school's Instructional Leadership Team, which was the most frequently-reported role in the inventory, varied widely across schools and included all six of these role attainment pathways.
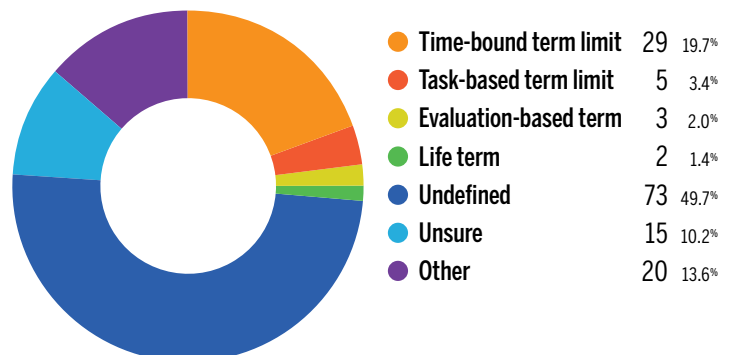
FIGURE 15. Role Attainment Process (n=149)

- Respondents were asked to identify how they came to find themselves in this role.
- Respondents were able to make more than one choice.
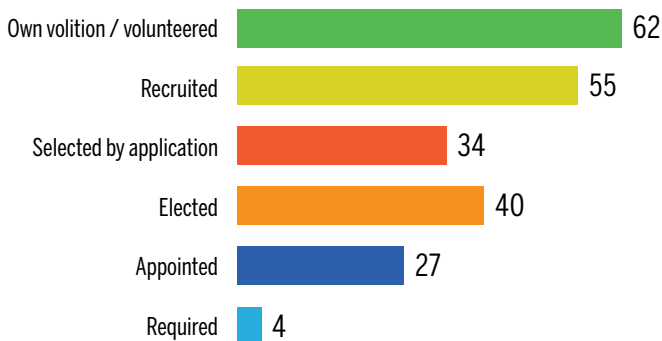
FIGURE 16. Role Exit or Turnover Process (n=147)

- Respondents were asked if any of the following play a role in determining the length of their tenure in the role.
- Respondents selected only one of the choices.

Time-bound term limit	29	19.7%
Task-based term limit	5	3.4%
Evaluation-based term	3	2.0%
Life term	2	1.4%
Undefined	73	49.7%
Unsure	15	10.2%
Other	20	13.6%

The attainment of school-based roles most commonly involved recruitment, and less commonly required an application. About half of the district-based roles reported in the survey were also filled through recruitment, while about half of reported BTU-assigned roles were attained through an election. Very few teachers reported being required to hold a role. (See Figure 17)

FIGURE 17. Role Attainment Processes by Role Owner

Note: Respondents reported on 151 roles, and reported the role attainment process by selecting all that apply from the six choices below.

Role Owner	Volition	Recruited	Application	Appointed	Elected	Required
School (n=83)	33 (39.3%)	33 (39.6%)	15 (17.9%)	20 (24.1%)	19 (22.6%)	3 (3.6%)
District (n=51)	17 (32.7%)	25 (48.1%)	17 (32.7%)	7 (13.7%)	18 (34.6%)	2 (3.8%)
BTU or AFT (n=27)	10 (37%)	6 (22.2%)	13 (48.1%)	5 (18.5%)	14 (51.9%)	0
Professional Assoc. (n=6)	4 (66.7%)	2 (33.3%)	2 (33.3%)	1 (16.7%)	2 (33.3%)	0
College or Univ (n=11)	4 (36.4%)	5 (45.5%)	3 (27.3%)	1 (9.1%)	3 (27.3%)	0
Non-profit or Civic Org (n=12)	7 (58.3%)	5 (41.7%)	2 (16.7%)	0	3 (25%)	0
For-Profit Org (n=3)	1 (33.3%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	1 (33.3%)	0
Blank (n=24)	15 (65.2%)	7 (30.4%)	2 (8.7%)	0	4 (17.4%)	1 (7.1%)

With regard to recruitment, several respondents named specific characteristics that they believed were sought during recruitment for the role. Most common was content knowledge required for content-based roles. For other roles, teachers were recruited based upon role-relevant experience, race/ethnicity, teaching position (e.g. must be a second-grade teacher), other roles they held (e.g. ILT members must be a grade-level team leader), commitments (e.g. to collaboration or anti-racism), or participation in pre-requisite training.

Interestingly, while the role attainment processes were relatively clear, the role exit or turnover processes were not. Approximately half of the reported roles did not have clear guidelines on if or when the term would ever be over. Approximately one-fifth of roles were reported to have a time-bound term limit. (See Figure 16) These were generally reported to be one to three years in duration, where longer terms were timed for staggered turnover. Four roles were reported to have task-dependent terms. These involved creating a curriculum or other project, and the role terminated once the product was completed. Most of the teachers who indicated "other" explained that the role was funding- or grant-dependent.

Many, but not all, of the roles that teachers identified as having a "life term" were informal initiatives, which teachers could perform as long as they were inclined to do so. Some roles were reported with variation, for example, two teachers reported their ILT/grade-level leadership to be a life-time appointment, while most others experienced this role as annual. Only a few teachers referred to the existence of a reapplication or reappointment process for their roles.

How are formal roles supported and accountable?

Respondents were asked to identify the "role owners," that is, the institutions that play a part in making the role happen. This question helped to reveal the range of types of partners that support teacher leadership, e.g. schools, district programs, departments or central offices; unions or other professional associations; colleges or universities; non-profit or civic organizations; or for-profit organizations. (See Figure 18) Further, it allowed us to see what kind of collaborations were at work among these institutions to provide the preparation, training, logistics, materials, information and funding for the role's success. Survey respondents who reported informal roles largely left the question blank.

FIGURE 18. Role Owner (n=131)

- Respondents were asked which of the following play a role in making the role happen.
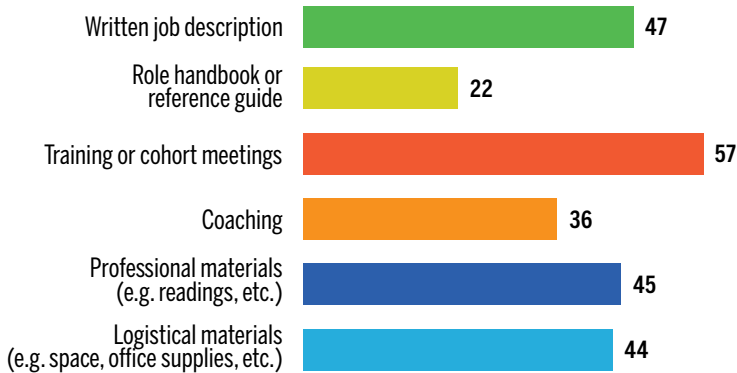- Respondents were invited to select all that apply
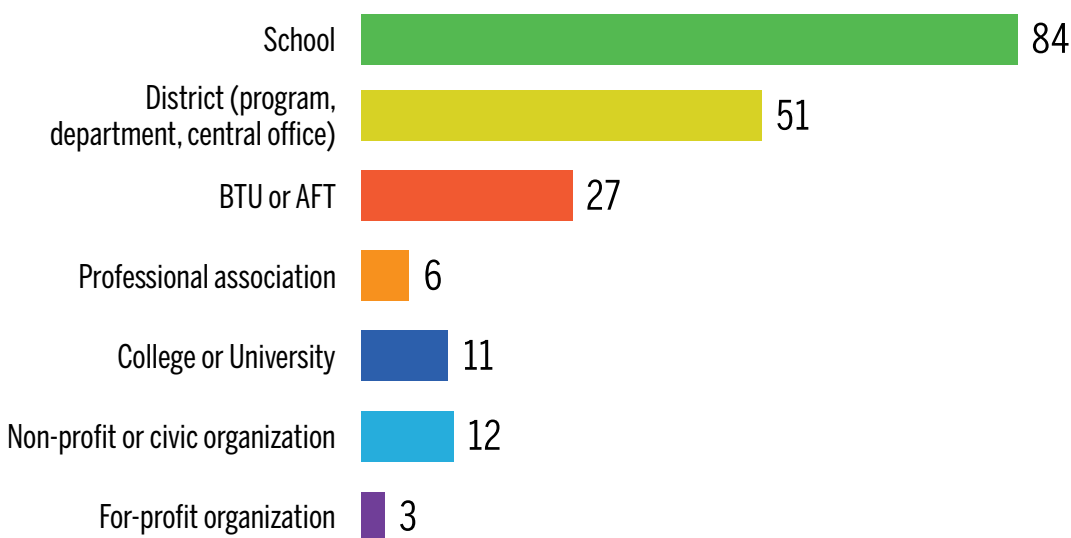
As mentioned previously, the roles reported in our inventory survey were most commonly reported to have their scope of influence at the school level, yet many were supported by partners beyond the school. One teacher, for example, reported that her role facilitating a school-based social & emotional learning team was supported by the school, district, local university and a professional association. Many team-based roles were reported to involve a partnership among the school, district and BTU. Teacher Facilitated Time (TFT) leaders, for example, are appointed by and serve the school, compensated through the district, and supported with facilitator training through the BTU. Peer Assistants and other teacher evaluators also benefit from this three-way partnership. School-based collaborations that involved the district were characterized by connections to central office departments, such as Language Assessment Team (LATF) Facilitators, Math Facilitators, or Department Head, Content Coach or Data Inquiry Facilitator.

Some roles did not engage the support of more than one "owner" or supporter. They were the types of teacher leadership opportunities teachers sought out independently, such as leading PD, creating products or coaching for a non-profit organization, and participating with a university on research and writing projects.

Survey respondents were presented with a list of supports identified by the Working Group as high-leverage ways to understand the expectations of the roles and to learn to perform them skillfully. When asked to identify the supports they received, however, approximately one third of respondents indicated they received no supports by leaving the question blank. This minority of respondents largely held informal roles. The remaining two-thirds of respondents reported receiving one or more types of support. (See Figure 19) District-based roles were reported to have more formal supports and more forms of accountability than school-based roles. This may make sense in that school-level roles are less likely to have the infrastructure needed to provide supports such as training and materials, or for accountability measures that might include observations or activity logs. (See Figure 20)
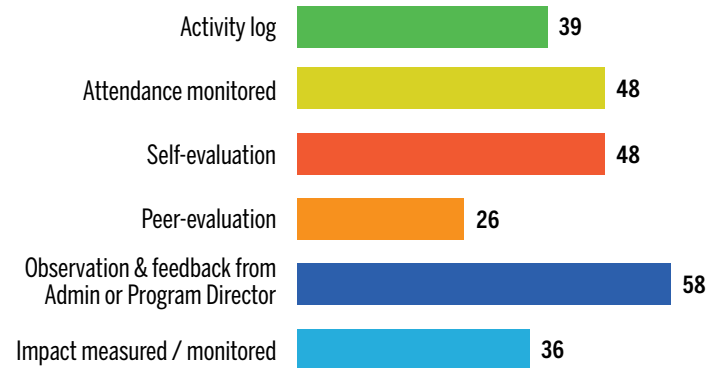
FIGURE 19. Supports Received (n=101)

Respondents selected all that apply.

Support	Count
Written job description	47
Role handbook or reference guide	22
Training or cohort meetings	57
Coaching	36
Professional materials (e.g. readings, etc.)	45
Logistical materials (e.g. space, office supplies, etc.)	44

FIGURE 20. Accountability (n=131)

Respondents selected all that apply.

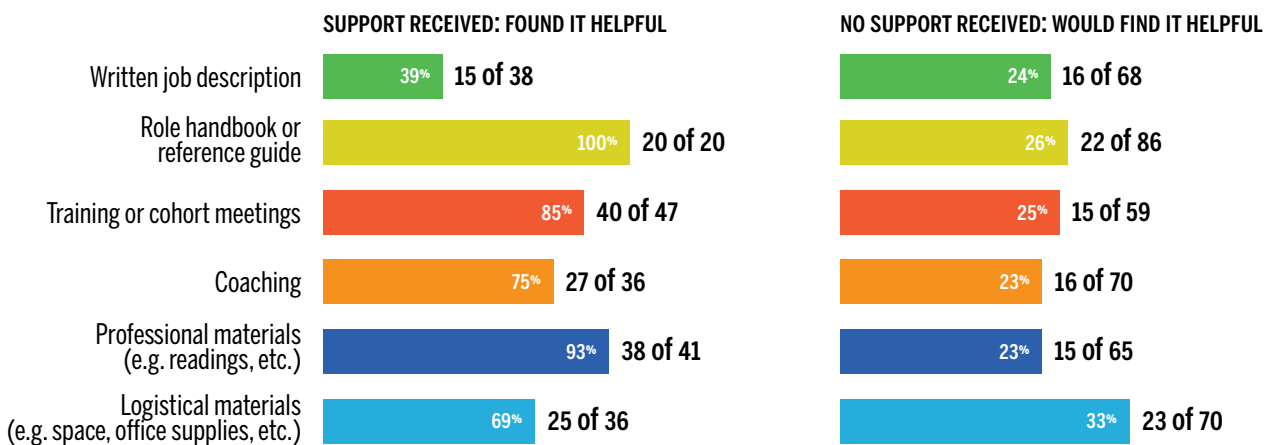| Accountability	Count
Activity log	39
Attendance monitored	48
Self-evaluation	48
Peer-evaluation	26
Observation & feedback from Admin or Program Director	58
Impact measured / monitored	36

Asking about whether supports are received does not tell us whether these supports are successful at making the role more effective. After piloting the survey with 31 respondents, the Working Group decided it would be useful to also collect respondents' perceptions about whether the supports they reported receiving for the role were helpful, as well as whether supports they did not receive were perceived as potentially helpful.

On closer inspection of the 106 responses received after these questions were added, we saw that while very few teachers reported receiving a written role handbook (20), 100% of those who did receive one found it helpful. Professional materials, training, coaching and logistical materials were also viewed as helpful by the majority of teachers who reported receiving them. A written job description was least likely to be reported as helpful by those who received one, at only 39%. (See Figure 21)

FIGURE 21. Supports Helpful or Perceived Helpful, by Type of Support (n=106)

Support	SUPPORT RECEIVED: FOUND IT HELPFUL	NO SUPPORT RECEIVED: WOULD FIND IT HELPFUL
Written job description	39% — 15 of 38	24% — 16 of 68
Role handbook or reference guide	100% — 20 of 20	26% — 22 of 86
Training or cohort meetings	85% — 40 of 47	25% — 15 of 59
Coaching	75% — 27 of 36	23% — 16 of 70
Professional materials (e.g. readings, etc.)	93% — 38 of 41	23% — 15 of 65
Logistical materials (e.g. space, office supplies, etc.)	69% — 25 of 36	33% — 23 of 70

Interestingly, only 23% to 33% of respondents who reported not receiving support indicated that they believed this support would have been helpful. This low proportion is partially explained by the large number of informal roles reported. Many of these teachers, for example, reported influencing teaching and learning beyond their own classrooms through roles of their own design such as being an influence on the professional culture of their school, modeling instructional practices for colleagues, or advocating for policy change. It stands to reason that formal supports might be seen as potential threats to teachers' sense of agency in these independently-driven efforts. Further, interview data described ways in which "supports" received were sometimes unsupportive, such as cohort meetings in which members were not given the opportunity to interact with each other or job descriptions that were so vague or misaligned to the actual work as to be worthless.

❓ Question N° 2 asks, "In what ways are teachers currently leading?"

Teachers revealed over 300 unique formal and informal, direct and indirect ways they influence the quality of teaching and learning beyond their own classrooms. These roles are loosely structured and supported.

Key findings:

- **More than half of roles were understood to have the aim of influencing the quality of teaching practice and student learning.** Such roles included professional learning support through coaching, mentoring, or leading PD; teamwork focused on curriculum, instruction or assessment; and advisory roles to ensure support and accountability are in place for strong instruction. One fourth were roles that aim to improve the school culture and/or professional climate.

- **The intended scope of influence of most roles was the school.** In fact, the school played a role in making most roles happen.

- **Most teachers surveyed indicated that they assume their leadership responsibilities on top of full-time classroom teaching.** Only 11% reported being released from teaching full- or part-time to perform their leadership responsibilities.

- **Just over half of reported roles earned the teacher leader some kind of compensation.** The forms of compensation they received included pay (stipends, salary differential or hourly rate), release time, or graduate course vouchers.

- **Most teacher leadership roles reported had no written job description.** In fact, only about one-third did so. While most teachers were unsure of how long their tenure in their roles would last, teachers came to find themselves in roles through multiple pathways. They were recruited, elected, and appointed, but seldom required. Sometimes they applied for their roles, but most frequently they volunteered or created roles for themselves.

- **Only half of school- & district-owned roles were reported to have formal supports,** such as a written job description, a handbook or reference guide, training or cohort meetings, and professional or logistical materials. Only one fourth of teachers who received such supports indicated these supports were helpful, and fewer than one fourth of teacher leaders who did not receive them felt they would have been helpful if received.

How are teachers experiencing leadership roles?

87% of teachers agreed that the role they described in the survey contributes positively to their professional growth, slightly fewer (71%) agreed that the role contributes positively to their desire to continue working in BPS, and 68% agreed that in the role they are successful in having the intended impact. (See Figure 22)

While the percentages do not represent the proportion of teachers' perceptions of role satisfaction across BPS, this question was asked to allow us to disaggregate the data and see what role characteristics are associated with high and low role satisfaction.

FIGURE 22. Role Satisfaction (n=151 & 121*)

The first 30 respondents did not have an opportunity to answer the final two questions, (i.e. intended impact & continue in BPS).
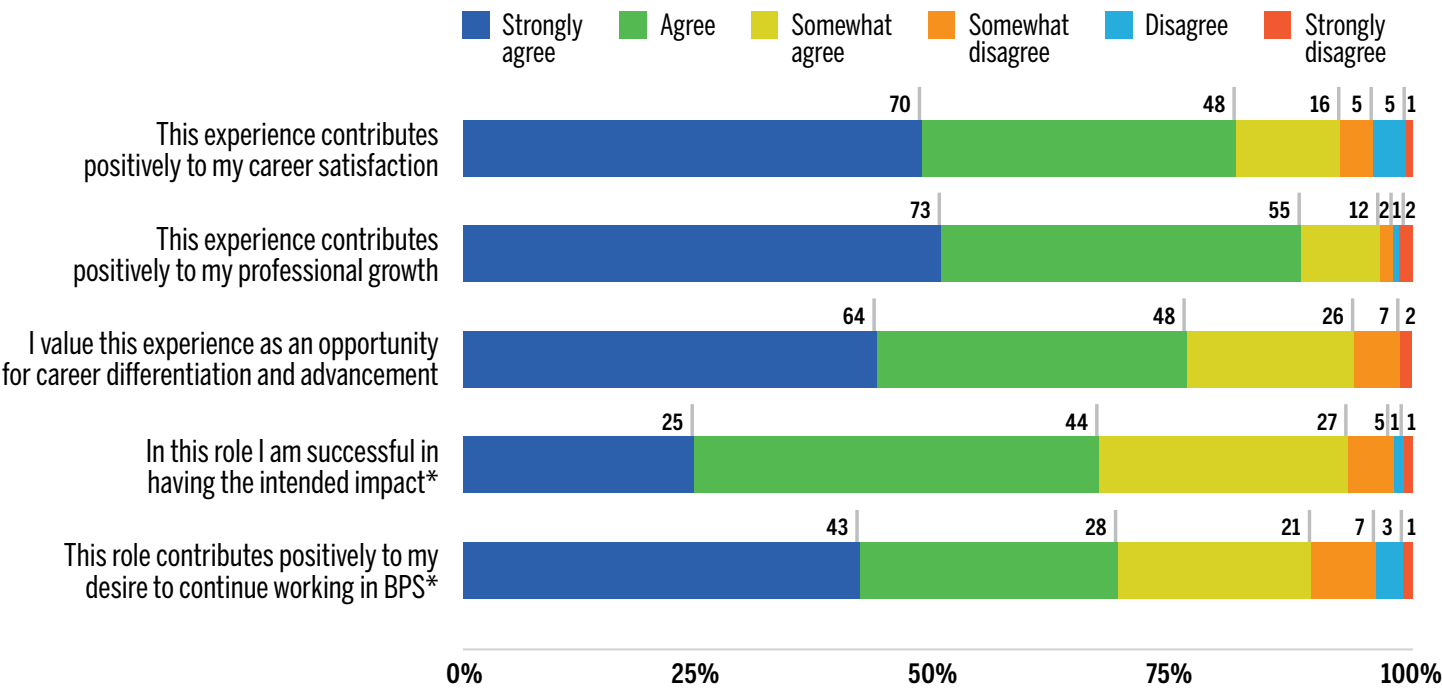
How do experiences differ by sub-group?

Interviews explored teachers' career satisfaction and the conditions that support teachers to have positive experiences with teacher leadership. Interestingly, differences emerged by sub-group. (See Figure 23; View full report in Appendix F.)

As mentioned earlier, 47.4% of our interview respondents were white and the balance were teachers of color. This stands in comparison with the district, in which 60% are white. Thus, we oversampled people of color to provide a wider range of responses from this important subgroup.

In describing the impact of their leadership roles on their career satisfaction, a strong theme that ran through responses of teachers of color was *agency beyond the classroom*. These teachers described ways the role positioned them to do work that feels important to them, gave them a sense of efficacy, helped them to strengthen the skills needed to feel successful, and provided a network of support so they can make a difference. One teacher explained, "there are issues we couldn't fix here, but we could fix it at a higher level," and another reflected "I truly felt like I was using my talent for good."

These teachers also described situations in their schools that felt "challenging and backwards," but taking on leadership roles gave several of these teachers of color a "feeling of agency," and a sense that one "could change some of it."

In contrast, white teachers more frequently talked about their *professional growth as teachers*. Several white teachers we interviewed discussed the ways their roles exposed them to new ideas they could use within their own classrooms, to "see what works" in other places and bring it back, and to "continually challenge myself." One of our respondents who is currently out of the classroom described the benefit of her role this way: "I will be a much better teacher when I go back to the classroom. It's all about me continuing to challenge myself." Another teacher tied her leadership roles directly to her satisfaction in teaching. She predicted, "I plan to continue teaching, but if there were no teacher leadership opportunities, I would likely move on to something else for the opportunity to grow and develop."

FIGURE 23. Key Distinctions in the Experiences of Sub-Groups of Teacher Leaders

Group A: White Teachers (n= 37)	**Group B: Teachers of Color** (n=44)
Wanted: professional growth as teachers **Needed:** ■ Role Structure ■ Impact ■ Relationships ■ Authentic Leadership	**Wanted:** agency beyond the classroom **Needed:** ■ Clear purpose ■ Growth Supports ■ Trusting Relationships ■ Value Teacher Voice
Group C: Taught Less Than 10 Years (n=27)	**Group D: Taught More Than 10 Years** (n=54)
Wanted: opportunity **Needed:** ■ Support and trust from colleagues & school leadership ■ Training for the role; increasing effectiveness in the classroom ■ Time	**Wanted:** validation **Needed:** ■ Clear need and opportunity for agency in leadership ■ Time within the day and to persist ■ Specific PD, training, and peer support

Time and relationships (with colleagues and with administrators) were identified by all teachers as conditions important to their success with teacher leadership. The teachers of color in our sample also identified clear purpose for the role, supports for professional growth and opportunities for teacher voice as important. Different conditions emerged from the interviews of white teachers, who emphasized the importance of role structure, leadership and impact for their satisfaction in teacher leader roles.

We also over-sampled early career teachers in our interviews. One-third of our interview respondents began their teaching careers within the past ten years. In discussion of their career satisfaction, early career teachers saw opportunity in new roles. They described ways they hoped to learn and grow in the role, to connect with new networks and new ideas from beyond their schools, to make a bigger difference for students and to learn about their own strengths. Roles offered potential and possibility. Many did discuss feeling discouraged or overwhelmed at times, but some of those same teachers also described their roles as "satisfying." One said, "it keeps me going."

In contrast, veteran teachers consistently saw validation in leadership roles. The terms "recognition" and "sense of accomplishment" were used frequently as they described wanting to have a voice in decision-making and to help others. Culture was also on the minds of veteran teachers as they described role satisfaction. Collaboration, trust and communication were seen as important to their sense of satisfaction in their roles.

What supports or conditions do they like/want?

The Working Group's analysis of roles that "conditionally" fit our definition of teacher leadership helped the team to identify conditions that teachers want. These will be important for our teacher leadership system. They suggest that our system should:

- Clarify the purpose of roles, ensuring they are aligned to student needs and/or instructional priorities
- Ensure all formal roles have a role handbook that outlines expectations and the scope of authority of the role
- Provide structures needed to support the work, including time, access to research-based resources, etc.
- Provide training in leadership, andragogy and trust-building, including opportunities for networking that allow teacher leaders to learn from each other
- Build ways to make the impact of the work visible

What do teachers identify as evidence of impact?

Most survey respondents who felt a sense of success with the intended impact of their role were those whose roles address school needs. It makes sense, then, that interview data would reveal that teachers most commonly identify school-based factors as evidence of impact. In interviews, we asked participants to identify any ways their teacher leader role might be a contributing factor to demonstrated student learning outcomes, changes in school culture, or impact on their career satisfaction in BPS. In all three cases, teachers pointed primarily to school-based factors that provide evidence of student learning objectives and school culture changes.

With regard to student learning outcomes, teachers described the impact their roles had on changes in their CPT meetings, teacher-led PD, locally-created assessments, and other school-based activities focused on student learning outcomes.

Descriptions of the impact on school culture similarly emphasized school-level change: more collaboration, sense of connectedness, more welcoming, shared expectations for students and for teachers' work with each other, and more comfort in taking risks.

Qualitative data analysis results reinforce the data in Figure 22 and help explain why over 70% of teachers strongly agree or agree that their role contributes positively to their desire to continue working in BPS. This 70% of teachers were more likely to describe how their roles empower them to feel there is more they can do to make a difference in their schools. They explained that assuming roles validates their expertise, strengthens their confidence in their voice, breaks down barriers with administrators—all emboldening them to stand up for students.

💬? **Question Nº 3 asks, "How are teachers experiencing those roles?"**

Teachers' willingness to assume roles makes it possible to extend the influence of their expertise to more students, so their satisfaction with their roles is important.

- **Teachers largely agreed that the roles they reported bring them satisfaction.** More than two-thirds of survey respondents indicated that the roles they reported contribute positively to their professional growth, contribute positively to their desire to continue working in BPS, and make them feel successful in having the intended impact.

- **Teachers know what conditions are important to their satisfaction and success in their roles.** Time and relationships (with colleagues and with administrators) were the most salient factors important to teachers' satisfaction with their roles.

  - **Teachers of color** frequently discussed the following factors as important for influencing their satisfaction with their roles: having a clear purpose for the role, supports for their professional growth in the role and ability to influence through teacher voice.

  - **Veteran teachers** were more likely to report wanting agency within the role than teachers who had taught fewer than ten years.

- **Teachers largely feel a sense of success from their roles.** The majority of survey respondents were able to describe specific ways in which they felt their leadership was having:

  - **Impact on their students** (e.g. via changes in their CPT meetings, teacher-led PD, and assessment practices)

  - **Impact on their school culture** (e.g. improved collaboration, sense of connectedness, and shared expectations)

  - **Impact on their career satisfaction** (e.g. validates their expertise, strengthens confidence in their voice, and breaks down barriers with school and district administrators).

Discussion & Conclusion

What is the status of teacher leadership in the Boston Public Schools today?

In 2020, BPS teachers are using their varied expertise, diverse voices and professional agency to promote innovation and collaboration that strengthens the capacity of BPS colleagues, school leadership and the central office staff to impact adult learning and student outcomes in a variety of ways.

They do so in over 300 formal and informal ways. These ways:

- Influence colleagues at the individual, team, school, district, regional, state, national levels and global levels
- Influence the quality of teaching, the school culture, the professional climate, the organizational systems, local policy, or their professional associations
- Often involve the challenge of balancing teaching with leadership responsibilities
- Demand their attention for several hours each month, though rarely with compensation
- Are occasionally enhanced by helpful supports, but seldom supported with a useful job description
- Sometimes leverage community partners outside of BPS to support their success
- Are contributing positively to their professional growth, sense of satisfaction with the career and their desire to continue working in BPS

While respondents largely agreed that the roles they reported bring them satisfaction, the factors that they identified as contributing to their satisfaction varied by subgroup, with teachers of color more likely than the white teachers we interviewed to require clear purpose, support for growth in the role and opportunity for voice; and veteran teachers more likely than early-career teachers to require agency in their roles.

Nearly all teachers discussed the importance of feeling they are having an impact. Respondents described specific ways they feel their roles are having an impact on their students, the school culture and their own careers.

These findings provide a clear picture of the current status of teacher leadership in Boston, and point to recommendations that can inform the Teacher Leadership Working Group's effort to create a district-wide teacher leadership strategy that is coherent, equitable, and sustainable.

Goal of the Teacher Leadership Working Group

Create a district-wide teacher leadership strategy that is:

- **Coherent:** the teacher leadership strategy will be connected to the core work of the district and schools and will be meaningfully embedded within the continuum of a teacher's career. Further, teachers will have a seat at the table with the Superintendent's team with regular meetings.
- **Equitable:** teacher leadership opportunities will be visible and accessible to all teachers and will be normed in type, scope, and structure.
- **Sustainable:** there will be consistent and stable funding with predictable roles and programs for teachers to aspire to.

Recommendations

With such a significant investment of time, energy, funds and effort going into teacher leadership, it is important to consider how all of teachers' influential leadership activity might be strategically supported and coordinated to have the transformative impact that Boston's schoolchildren need.

Above we identify broad patterns that describe the range of ways teachers are leading in Boston and how teachers feel about these experiences. By examining the variation within these broad patterns, we were able to hypothesize about steps that could be taken so that Boston teachers can experience teacher leadership that is more *coherent* (connected to the core work of the district and schools and meaningfully embedded within the continuum of a teacher's career), more *equitable* (visible and accessible to all teachers and normed in type, scope, and structure), and more *sustainable* (supported by consistent and stable funding so there are predictable roles and programs for teachers to aspire to).

Our definition of teacher leadership communicates the value we heard teachers place on teacher leadership for 1) elevating teachers' voices and impact, 2) strengthening shared leadership and collaboration and 3) promoting system-wide coherence and learning. By examining teachers' explanations of how they are currently leading and experiencing leadership, we were able to use teachers' own words to form recommendations for a teacher leadership strategy that aligns with these values.

Elevating Teachers' Voices and Impact

RECOMMENDATION | 1   **Provide Standards-Aligned Development of Teacher Leaders**

Many teachers assume leadership roles because they want to be able to make a difference. This report showed, however, that a majority of teachers did not have confidence that provided supports would help them to be more effective at making a difference. There has been no coherent, equitable or sustainable way for teachers to develop as leaders in Boston. Teachers of color and early career teachers, in particular, expressed in this study that they would value support to develop as teacher leaders in ways that would elevate their impact.

Recognizing that there are over 300 ways teachers are leading in Boston, we quickly saw that supporting teachers with professional learning that is role-specific would be unsustainable if not impossible. Yet, roles have common functions. Most of the roles submitted to the Roles Inventory Survey, for example, aligned with two particular domains of the nationally recognized Teacher Leader Model Standards. One could imagine providing professional learning focused on "fostering a collaborative culture" and "promoting professional learning for continuous improvement" to which teachers holding relevant formal or informal roles could participate. (See Figure 24) In fact, resources already exist to support the preparation and development of teachers in the domains of these national standards. It is possible, therefore, to leverage standards-aligned courses, such as through partnerships with local universities, to tap into online microcredentials, or to organize Boston's own experienced teacher leaders to ensure teacher leaders have standards-aligned preparation and development opportunities.

FIGURE 24. Two Domains of the Teacher Leader Model Standards

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning	Domain III: Promoting Professional Learning for Continuous Improvement
The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.	The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.

There are seven domains, each accompanied by a description of the knowledge and skills required (as above) as well as a list of example functions that might be part of the role.
Accessible from: https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf

RECOMMENDATION 2   ## Strategically Recruit Diverse Candidates to Teacher Leadership Roles

Another strategic way to elevate the voice and impact of teachers is recruiting more diverse candidates to teacher leader roles so that decisions are made by a leadership team that mirrors the diversity of the faculty, if not of the student body. Currently, men and white educators are overrepresented in school leadership. While this may be an artifact of historical cultural and structural barriers, policy can be developed to ensure certain categories of teachers are not left out of teacher leader roles by virtue of their zip code, gender, wealth, or other demographic characteristics.

In this study we oversampled teachers of color to ensure a rich array of voices was solicited to weigh in on the contributors to satisfaction and dissatisfaction when it comes to teacher leadership. Having discovered that many teachers of color are motivated by the opportunity to have a voice in changing the system and that they value trusting relationships, having a clear purpose and support, we recommend that role recruitment efforts emphasize and explicitly describe how they aim to address these criteria.

RECOMMENDATION 3   ## Amplify the Impact of Informal Roles

Our inventory survey showed that teachers routinely arise to create roles in response to the urgent needs they see in their schools, and our interviews confirmed that teachers feel tremendous agency about creating their own professional journeys. Currently, there are no systems in place for scaling up these small experiments and islands of excellence. There is much to be learned from these spontaneous examples, if only we had a strategy to amplify the voice and impact of these informal teacher leaders.

An effective teacher leadership strategy, then, might look beyond established formal roles to elevate the innovative ideas teachers have for new roles and pathways. These can be monitored, supported, adjusted, and adapted as part of the continuous cycle of improvement.

Strengthen Shared Leadership & Collaboration

RECOMMENDATION 4   ## Prepare School and District Administrators for Shared Leadership

As our teacher leadership definition implies, our teacher leadership strategy will prepare and position teachers to "promote innovation and collaboration that strengthens capacity of colleagues, school leadership and central office staff." The implication here is that preparation within the teacher leadership strategy cannot focus solely on teachers. School administrators and central office staff must also be prepared to skillfully manage the shifts to shared leadership. Many key ideas about the conditions administrators must create to support teacher leadership are within this report.

In this study, for example, we learned that roles are not always structured for success. Teachers were often matched to roles in haphazard ways, rather than through thoughtful role attainment policies, and while few supports were received, teachers had a low sense of teacher efficacy about those supports. Further, both teachers of color and veteran teachers were concerned about having a true voice in the school. It is recommended that Boston's new teacher leadership strategy be built to address these insights with a plan to strengthen the capacity of school and district administrators to maximize teacher leadership to change student outcomes.

RECOMMENDATION 5   ## Form Cross-School Communities of Practice

Our study found that many teacher leaders reported there is no one else in their school with the role they hold. And, surveyed teachers largely did not know whether they had role-alike colleagues beyond their school or the district. When this is true, teacher leaders miss out on the opportunity to partner with colleagues as a strategy to perform their roles more skillfully. These observations have implications for leadership development.

Within a coordinated teacher leadership strategy, it would make sense to bring together role-alike colleagues to collaborate across schools. Teacher leaders such as ILT members, mentors or transformation coordinators from across schools and programs could form a community of practice network in which members learn together, share homegrown tools, and raise the level of everyone's leadership practice.

RECOMMENDATION **6** **Leverage Community Partnerships for the Development of Teacher Leaders**

This study identifies a range of partnerships that are already at work to support teachers as leaders. Schools, district programs, departments or central offices; unions or other professional associations; colleges or universities; non-profit or civic organizations; and for-profit organizations all have demonstrated they can play a part in providing the preparation, training, logistics, materials, information and funding for teacher leaders' success.

A closer look can reveal how existing partnerships might serve as models to inform more strategic, larger-scale collaborations in service of teacher leadership development. A strategic approach would be to catalogue existing partnerships, to map their current and potential contributions to the teacher leadership pipeline, and to help make explicit connections between the people and programs in highest need with the partners prepared to step up. One could imagine, for example, schools with a science priority partnering with local science museums to grow teacher leaders, or local institutions offering "teacher leadership certificates" to partner to provide role-specific preparation for essential roles such as coaches, mentors or Language Assessment Team Facilitators.

Promote System-wide Coherence & Learning

RECOMMENDATION **7** **Create Guidance and Share Promising Practices for Structuring Teacher Leader Roles**

One specific aspect of teacher leaders' formal roles that would benefit from greater coherence and learning is role structure. We noted in this report that fewer than 40% of teachers that had written job descriptions found them helpful. Further, more than half of reported roles did not have clear guidelines on if or when the term is ever over, and those that did, did not have clear policies in place for reapplying or reappointment. These findings highlight the opportunity to examine the job descriptions for the 15 individuals who did report their job descriptions to be helpful and identify the features that make them so. Nearly half of the roles reported here were school-based roles, yet it makes little sense for each school administrator to develop their own role descriptions, applications, and tools from scratch. Data from this study showed that teacher leaders frequently do not have basic supports they need to clearly understand the responsibilities of the role and to perform them skillfully. In some cases, they doubt whether supports that could be provided would actually be useful.

As part of this strategy, policy guidance should be created and made available to support school leadership—including principals, ILTs, central office staff and others—to make stronger decisions as they attempt to structure teacher leader roles for success and to provide support that is genuinely helpful. The guidance should preserve schools' autonomy to customize roles, but would help leaders craft job descriptions for their schools that are clear and limited, role attainment policies that are aligned to the needs of the role, and supports such as meetings and materials that are helpful. Such guidance is, in fact, essential in order to hold these decision-makers accountable for supporting the roles they create.

RECOMMENDATION **8** **Collect and Utilize Evidence of Impact to Support Continuous Improvement of the Teacher Leadership System**

The findings from this study identify the indicators teachers look to as evidence of impact. These are invaluable for assessing and improving the teacher leadership system. We saw, for example, that some of the indicators teachers look to for impact of their roles are changes in their common planning time meetings, teacher-led PD, locally-created assessments, and other school-based activities. These same indicators can be monitored and utilized to create a feedback and improvement cycle that is meaningful to teachers and can help this teacher leadership strategy nimbly grow, change and improve with an eye always on impact.

RECOMMENDATION **9** **Monitor the Status of Teacher Leadership in Boston Routinely**

Our teacher leadership "strategy" is meant to increase satisfaction of both teachers and administrators in ways that lead to improved student learning for all students. To discern if the strategy is on track, it will be important to collect and evaluate a variety of descriptive and perception data. A task force should be created to help identify what data to compile moving forward. In addition to routinely repeating some of the data collection strategies from this Working Group, the task force will want to partner with the Office of Human Capital to collect attrition data as well as initiate new high-leverage strategies such as exit interviews.

For this study, we used a deliberate strategy of purposive sampling to reach out to teachers who would help us identify the widest range of roles. As a result, the distribution of personal characteristics in our interview sample is not expected to be representative of the distribution in the district. Yet, it is important to know who is leading in Boston. What personal characteristics are associated with role attainment, and why? It would be worthwhile to consider ways of collecting data on who is leading in an ongoing manner, or to plan a comprehensive randomized survey that could answer the questions left unanswered about representation in this report. Examples follow.

- We want to know how the impact results correlate with BPS teacher attrition in various stages of employment (years 1-5, 6-10, etc.) as well as what sub-groups of teachers are leaving the district during these years. Are we losing teachers in certain career stages where better teacher leadership could have a positive impact on attrition?

- As we think about our district's goal of attracting and retaining high quality teachers who reflect the diversity of our students, we need to better understand how experiences with teacher leadership vary by race. Are teachers of color taking on leadership roles? Is that impacting their decision to stay within BPS?

- While this study reveals broad areas of impact, what specific areas of need are addressed by our teacher leader roles and what is the evidence of improvement over time in these areas of need?

- Tapping teachers' expertise as an asset for the distribution of leadership in a school brings opportunities and challenges to school administrators who may or may not be prepared to share leadership. A survey of school and district administrators' experiences with teacher leadership is warranted to inform efforts to support effective co-performance of leadership.

- Additionally, we could collect data on how these positions were developed/ created (and if that plays a role in how the roles are viewed). Further, we'd like to understand administrators' motivations behind different role selection processes and how to best support better role matching.

Conclusion

We know that school leadership is one of the most significant school-based factors influencing student learning, second only to teaching quality. The leadership capacity of our schools can increase exponentially with teacher leadership.

Teachers clearly want to lead, and Boston's students clearly need to benefit from schools with greater, more diverse, expert, innovative leadership capacity. The influence of school and district administrators is not weakened as teachers add their leadership influence. But, in truth, adding more leaders to the mix could just as easily cause confusion as improvement, if the transition to shared leadership is not managed. Developing a thoughtful teacher leadership strategy is essential.

The Teacher Leadership Working Group has a strong start for creating a thoughtful plan. Being comprised of two dozen diverse educators bringing various expertise, experiences, perspectives and roles, and drawing on the voices of over 200 teachers through interviews and surveys, this Working Group has been able to capture a picture of the status of teacher leadership in Boston that will serve as a strong foundation for the development of a teacher leadership strategy that can truly impact adult learning and student outcomes.

Appendices

Appendix A: Membership of the Teacher Leadership Working Group

Name	School/Department	Title
Chantei Alves	Young Achievers K-8 School	Teacher
Christina Balkaran	Henderson K-12 Inclusion School	Teacher
Gregory Banks	Boston Latin Academy	Teacher
Grace Coleman-Burns	King K-8 School	Principal
Christine Connolly (Fall 2019)	Henry Grew Elementary School	Principal
Christine Cronin	Office of Academics and Professional Learning	Executive Director Elementary Academics
Mary Driscoll	Office of the Superintendent	Elementary Superintendent
Shauntell Dunbar	Young Achievers K-8 School	Teacher
Emmanuel Fairley-Pittman	Grew Elementary School	Teacher
Shakera Ford Walker	Office of Human Capital	Director of Teacher Development
Monica Hall	Office of Human Capital	Administrative Professional Growth Specialist
Jill Harrison Berg	External Consultant	Project Research Advisor
Arlene Hijara	ESL/SPED Itinerant	Teacher
Nicole Ireland	Office of Human Capital	Senior Strategist
Sarah Jay	Office of Accountability	Professional Learning Manager
Alice Laramore	Dearborn STEM Academy	Teacher
Justin Norton	Boston Latin Academy	Teacher
Bruce Pontbriand	TechBoston Academy	Teacher
Megan Reed	Office of Human Capital	Managing Director of Talent and Leadership Development
Maggie Riddell	Office of School Support	Director of Special Projects
William Thomas	Charlestown High School	Headmaster
Paul Tritter	Boston Teachers Union	Director of Professional Learning
Jordan Weymer (Fall 2019)	Donald McKay K-8 School	Principal
Karen Ziminski-Callender	Murphy K-8 School	Teacher

Appendix B: Teacher Leadership Working Group Reading List

The members of the Teacher Leadership Working Group played an active role in creating data collection tools, conducting interviews, and analyzing data. This work required areas of knowledge and skill that lie beyond the usual repertoire of educators. It called for some familiarity with the teacher leadership literature and it tested educators' research skills.

To set the team up for success, background knowledge and skill-building were embedded in the design of the team's work plan. That is, relevant readings were assigned prior to each monthly meeting, and participants sometimes engaged in an online asynchronous discussion about them. In addition, the Working Group had mini-lessons to prepare them for their research tasks and opportunities to reflect together to fuel a cycle of continuous improvement.

Key readings that informed the Working Group's thinking are listed below.

Defining Teacher Leadership

Bangs, J., & Frost, D. (2015). Non-positional teacher leadership: Distributed leadership and self-efficacy. In Evers, J. & Kneyber, R. (Eds.), *Flip the System: Changing Education from the Ground Up* (pp. 91-107). Routledge. Retrieved April 30, 2020, from http://www.hertscam.org.uk/uploads/2/5/9/7/25979128/2.bangs_and_frost.pdf

Berg, J.H. (2013) *Teacher Leader?* [Infographic]. Boston Teacher Leadership Certificate Program. Boston Plan for Excellence. Retrieved April 30, 2020, from https://bit.ly/BTLC-TeacherLeader

Berg, J.H. & Zoellick, B. (2019). Teacher leadership: Toward a new conceptual framework, *Journal of Professional Capital and Community, 4*(1), 2-14. Retrieved April 30, 2020, from https://doi.org/10.1108/JPCC-06-2018-0017

Boston Public Schools & Boston Teachers Union (2016). *Teacher Leadership Statement of Purpose.* Retrieved April 30, 2020, from https://bit.ly/BPS-BTU_TL-Statement

York-Barr, J., Sommerness, J. & Hur, J. (2008). Teacher leadership. In T. L. Good (Ed.), *21st century education: A reference handbook* (Vol. 2, pp. I-12-I-20). Thousand Oaks, CA: SAGE Publications, Inc. Retrieved April 30, 2020, from doi: 10.4135/9781412964012.n2

Teacher Leadership Skills Frameworks

Center for Strengthening the Teaching Profession (2010). *Mathematics: Knowledge of Content & Pedagogy.* Retrieved April 30, 2020, from http://cstp-wa.org/cstp2013/wp-content/uploads/2013/11/CSTP_tool_math_leadership.pdf

Center for Strengthening the Teaching Profession (2018). *Teacher Leadership Skills Framework, second edition.* Retrieved April 30, 2020, from http://cstp-wa.org/teacher-leadership/teacher-leadership-skills-framework/

Cheung, R., Reinhardt, T., Stone, E., & Little, J.W. (2018, October 22). Figure 1: Science teacher leader profile [Infographic] in "Defining teacher leadership: A framework," *Phi Delta Kappan, 100*(3), 38-44. Retrieved April 30, 2020, from https://kappanonline.org/cheung-reinhardt-stone-little-defining-teacher-leadership-a-framework/

International Reading Association (2006). *Standards for Middle and High School Literacy Coaches.* Newark, DE: Author. Retrieved April 30, 2020, from https://www.literacyworldwide.org/get-resources/standards/standards-for-literacy-coaches

National Education Association, National Board for Professional Teaching Standards, & Center for Teaching Quality (2018). *The Teacher Leadership Competencies, second edition.* Retrieved April 30, 2020, from http://www.nea.org/home/61346.htm

Types of Teacher Leadership Roles

Berg, J.H. (2010). *2010 Teacher Leadership Inventory.* Boston Plan for Excellence. Retrieved April 30, 2020, from https://bit.ly/BPS-TLinventory-2010

Berg, J.H. (2018) Figure 4.5: 50 teacher leader roles [Infographic]. *Leading in Sync: Teacher Leaders and Principals Working Together for Student Learning.* ASCD. Retrieved April 30, 2020, from https://bit.ly/LeadingInSync-Tools

Harrison, C. & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership, 65*(1), p. 74-77. Retrieved April 30, 2020, from http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx

Kentucky Department of Education (2015). *Kentucky Teacher Leadership Framework*. Retrieved April 30, 2020, from https://education.ky.gov/teachers/Documents/Kentucky%20Teacher%20Leadership%20Framework.pdf

Teacher Leadership Exploratory Consortium. (2011). *Teacher Leader Model Standards*. Educational Testing Service. Retrieved April 30, 2020, from https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf

Types of Teacher Leadership Programs

Berg, J.H., Horn, P., Supovitz, J.A. & Margolis, J. (2019). *Typology of Teacher Leadership Programs*. CPRE Research Reports. Retrieved April 30, 2020, from https://repository.upenn.edu/cpre_researchreports/109

Mohan, L., Galosy, J., Miller, B., & Bintz, J. (2017). *A Synthesis of Math/Science Teacher Leadership Development Programs: Consensus Findings and Recommendations* (Research Report No. 2017-02). BSCS Science Learning. Retrieved April 30, 2020, from https://bscs.org/resources/reports/mathscience-teacher-leadership-synthesis-project/

National Council on Teacher Quality (2019). *NCTQ Databurst: Teacher Leadership Opportunities*. Retrieved April 30, 2020, from https://www.nctq.org/publications/NCTQ-Databurst:-Teacher-Leadership-Opportunities

Teacher Leadership System Strategies

American Institutes for Research and Leading Educators (2019, January). *Teacher Leadership Toolkit 2.0*. Center on Great Teachers and Leaders. Retrieved April 30, 2020, from https://gtlcenter.org/technical-assistance/toolkits/teacher-leadership-toolkit-2_0

Aspen Institute and Leading Educators (2014, October 17). *Leading from the Front of the Classroom: A Roadmap to Teacher Leadership that Works*. The Aspen Institute. Retrieved April 30, 2020, from https://www.aspeninstitute.org/publications/leading-front-classroom-teacher-leadership-works/

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Curtis, R. (2013, March 4). *Finding A New Way: Leveraging Teacher Leadership To Meet Unprecedented Demands*. The Aspen Institute. Retrieved April 30, 2020, from https://www.aspeninstitute.org/publications/finding-new-way-leveraging-teacher-leadership-meet-unprecedented-demands/

Teacher Leadership System Models

Iowa Department of Education. *Implementation (TLC System): Teacher Leadership and Compensation System*. Retrieved April 30, 2020, from https://educateiowa.gov/pk-12/educator-quality/teacher-leadership-and-compensation-system/implementation-tlc-system

Massachusetts Department of Elementary and Secondary Education. *Teacher Leadership*. Retrieved April 30, 2020, from http://www.doe.mass.edu/edeval/leadership/

Public Impact. *Opportunity Culture*. Retrieved April 30, 2020, from https://www.opportunityculture.org/

Tennessee Teacher Leadership Collaborative. *Home Page*. Retrieved April 30, 2020 from https://tnteacherleader.org/

Appendix C: Survey Instrument: Inventory of Teacher Leadership Experiences

Inventory of Experiences with Teacher Leadership

Teachers regularly influence education beyond their classrooms in various ways. We want to take ALL of these into account as we create a definition of teacher leadership that can anchor the efforts of our Teacher Leadership Working Group to systematically support teacher leadership in BPS.

Please think of ONE way in which you CURRENTLY influence education beyond your own classroom and respond to the questions below. If you do not know the answer, skip the question. Note that your responses will remain anonymous and reported only in the aggregate, stripped of any potentially identifying information.

When you are done, you will have the option to complete the form again and add additional roles to this inventory. Complete it as many times as you like.

Think of ONE informal or formal way you CURRENTLY influence the quality of teaching & learning beyond your own classroom.

You might influence your school colleagues' instruction, your school's culture or systems, district or state policy, regional or national networks of educators or even the global community of education, for example, via the internet.

1. What is this role's title?
If you play an informal role, provide a few words of description

2. What is the purpose of this role?
Briefly describe what this role aims to accomplish in bullets or up to 3 sentences

3. What do you do in this informal or formal role?

4. Scope of Influence
WHO do you influence?
Choose only one that most closely applies

○ Individuals
○ my team
○ my school
○ multiple schools
○ district
○ the city of Boston and its institutions
○ the region or state
○ multi-state region or nation
○ potentially global reach (including via the Web)
○ Other: _____

5. Aim of Influence
The influence I exert on education beyond my own classroom could best be described as an influence on…
Choose only one

○ the quality of teaching practice and student learning
○ the school culture and professional climate
○ the school or team organizational systems
○ district or state policy
○ professional associations and/or networks
○ Other: _____

STRUCTURE

6. Balance
When do you play this role?
Choose only one

○ as part of my full-time teaching responsibilities
○ outside of my full-time teaching responsibilities
○ while released from teaching part time (I have a hybrid role)
○ while released from teaching full time (I am out of the classroom)
○ Other: _____

7. Time Commitment
Which of the following most closely matches the amount of time you spend on this role:
Choose only one

○ less than one hour per month/ less than twelve hours per YEAR
○ less than one hour per week/ less than five hours per MONTH
○ one to five hours per WEEK
○ six to twenty hours per WEEK
○ more than twenty hours per WEEK

8. Is this role compensated, such as with money or release time?
Choose only one

○ Yes, compensated in some way (describe below)
○ No compensation

9. Please describe any compensation you receive for the role.
Please also indicate amount

10. Scale
To the best of your knowledge, approximately how many others play this role?
Choose only one per row

	0	1-3	4-10	11-15	16-25	26 or more	Don't know
in your school	○	○	○	○	○	○	○
in your district	○	○	○	○	○	○	○
in the region	○	○	○	○	○	○	○

11. Role Owner: Institution

Many roles are supported by partnerships. Which of the following plays a role in making the role happen?
Check all that apply

☐ School
☐ District (program, department, central office)
☐ BTU or AFT
☐ a professional association
☐ a college or university
☐ non-profit or civic organization
☐ for-profit organization
☐ Other: _____

12. Role Owner: Contact

Please provide the name, title and department/school/organization of the person responsible for this role. If this person is outside BPS, please also provide an email address.

ROLE ATTAINMENT & PERFORMANCE

13. Selection or Entrance Criteria

How did you come to find yourself in this role?
Check all that apply

☐ Own volition / volunteered
☐ Recruited
☐ Selected by Application
☐ Elected
☐ Appointed
☐ Required
☐ Other: _____

14. Term or Exit Criteria

What determines the length of your tenure in the role?
Choose only one

○ Time-bound term limit (describe below)
○ Task-based term limit (describe below)
○ Evaluation-based term
○ Life term/Indefinite
○ Undefined
○ Unsure
○ Other: _____

15. Describe term limits (if indicated above)

---

16. Which of the following are important aspects of performing the role?
Select no more than THREE

☐ Fostering a collaborative culture

☐ Accessing and using research to improve practice

☐ Promoting professional learning for continuous improvement

☐ Facilitating improvements in instruction and student learning

☐ Promoting use of assessments and data

☐ Improving outreach and collaboration with families and community

☐ Advocating for student learning and the profession

17. What supports have you received?
Check all that apply

	Written job description	Role handbook or reference guide	Training or cohort meetings	Coaching	Professional materials (e.g., readings, etc.)	Logistical materials (e.g., space, office supplies, etc.)
Received this support	☐	☐	☐	☐	☐	☐
Found it helpful	☐	☐	☐	☐	☐	☐
Have not received this support, but would find it helpful	☐	☐	☐	☐	☐	☐

18. In what ways, if any, are you held accountable or monitored in the role?
Check all that apply

☐ Activity Log

☐ Attendance Monitored

☐ Self-evaluation

☐ Peer-evaluation

☐ Observation & Feedback from an Admin or Program Director

☐ Impact measured/ monitored

☐ Other: _____

19. To what extent do you agree with the following statements.

Choose only one per row

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
In this role I am successful in having the intended impact.	◯	◯	◯	◯	◯	◯
I value this experience as an opportunity for career differentiation and advancement.	◯	◯	◯	◯	◯	◯
This experience contributes positively to my professional growth.	◯	◯	◯	◯	◯	◯
This experience contributes positively to my career satisfaction.	◯	◯	◯	◯	◯	◯
This role contributes positively to my desire to continue working in BPS.	◯	◯	◯	◯	◯	◯

20. If there is anything else you feel we should know about this role, please provide it here.

OPTIONAL

Do you have a few more minutes to design a "dream teacher leadership role?"
If not, we THANK YOU for your time. Click "submit" below to exit the survey.
If so, please use the space below to tell us:

1) **What would this role be designed to impact?**
2) **Who would this teacher leader work with and what would they do to achieve this impact?**
3) **How would the role be structured and supported?**
4) **Who would get to perform the role, and who decides?**

If you'd like to take more time to think about this, you can email your ideas to the TLWG by Jan 6 at
BPSTeacherLeadership@bostonpublicschools.org.

21. A "dream" teacher leadership role

Appendix D: Interview Protocol

Proposed Interview Questions
Demographics Thanks for agreeing to take time to talk with me today. **1. Can you tell me a little about your current teaching position or role and how long you've been here in this school?** • Title: current, primary professional role • Grade(s) • School(s) • School tenure: Length of time at this school
2. Where and when did you start teaching?
I'm here to ask you a few questions to inform the work of the Teacher Leadership Working Group. We are charged with proposing a coherent "teacher leadership strategy" for BPS, capable of attracting, developing and retaining excellent teachers and administrators in Boston.
Influence We're interested in identifying the full range of ways BPS teachers might be leaders in education at any level: at your school, in the district and beyond BPS. **3. Can you tell me about any ways you have influenced education beyond your classroom? List as many as you can.** Probe with the following, if needed • Within your school • In the district • In the city, region or state • National, global, online **If not:** **Can you tell me about some of the ways other teachers have influenced you?** In this interview, we will call these "roles," acknowledging that some of them may be informal ones.
Influence II Next I would like to ask you more questions about two of the informal or formal roles you just described. **4. First pick one of them that you feel good about.**

If the respondent identifies their own experience as a teacher leader	If the respondent describes their own experience with someone else in the role of teacher leader
• What do you see as the **purpose** of this role? • How did you come to **find yourself in this role** and when? • What were your **hopes** for this role, if any? And for yourself in this role? • What is your **assessment of the impact** of this role?	• What do you see as the **purpose** of this role? • Do you know how this teacher came to **find themselves in this role** and when? • What were your **hopes** with regard to this experience, if any? • What is your **assessment of the impact** of this experience?

5. Now pick one of them that is less satisfying to you.	
If the respondent identifies their own experience as a teacher leader	**If the respondent describes their own experience with someone else in the role of teacher leader**
- What do you see as the **role** of this role? - How did you come to **find yourself in this role** and when? - What were your **hopes** for this role, if any? And for yourself in this role? - What is your **assessment of the impact** of this role?	- What do you see as the **objective** of this role? - Do you know how this teacher came to **find themselves in this role** and when? - What were your **hopes** with regard to this experience, if any? - What is your **assessment of the impact** of this experience?

Support
If they do NOT have a role, skip to next section
If they have a role—

6. Can you give examples of supports that are/ were helpful to you in your roles? How, specifically, did they help? How did you connect with these resources?

Probe with the following, if needed
- As you think about supports, consider training, resources and time.
- What "supports" were not helpful?
- What additional support would you like to be receiving?

Impact
You've already mentioned a few reflections on the impact of your teacher leader roles.

7. Is there anything you could point to as evidence of the impact of teacher leadership on student learning outcomes or teaching practice?

8. Can you describe any ways teacher leadership generally has an (positive or negative) impact on your school's culture and organizational structure?

9a. As you reflect on the impacts you've just recounted, can you describe any ways in which teacher leadership has had a (positive or negative) impact on your satisfaction with your career in BPS?

9b. On a scale from -3 to +3, how would you rate the net impact of your experiences with teacher leadership on your satisfaction with your career in BPS?

Conditions for Success
10. Based on your experience, what conditions do you believe support or limit teachers' abilities to have an influence beyond their classrooms?

Probe with the following, if necessary
- Relationships with Colleagues
- Relationship with School Admins
- Competition with your teaching assignment
- Limited network or knowledge of what's beyond the school

11. If you had a magic wand and could redesign your work so that you could make a difference for more students, what role or experience would you create?

12. To facilitate our ability to disaggregate our responses and reflect on implications for equity, can you tell me how you describe your:
- race / ethnicity and
- gender?

Appendix E: Full Inventory of Roles Reported

The 151 Role Inventory survey submissions and the 81 interviews with teacher leaders revealed over 300 unique ways BPS teacher leaders have "influenced education beyond their own classrooms."

A full inventory of these 301 roles is provided below to illustrate the wide range of ways BPS teachers reported "influencing teaching and learning beyond their classrooms" in Fall 2019. It is *not* a comprehensive list of all formal and informal teacher leader roles in the district, or a list of roles that will exist in the future.

- The 85 formal and informal roles in bold below were described in detail in response to our Roles Inventory survey. The remaining roles were described during semi-structured interviews.
- The roles are organized by "Primary Owner." This label identifies who controls teachers' access to the roles.
- The roles are loosely categorized by their primary aim or type, while recognizing that many roles address more than one aim.

Of the 85 unique roles described in the *Roles Inventory* survey, 29 were formal roles to which the BPS or BTU controls access. The descriptions teachers submitted of these roles are provided in the *Sample BPS & BTU Teacher Leadership Role Descriptions*, (accessible from https://bit.ly/BostonTLRoleSamples-2020).

Boston Public Schools (Central Office & Departments)

Instructional Improvement

1. **New Teacher Developer (NTD)**
2. **Language Acquisition Team Facilitator (LATF)**
3. **Data Inquiry Facilitator**
4. **Teacher Evaluator**
5. **ELA Department Chair**
6. **K-5 Math Facilitator**
7. **Science Instructional Teacher Leader**
8. **Digital Learning Specialist/Instructional Coach for Technology Integration**
9. **Visual and Media Arts Content Specialist**
10. **National Board for Professional Teaching Standards (NBPTS) Certification Leadership Team**
11. Math Department Course Instructor
12. Collaborative Coaching & Learning in Science (CCLS) Leader
13. Science Kit Trainer
14. Living by Chemistry (LBC curriculum) Callbacks Leader
15. District Instructional Coach in History
16. BPS History Policy Group Member
17. Curriculum Development and Review Panelist
18. Curriculum Selection Team Member
19. Trainer for Teacher Evaluation
20. Facilitator for Professional Development
21. English Language Learning (ELL) Coach
22. (Applied Behavior Analysis) ABA Instructor Trainer
23. Peer Assistance & Review (PAR) Panel Member
24. PAR Consulting Teacher

School Climate & Professional Culture

25. **Comprehensive Behavioral Health Model (CBHM) Internal Coach**
26. **Student Support Team Facilitator**
27. **Positive Behavior & Intervention Supports (PBIS) Team Facilitator**
28. **LGBTQ Support Services**
29. **Lead Recruitment Fellow**
30. **Supervisor of Attendance**

Organizational Improvement

31. **BPS Virtual Learning Commons (VLC) Website Administrator**
32. Women/ Men Educators of Color (WEOC/MEOC) Executive Coaching Leadership Program Participant
33. Nomination Panel of the Boston School Committee
34. Superintendent's Transition Team
35. Sontag Academy Site Coordinator
36. Member of College Readiness Working Group

Boston Teachers' Union

Instructional Improvement

37. **BTU Director of Professional Learning**
38. **Ethnic Studies Steering Committee Member**
39. **Dual Language Educators' Committee**
40. **Co-Director of the Racial Equity Initiative**
41. **BTU Teacher Leadership Fund Grant Lead Applicant**
42. **Non-Tenured Teacher (NTT) Facilitator**
43. **Making Planning Manageable Coach**
44. Professional Learning Advisory Board (PLAB) Member

Organizational Improvement

45. **Networker**
46. **BTU Teacher Leadership Policy Program Participant**
47. BTU Lead Teacher Policy Program
48. BTU Teacher Leader Program
49. BTU Teacher Leadership Fund Committee
50. BTU Teacher Leader Advocacy
51. BTU Negotiating Team
52. BTU Executive Board Member
53. BTU Newspaper Co-Editor
54. BTU Regional Leader
55. BTU Member Organizer
56. BTU Building Representative
57. Young Teachers in the Union Committee Member

MA Department of Elementary & Secondary Education (MA ESE)

Instructional Improvement

58. Social Studies Curriculum Frameworks Revision Panelist
59. State Assessment Development Committee for ELA
60. Civics Project Guide Design Team member
61. Task Development

Organizational Improvement

62. **Member of the Safe and Supportive Schools Commission**
63. **MCAS-Alt Training Specialist**
64. Teacher Advisory Council
65. Recruitment Fellow

Universities

Instructional Improvement

66. **Facilitator for Teacher Development, Harvard**
67. **Teaching Fellow, Robert Noyce Urban Teaching Fellowship, Tufts**
68. **Member of TeleSOE (Teaching and Learning Science in Outdoor Environments), Harvard Arboretum & Univ of Valencia**
69. **Student Teacher Supervisor, Teach Next Year**
70. Mentor for student teachers, Boston Teacher Residency (BTR) and various universities
71. Mathematical Quality Investigation Rubric Project, Harvard Graduate School of Education
72. Datawise Facilitator, Harvard Graduate School of Education
73. Co-teaching Contextualized Content Classes, various universities
74. Educational Technology Program, Michigan State

Other

75. **Research and writing with a university partner**
76. **Accelerated Community to Teacher (ACTT) Leadership Team, UMass Boston**
77. Teach grad classes/ adjunct, BTR and various universities
78. Coordinator for Hispanic Writers' Week, UMass Boston
79. Talented and Gifted (TAG) Latino Program coordinator, UMass Boston
80. Teacher Fellow for teacher leader roles, Harvard Graduate School of Education
81. Mentor for School Leadership Program, Harvard Graduate School of Education

Community-Based Organizations

Instructional Improvement

82. **Master Teacher for Mobile CSP, Computer Science Principles**
83. **PD Leader, Write Boston**
84. **Mentor, Generation Citizen**
85. **Seek & create PD for community organization**
86. Graduate Coaching, BTR
87. Early Career Teaching Network, BTR
88. Science Education Fellowship— SEF-1 & SEF-2
89. Evidence-Based Argument (EBA) Teacher-Leader
90. Math Fellowship Senior Fellow
91. Learning Team Lead, Teach for America
92. Curriculum Designer, Sociedad Latina
93. PD Facilitator, TeachPlus Teacher Leader Program
94. Member of Teaching and Learning Science Outdoor Education (TELESO) in partnership with Valencia
95. Workshop Leader for a vocational tech group on writing

Other

96. Recruiter for Boston Teacher Residency (BTR)
97. Vice-President of the AFT-MA
98. Consultant for the Boys and Girls Club
99. Knowles Science Teaching Fellowship Advisory Board
100. Winthrop Park School Fellowship for New Design Educators
101. Big Sister program mentor
102. Research Grant Recipient, Nellie Mae Education Foundation
103. Delegate, Fulbright-Hayes Teacher Program
104. Representative, National Council of Teachers of Mathematics (NCTM)
105. Teach Plus Policy Fellow
106. Pearson Blogger
107. Boston Educators for Equity
108. Seeking Education Equity and Diversity (SEED) trainer
109. Teachers for Equity Group, Business Innovation Factory
110. Teacher Collaborative member
111. Presidential Award Winner
112. National Science Foundation (NSF) Teacher Advisory Council member
113. Disney Award Winner
114. Teach for America Fellow
115. Boston Debate League Coach
116. Workshop Leader, College Board
117. Board Member, Boston Writing Project
118. Teacher Consultant, the Right Question project
119. Gates Teacher Advisory Panel
120. Director of Programs at Math Education Non-Profit
121. Participant in the Gilder Learning Initiatives

School

Instructional Improvement

122. **ILT member**
123. **Lead Teacher/ Team Lead/ Common Planning Time (CPT) or Teacher-Facilitated Time (TFT Facilitator)**
124. **Instructional coach**
125. **Teacher Evaluator**
126. **Academic Support Team**
127. **Director of Professional Learning & Instruction**
128. **IB Coordinator**
129. Massachusetts Consortium for Innovative Education Assessment (MCIEA) Project Management Team member
130. Accomplished Teaching Study Team cohort member
131. Transformation Team member
132. Headmaster search committee
133. Hybrid coaching and teaching
134. Mentor
135. Coach
136. PD leader
137. "Six Traits" Trainer
138. Evidence-Based Argumentation (EBA) Teacher Leader
139. Facilitator for Collaborative Coaching and Learning (CCL) Cycles

Organizational Improvement

177. **Program coordinator (e.g. ESL, SLIFE, Special Education, etc.)**
178. **Design Thinking Facilitator**
179. **Out-of-School Time (OST) Program Coordinator**
180. **Lead Teacher of teacher-led school**
181. **School Site Council**
182. **Teacher Rep on Governing Board**
183. **Outdoor Committee Member**
184. **Schoolyard Grant Coordinator**
185. **Community Engagement Teacher**
186. **Partnership Coordinator**
187. **School Scheduling Team**
188. **Teacher in democratic, staff-run school**
189. Dean of Discipline
190. Acting Assistant Principal
191. Principal Intern
192. Teacher in Charge
193. Graduation Coordinator
194. School Transformation Coordinator
195. Master Schedule Coordinator
196. Assessment coordinator
197. Chromebooks Manager
198. One-to-One iPad Program Coordinator
199. Middle School Coordinator
200. EL Program Coordinator
201. Harassment Cases Point Person
202. University Partnership Lead
203. BTR Learning Site Partner
204. School Grant Writer

Content-Based Roles

140. **Content Team Leader/ Department Head/ Chair**
141. **Math Director**
142. **Curriculum Developer**
143. Head of Math Department/ Math Leadership Team
144. Math Instructional Coach
145. Math PLC Coordinator
146. Assistant Director for the Calculus Project
147. Content Leader for Science Team
148. Literacy Coach
149. ELA Coach
150. Writers' Workshop mentor teacher
151. Co-lead Humanities department
152. ELA/Social Studies Curriculum Development
153. OIT Collaborator
154. Technology Support Teacher

Before/After School Roles

205. Independent School Entrance Exam (ISEE) Teacher
206. Athletic Director
207. SCORES Coach
208. Volleyball coach
209. Soccer coach
210. Skating Coordinator
211. Dance Program coordinator
212. Senior class advisor
213. In-school clubs
214. Photography workshop leader
215. Cooking instruction
216. Naturalist
217. Science club
218. Knee-Up Male of Color Student Leaders
219. Breakthrough program coach
220. Countdown to High School coordinator
221. ESL teacher for adults

School (Continued)

Co-Teaching Roles

155. ESL Teacher
156. Inclusion Specialist
157. Robotics

Informal

222. Mediator
223. Interpreter
224. Consultant for scheduling
225. Consultant for Budgeting
226. Special Ed (WIAT-IV) Testing
227. Model classroom
228. Creating school-wide learning expectations across content and grade levels

School Climate & Professional Culture

158. SST Facilitator
159. Advisory Curriculum Specialist
160. Socio-Emotional Learning (SEL) Team member
161. Equity Team Leader
162. Social & Academic Remediation (SAR) STRIVE Team Leader (vocational and transitional services)
163. Climate & Culture Committee Member
164. TLC (Tender, Loving, Climate) Team Chair
165. Comprehensive Behavioral Health Model (CBHM) Team member
166. Ticket (rewards) committee member
167. Culture committee member
168. Co-Lead Teacher
169. Culture Celebration Coordinator
170. Attendance team member
171. Family Engagement Leadership Team member
172. Safety Team member
173. Restorative Justice Committee member
174. Coordinator of Restorative Justice Student Ambassadors
175. BTU Building rep
176. Faculty senate chair

Individuals

Within schools

Beyond schools

Instructional Improvement

229. Informal mentor
230. Member of content team
231. Informal PD planning
232. Professional developer
233. ILT meeting attendee/ observer
234. Consult with teachers re: student accommodations
235. Support project-based learning
236. Support personalized learning
237. Provide new curriculum opportunities
238. Co-plan curriculum
239. Strategic planning
240. Interdisciplinary instruction-modeling

Professional Program Participation or Membership

269. Boston Teacher Leadership Certificate (BTLC) Program instructor / participant
270. Pursuing National Board Certification
271. MA Association of Bilingual Educators (MABE)
272. MA Association of Teachers of Speakers of Other Languages (MATSOL)
273. Conference Presenter (ASCD, NCTM, Joy of Learning, National Science Teachers' Association, etc.)
274. Fund for Teachers Fellowship to study & develop curriculum
275. Connecting school to OneLove, which is an organization that does sex ed partnerships

Individuals (Continued)

Within school	Beyond schools
Instructional Improvement 241. Informal new teacher mentor 242. Individual coaching sessions 243. Sharing rubrics and plans 244. Converse with colleagues and give each other feedback 245. Creating curriculum maps and commonly aligned skills 246. Peer observations 247. Modeling interdisciplinary instruction 248. Taking responsibility for grade-level planning 249. Planning together in CASE (Block scheduling) 250. Piloting curriculum	*Professional Program Participation or Membership* 276. Green City Growers 277. Gardner museum's visual arts program
School Climate & Professional Culture **251. Maintain and build relationships** 252. Orienting new faculty 253. Staff Yoga Leader 254. Encouraging collaboration amongst team members 255. Make grade-level time more productive 256. Take over classrooms and support resetting behaviors	*Individual Initiative* **278. Present at conferences** **279. Grant-seeker** **280. Organizing around community issues** **281. Professional reading** **282. Connect with community org re: social/emotional resources** 283. Attend and testify at school committee meetings 284. Working with media sources on publicity to prevent change to BPS policy 285. Mentor candidates for National Board Certification 286. Conduct research and share findings at conferences 287. Mediator 288. Influence others to become teachers 289. Information funnel 290. Mobilizing staff for rallies 291. Private consulting 292. Exchange ideas with teachers at my kids' schools 293. Advocate, Boston Public School History Education Advisory Team (HEAT) 294. Training other teachers to present at conferences 295. No on 2 organizing 296. Social media influencer and provocateur 297. Frequent editorial contributor to the Boston Herald 298. Lobbied at Statehouse for Student Opportunity Act, No on 2, Fair Share Amendment. 299. Advocate for fair testing of ELLs 300. Book writing/ editing 301. "Opportunity Bringer" identifying and securing resources for teachers and students
Organizational Improvement **257. Actively participate in our Shared-Leadership model school** 258. Develop a schoolwide sexual harassment policy 259. Advocate for solutions with administrators	

Individuals (Continued)	
Within school	**Beyond schools**
Student-facing activities	

260. Tutoring
261. Collaborate with music teacher on a chorus
262. Develop a helpline for students who are "DREAMers"
263. ALANA (Asian, Latino, African, and Native American) planning committee
264. Gay-Straight Alliance (GSA) coordinator
265. Linking students with scholarship opportunities and community resources
266. Teaching people out in the city
267. Helping students in crisis
268. Parent contact

Appendix F. Perceptions of Teacher Leadership Roles by Subgroup

At the 12/12/19 Teacher Leadership Working Group Meeting, the Working Group members collaborated in four groups to extract themes from blind sets of interview data. Specifically, they looked at interview responses to the following questions:

- Describe a satisfying experience with teacher leadership
- Describe a dissatisfying experience with teacher leadership
- Provide examples of supports you have found helpful
- Describe some of the conditions that support or limit you in your work

The analyses were protected from bias, as members only learned after their analyses were complete that the blind data were not randomly assigned, but grouped by demographic characteristics.

Group A: White Teachers n= 37	Group B: Teachers of Color n=44
Role Structure • Clear structure • Roles that weren't structured • Clear and rigorous expectations for positions (avoid personality-based appointments) **Impact** • Improved instruction • Can see impact with students in classrooms • ILT roles have great impact but are too informal **Relationships** • Being the bearer of good news • Relationships with peers (positive and negative) • Cross-school roles are very inspiring **Authentic Leadership** • Leading PD • Roles that are respected and have some real impact • Are given "the floor" to make change • Administrator support	**Clear purpose** • Clear purpose • Progress toward goals • Level of impact **Growth Supports** • learning/growth • Training • Feedback • Coaching **Trusting Relationships** • TRUST • Personal relationships **Value Teacher Voice** • Top town mandates and lack of leadership • Principals own views & opinions limit • Lack of leadership direction (admin) • Administrator support is important • Leadership
Group C: Taught Less Than 10 Years n=27	**Group D: Taught More Than 10 Years** n=54
Support and trust from colleagues & school leadership • Support from colleagues • Supportive school leadership • Support **Training for the role; increasing effectiveness in the classroom** • Cycle: Training for the role ⇨ additional training and/or mentors ⇨ autonomy ⇨ on-the-job learning ⇨ training for the role **Time** • Time within the school day • Time **Other post-its (uncategorized):** • Compensation not a clear indicator of participation • Passion • Clear description of role's responsibilities	**Clear need and opportunity for agency in leadership** • Connected to enacting an established priority • Agency within the role, not just task completion for someone else • Organic, grassroots leadership roles tend to lead to more teacher satisfaction with the roles • Attitude of administrators towards teacher leadership is crucial **Time within the day and to persist** • Consistency (chance to learn over time and iterate) • Time to do the work is allocated and protected or compensated **Specific PD, training, and peer support** • PD & Coaching support • Being part of the team

BOSTON Public Schools

BTU BOSTON TEACHERS UNION