

# Innovative Practices That Promote Teacher Leader Identity and Development of Teacher Leadership in Professional Development Schools

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## Abstract

Professional development schools (PDS) are innovative institutions formed through partnerships between teacher education programs and K–12 schools. This partnership contains many innovative practices of how teachers develop leadership skills over time. Development by its very nature is a process of change that unfolds over time and driven by a culture of inquiry. This chapter will provide some insights of how PDS innovative practices help teachers to become leaders within the profession.

**Keywords:** teacher leader, teacher leadership, professional development

## 1. Introduction

There is a general agreement in the literature that teacher leadership is a key element to school reforms (Frost, 2012; Nappi, 2014). However, most teachers are seldom regarding taking leadership roles whereby the response “I am just a teacher” is received when the teachers are queried regarding their role in the institutional leadership (Helterbran, 2010). This clearly illustrates the fact that teachers are not warming up for leadership roles yet the study by Ackerman and Mackenzie (2007) recommended that the most practical way of improving the performance of schools was to involve teachers in the leadership of schools. This assertion is also supported by Frost (2012) who suggested that teacher leadership is a key strategy for improving schools by mobilizing the unexploited abilities of teachers as innovation leaders. Developing teacher leadership is an imperative way of enhancing professionalism and empowering teachers (Katzenmeyer & Moller, 2009). It is important to acknowledge the point that teacher leadership is not optional anymore. Teacher leadership is important in school culture, student learning, school improvement and teacher retention (Nappi, 2014). From the literature, institutions that engage in teacher leadership have met significant gains in terms of school performance (Helterbran, 2010; Cheng & Szeto, 2016). As such, this chapter is devoted to exploring innovative practices that can promote the development of teacher leadership and teacher-leader identity in professional development schools.

### A. Development of Teacher Leadership

Education quality has become a key requirement for all educational institutions (Cheng & Szeto, 2016). For institutions to promote excellence, teachers need to engage in school leadership and forget the traditional notion that leadership is only reserved for school administrators. In the school level, leadership has traditionally been associated with power, authority, and control among the headmasters and principals (Angelle & DeHart, 2011; Cheng & Szeto, 2016). Other teachers have only focused on the learning process. However, teachers play a great role in matters within and outside their institutions. Most teachers in administrative roles such as headmasters do not see themselves as teachers but leaders with a positive influence (Angelle & DeHart, 2011). They perceive their roles as formal responsibilities. There is an urgent need to change this mentality so as to improve the performance of schools in general. As such, it is important for teachers to understand the role of teacher leadership and embrace innovative practices that could improve the quality of the learning process.

From the literature, various studies have explored the concept of teacher leadership. However, most of the studies have focused on leadership within the classroom environment (Frost, 2012; Nappi, 2014; Cheng & Szeto, 2016). There are three conceptualizations of teacher leadership that emerge from the literature. In the first conceptualization, teachers are not assumed to have any leadership roles unless they have an official position that provides them with

decision making powers (Sanocki, 2013). The second conceptualization relates teacher leadership to instructional leadership (Sanocki, 2013). In this case, teachers take additional informal roles such as leading fellow colleagues. The final conceptualization of teacher leadership entails empowering teachers to make decisions without seeking approval from the administrators (Sanocki, 2013). This conceptualization relates to improving the learning process by encouraging cooperation between expert, teachers and mentors in instructional delivery and professional development. There is an emerging conceptualization relating teacher leadership to transformational leadership whereby teachers have the ability to influence the community and school in delivering learning success (Hamzah, Noor & Yusof, 2016).

Based on these conceptualizations, it is evident that teacher leadership has been transformed greatly. The role of teachers in improving quality and excellence is increasingly being pronounced. Teachers are increasingly taking roles in school organizations and within the community. Teachers can now engage in decision making without seeking approval. By engaging in leadership in the schools, teachers can potentially enhance their performance and become better instructors. The elevation of the aspect of teacher leadership as an approach to enhancing teacher quality has been observed to be embraced by many institutions in the contemporary world (Levenson, 2014). According to Billingsley (2007), the aspect has become the central part of the current educational forums discussing the possible approaches and practices that will professionalize educator's coaching and thereby reform the learning institutions. The national commission on teaching and America's future has in the recent past been observed to be supporting the provision of teacher leadership opportunities for the educators through rewarding those displaying teacher leadership competencies in the process of delivering their duty (Harris, 2015).

### **B. Issues Related to Teacher Leadership**

From the literature, there is a strong link between the collective responsibility and efficacy of the teachers to their teaching effectiveness (Hamzah, Noor & Yusof, 2016). For instance, the self-efficacy of teachers as instructional leaders is positively and strongly related to improving instructional practice, innovative teaching approaches, improved parental involvement and communicating positive learning expectations (Ware & Kitsantas, 2007). When teachers are provided more opportunities to lead, they have an opportunity to build each other and this can potentially translate to improved teaching and learning. Moreover, when teachers have control over the policies embraced in their schools, they are more likely to remain in the teaching profession for long. However, teachers are often offered few opportunities to make decisions, influence or lead programs and policies. In fact, teaching is largely considered a flat profession because teachers have few opportunities to professionally advance outside the classroom (Ware & Kitsantas, 2007). When the teachers are promoted to administrative roles, they tend to lose contact with the students as well as credibility as instructional leaders. As such, there is a need to develop innovative approaches that can be used to promote the development of teacher leadership and teacher-leader identity.

### **C. Importance of Exploring innovative approaches that Promote Teacher Leadership**

As identified above, teacher leadership can bring many benefits to the students (improved academic performance), school (efficient and effective decision making) and colleagues (skills and knowledge transfer as well as growth) (Cheng & Szeto, 2016). As such, it is critical to identify ways through which the teacher-leadership identity can be promoted in professional development schools. Teachers perceive leadership differently because they come from different backgrounds with multiple skill sets. The core goal of teacher leadership is to amalgam the multiple skill sets and using them for the benefit of the learners and the teaching profession at large. Various approaches have been recommended to promote teacher leadership. Some of the approaches are ineffective and thus adopting them may not result in the benefits expected. Consequently, it is important to examine the approaches and then identify the best practices that can promote teacher leadership and the teacher-leader identity. This topic is important because it will enlighten educational stakeholders regarding the best approaches for promoting teacher leadership and the teacher-leader identity in the professional development school.

### **D. Theoretical Background**

#### **Teacher Leadership**

Various definitions have been offered for teacher leadership because it is considered to encompass multiple roles of teachers. For instance, York-Barr & Duke (2004) defined teacher leadership as a "process by which teacher influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement (p. 287–288)." On the other hand, Danielson (2006) defined teacher leadership as "a set of skills demonstrated by teachers who continue to teach students but also have an influence that extends beyond their own classrooms to others within their own school and elsewhere (p. 12)." In

this case teacher leaders energize and mobilize their colleagues to improve the performance of their schools. This definition is in line with that provided by Katzenmeyer and Moller (2009) who defined teacher leaders as individuals who go beyond the classroom setup, influences others and identifies with and contributes to the teaching profession. In essence, teacher leadership entails taking leadership roles within the school organization system.

Teacher leadership is often exhibited in various aspects of the school life including learning and teaching processes, school policies and engagement and community relations. It occurs in the classroom, the school, state and national levels. Some of the teacher roles that demonstrate the presence of school leadership include institution committee members, department chairs, curriculum writers and implementers, lead collaborations with the community and parents and team leaders. When performing these roles, the teachers have had the opportunity to represent or coordinate change programs within the institutions. According to Killion et al. (2016), the teacher leadership roles have traditionally been lacking flexibility demanding that those seeking administration must leave the teaching profession. The various teacher leaders always wish to advance their professional career while still remaining relevant as far teaching is concerned (Bayar, 2014).

Within the school environment, teacher leaders play two key roles including facilitation and coaching (Killion & Harrison, 2006). In relation to coaching, teacher leaders offer training and support to their colleagues, aid other teachers to expand their knowledge, skills and approaches and support and encourage others to reflect, plan and adapt effective pedagogical practices (Killion & Harrison, 2006). Although the leadership roles of teachers emerge formally and informally, the coaching role is formally assigned. Coaches can take various roles including learning facilitators, catalysts for change, classroom supporters, data coaches, resource providers and coordinators. In relation to learning teams, teacher leaders can aid in the creation of the culture of collaboration by engaging with other teachers to meet the needs of the students (Jackson, Burrus, Bassett & Roberts, 2010).

In order for the teacher leaders to achieve their roles, there are some personal skills that they need to possess. For instance, work ethic is a key skill because the teaching profession is often faced with obstacles and adversities (Kyllonen, Lipnevich, Burrus, & Roberts, 2014). Teamwork is also an essential skill because teacher leaders need to work with multiple entities to achieve the common goal of improving the school. In this case, the teacher leaders should be able to communicate effectively, engender trust, resolve conflicts and work well with other teachers (Danielson, 2006). It is important for teacher leaders to be risk takers because transforming the education system requires new and innovative approaches that are uncertain. Other key skills include having a vision, openness and positive affect.

Becoming a teacher leader as well as advancement of leadership skills is a social influence course that cuts across all learning institutions. According to Levenson (2014), teacher leader identity has been observed to be a vital component in the process of teacher leadership advancement aimed at giving individuals an opportunity to raise their self-esteem. The aspect is developed along four dimensions including level, meaning, integration, and strength. Teacher identity is significant in the leadership development process since it encourages any person to seek growth experiences and opportunities to deliver their mandate through exhibiting pertinent leadership behaviors (Billingsley, 2007).

### **Development of Teacher Leadership Practices**

Educational stakeholders know that the establishment of teacher leadership system starts with the clarification of assumptions made that drives the anticipated teaching practices. If the educational systems lack clearly defined vital assumptions, their efforts to create good teacher leader practices will be fruitless. Previous studies have (Nappi, 2014; Harris, 2015; Danielson, 2007; Smylie, 2015; Aspen Institute, 2014; Valdez, Broin, & Carroll, 2015) described some of the assumptions that can be made prior to setting teacher leader systems that are fruitful in the contemporary world.

First, it is assumed that teacher leaders lead legitimately or casually in their institutions. Most teachers have found themselves in the leadership docket whether in the classroom leading their students or in special assignments leading their peers. In the case of teachers, influence is more valued compared to power or authority (Smylie, 2015). The teachers become accountable not only because the educational rules define but because they have an urge that is driven by their professionalism and moral purposes that promote learning success among students, teachers, school districts, and the larger community (Smylie, 2015; Danielson, 2006; Levenson, 2014; Nappi, 2014; Valdez et al., 2015). The educators in many occasions may assume official leadership duties that have been formulated by the schools and defined in the institutional systems such as mentoring learners and writing the curriculum among many others. In most cases, the teacher leaders act without the formal designation as leaders. According to Danielson (2006), the responsibilities and roles of the professional teachers exhibiting teacher leader characteristics vary

drastically within and across various districts and their schools. The basic part of teacher leadership is when they recognize any learning need and strive to address it without wasting time (Nappi, 2014).

Second, it is assumed that all teachers have an equal opportunity to lead others. The contemporary world acknowledges the fact that all teachers have the potential to become leaders where they deliver their mandate. According to Smylie (2015), joining any profession demands that individuals engage themselves in collaborative measures with their peers aimed at promoting career development from all angles in the learning centers. As defined in the school structures, teacher leaders have the responsibility of promoting towards the success of the learning institution to ensure it meets its much-anticipated learning objective. Many educators may commit towards providing leadership in circumstances they know best they can apply their influence and experience to promote good results (Killion et al., 2016; Nappi, 2014; Smylie, 2015; Levenson, 2014). To gain an understanding of this scenario, the learning institutions as well as teacher leaders offer leadership roles and guidance on how best the educators can handle the assigned role. Whenever, the school leaders considerably define, solemnize, and offer support towards the leadership roles in institutions and its structures extends the teacher scope of leadership and imparts quality leadership skills amongst them and as such offer an avenue for teachers wishing to seek leadership roles (Smylie, 2015).

Third, it is also assumed that teacher leadership offers an avenue for effective leadership. Teacher leadership is often improved when teachers use knowledge, skills, and behaviors associated with the effective leading process (Harris, 2015). According to Danielson (2007), knowledge associated with assessment, implementation, and designing of professional learning is fundamental in developing effective leadership capacity among teachers. The teacher leaders have in the present days been observed to apply their interpersonal competencies in establishing long and trustworthy relations in the learning institutions where they collaborate with their peers and the executive to ensure student learning is taken into consideration in most teaching and learning decisions (Smylie, 2015; Levenson, 2014; Nappi, 2014; Valdez et al., 2015).

Finally, teachers develop the leadership capacity if they get support from either peer, students or school administration (Smylie, 2015). According to Nappi (2014), it is fundamental to support teachers in their leadership capacities so as to motivate them in advancing to the next level. Danielson (2006) argue to say that tutors play a vital role in developing effective teacher leaders based on the support they offer them. Some of the teachers may offer mentorship support as well as training support to the experienced teacher leaders (Kerry & Mayes, 2014). According to Killion et al. (2016), institutional structures that offer networking opportunities to the teacher leaders are vital in the development of effective leadership skills and sustaining the leadership capability. They may include professional learning structures, training, communities of practice, mentoring, and management. Effective communication involving 360-degree feedback from more experienced colleagues and more opportunities for shared leadership capacities offer the required support as far as the beginner and experienced teacher leaders are concerned (Smylie, 2015; Levenson, 2014); Nappi, 2014).

### **Professional Development Schools**

Professional development schools refer to institutions that offer teachers with an opportunity to develop their leadership skills by encouraging them to engage in innovative practices while delivering their teaching mandate (Danielson, 2006). Teacher leadership development process is a course through which various teachers enhance their instructional skills and experience, 360-degree feedback, personality, social mechanisms, and leadership skills (Smylie, 2015). The professional development schools promote leadership among the teachers more efficiently and successfully as compared to other school settings that are result and money oriented (Kraft & Papay, 2014). The schools are vital in the current society since they offer teachers an opportunity for them to grow their career as well advance their leadership skills.

Moreover, the schools offer an integrative approach to teacher leader development among its educators thereby supporting innovative skills that develop teacher leaders and leadership skills that promote student and educator learning (Kraft & Papay, 2014; Lunenberg, Dengerink, & Korthagen, 2014). Through the professional development schools, teachers are encouraged to become better and excellent teacher leaders by influencing them to engage in leadership roles based on four dimensions including meaning (understanding leadership), strength (to empower peers and learners), integration (through embracing the transformational aspect that incorporates all stakeholders) and level (the extent to which an individual ought to deliver their mandate) (Knight, Lloyd, Arbaugh, Gamson, McDonald, & Nolan Jr, 2014). As the teachers grow professionally within the professional development schools, they possess a new set of identity meanings which in many occasions encourages them to improve their existing meaning of teacher identity and in the end, transforms their strength in delivering their assigned duty (Kraft & Papay, 2014).

According to Levenson (2014), the professional development schools offer teachers an opportunity to promote their professional learning, support, and experiences required to advance their influence on students and colleagues as they deliver their duty and also improving their expertise in the newly formed innovative learning contexts. The spheres of teacher influence in professional development institutions can start right from the classroom, some small forums entailing other teachers, and in some situations forums encompassing the school administrators (Knight et al. 2014; Mizell, 2004). The professional leadership schools offer a platform for continued learning and educational experiences among the teachers that creates meaningful professional learning goals and identifies resources to accomplish the goals (Dixon et al., 2014; Mizell, 2004). Through the professional development schools, the teachers are able to craft and head the ongoing educational leadership programs for promoting peer development entailing large-scale advancement opportunities, teacher leadership support and proficient learning (Stewart, 2014). The schools also constitute technological facilities that manage professional responsibilities as well as intensifying the capacity of individuals to become teacher leaders (Bayar, 2014; Mizell, 2004). The schools also offer teachers an opportunity to coach and mentor others so as to promote individual professional development in relation to the student learning (Stewart, 2014; Kraft & Papay, 2014; Desimone, Smith, & Phillips, 2013).

The professional development schools across various states have different standards for professional development (Bayar, 2014; Brown, Vodeb, Slee, & Winchester, 2016; Desimone, Smith, & Phillips, 2013). For instance, the five standards that are defined in Maryland include first, ensuring the learning needs of the given community are met through the integration of student and adult development. The internship approach is part of the community learning need that ought to be attained (Kraft & Papay, 2014). Secondly, the mission of the professional development schools is collaboratively defined and supported by the learning institutions and institute of higher education. Third, professional development schools admit accountability upholding the required standards meant to prepare and renew educators in relation to the redesigning process requirements. Fourth, the professional development school partners identify as well as allocate capabilities and resources that are aimed at promoting and supporting the ongoing process of transforming instructional practices in addition to the learning process. And lastly, the schools promote equitable participation of faculty and interns in addition to the equitable sustenance of student success (Kraft & Papay, 2014).

Based on this discussion, it is true to say that the professional development schools offer excellent opportunities for leadership development (Lunenberg et al., 2014). Lunenberg et al. (2014) argue that learners benefit from these schools since they gain access to knowledge, resources and anticipated skills. Some of the teachers benefit from teacher interns, mentors, and the school faculty who plays a vital role in their professional development within the school setting (Kerry & Mayes, 2014). According to Bayar (2014), the professional development schools act as models of excellent teaching practices across the entire community rallying behind collegiality, analysis, and responsibility. The schools have in the recent past been observed to make teachers better as compared to those from other school settings (Kraft & Papay, 2014; Stewart, 2014; Lunenberg et al., 2014; Valdez et al., 2015). Some of the teachers from the schools have high-quality teaching practices they use in teaching students within the schools of students from other learning settings (Levenson, 2014; Mizell, 2004; Nappi, 2014). As such, these schools can be utilized to instill leadership skills to teachers.

## **2. Models for Developing Teacher Leadership in Professional Development Schools**

The traditional culture of hiring leaders from external sources has changed greatly. More learning institutions are increasingly embracing investments in in-house leadership programs that are aimed at promoting teacher leadership. Despite the programs varying in scope and size, they are all aimed at improving the leadership capacities of teachers to lead their organizations in the future (Valdez, Broin, & Carroll, 2015). Most in-house programs entail training and mentoring, regular leadership workshops addressing the emerging issues, stretch assignments, and increased opportunities to meet the present institutional leaders (Killion et al., 2016). A study by Mrig and Fusch (2014) exploring the contemporary state of higher education leadership development showed that 58 % of the correspondents agreed that the learning institutions are establishing in-house leadership development programs to promote teacher leadership aspects.

In light of the shift to in-house teacher leadership development, various models have been proposed to aid the development process including the three-tier leadership model and the REACH model. The three-tier leadership model incorporates three components of development including self-efficacy, leader self-awareness and leader identity (Stewart, 2014). Self-efficacy is usually aimed at promoting teacher confidence in delivering their duty in teaching students and influencing fellow teachers in relation to how they think, plan and labor. Self-awareness enhances the ability of the teachers to handle any emerging issue without panic since they have experience to do so. Lastly, leader identity. The professional development process requires that an individual leader ought to be unique

when delivering their mandate since it will boost them in teaching learners and leading other teachers successfully (Bayar, 2014).

On the other hand, the REACH model is used to determine the behaviors characterizing leadership among teachers. The transformational stakeholders apply the components of REACH model to assess the current instructional practices and then recommend any part that needs improvement so as to promote student learning (Stewart, 2014; Danielson, 2006; Valdez, Broin, & Carroll, 2015). The components include risk taking (whereby the teacher leaders innovate new ways of solving any issue associated with leadership approaches), effectiveness (whereby the educators model the best practice in their line of duty), autonomy (whereby teachers display a sense of responsibility for students and fellow teachers), collegiality (whereby educators embrace collaboration among all stakeholders to define the best leadership practices) and honor (whereby teachers demonstrate professional ethics, honesty, and integrity when teaching or leading some group) (Aspen Institute, 2014; Levenson, 2014; Nappi, 2014).

### **3. Practical Ideas That Can Be Implemented to Promote Teacher Leadership**

Some of the innovative practices that can be implemented to develop leaders and leadership skills in line with the REACH and three-tier leadership models include initiating institutional structures through the creation of personal development plans, the involvement of senior leaders in their program for empowerment purposes and promoting transformational leadership, and concentrating on boundary spanning through the formulation of an action plan to guide the development process (Bayar, 2014).

First, it is important to establish a personal leadership development plan. According to Mrig and Fusch (2014), this aspect can be achieved if an individual determines a sweet spot between leaders' passions, weaknesses and strengths, interests, and the needs of the learning institution. Whenever teacher leaders are raised to some positions in which they fail to deliver the anticipated duty, then the blame is always put on those who recommended their promotion in relation to the approaches they used. According to Danielson (2006), based on Zenger-Folkman's extraordinary leadership plan, individuals have the opportunity to develop a personal development plan through a 360<sup>0</sup> evaluation, keeping strengths and weaknesses inventory, and holding a discussion forum engaging program facilitators, participating members, and a supervisor to those participating although it is optional. A combination of a 360<sup>0</sup> evaluation and strengths and weaknesses inventory does highlight the opportunities for developing teacher leaders, their passions, interests, and skills (Mrig & Fusch, 2014).

The creation of personal leadership development plan is aimed at achieving the organizational needs, the leadership strengths and weaknesses and the expert passions and interests of the given teacher (Mrig & Fusch, 2014). The Zenger-Folkman Extraordinary Leader Program assists various teacher leaders to identify themselves with specific strengths required of them to ensure they lead well. The aspect forms the fundamental part of the individual teacher leader development plan (Valdez et al., 2015). In the process of promoting individual leader success through establishing a personal development plan, the participants are required to identify objectives that are significant to them and towards the learning institution. It has to meet the needs of both cases so as to create the targeted motivation and responsibility needed to guide them through the development plan (Killion, et al., 2016)

Secondly, it is important to involve senior leaders in the teacher leadership development program. According to Mrig and Fusch (2014), top institutional management's involvement in in-house leadership development programs is limited or is none existent. This is regardless of the fact that new leadership development programs can only succeed if the top institutional management is fully involved because it gives individuals a sense of motivation and confidence. The survey by Mrig and Fusch (2014) showed that most of the successful programs entailed the involvement of senior leaders in the teacher leader development programs. For instance, the Northern Arizona University's president together with key leaders such as the vice president, the chief finance officer, the provost, and others fully participate in the monthly leadership sessions where the president reviews applications from members wishing to participate in the development programs. The participants are also given an opportunity to engage the president and key leaders as to why certain leadership decisions were made (Mrig and Fusch, 2014).

Lastly, action learning can also be used innovatively to develop leaders and leadership skills within institutions (Levenson, 2014). The center for creative leadership has recognized the importance of entrenched effort as the most effective avenue for training leaders (Mrig and Fusch, 2014). Numerous leading training programs such as NAU focus on the identification of opportunities for action learning by pairing the leadership advancement course and the actual efforts to solve emerging issues that face learning institutions. In the action learning programs, the incoming and outgoing leaders are asked questions geared towards identifying their passions as well as interests, encourage them to personally identify their leadership development needs, and evaluate the scope of support and their preparedness for the position they hold currently and the one they may hold in the future (Levenson, 2014).

Combining the questions with a 360<sup>0</sup> assessment as well as strengths and weaknesses inventory will provide opportunities for grooming the kind of leaders that may be required (Mrig & Fusch, 2014).

From the above discussion, a program that best serves the purpose of developing leaders and leadership skills innovatively should fulfill a number of requirements. For instance, the program should meet specified leadership needs and that its objective is driven by its core values. Moreover, the program should be guided by sound leadership development framework. The program should also have an accurate structure, presentation, and implementers that assist individuals in transforming the institutional culture to meet the goal of the program. Finally, the program should have an integrated curriculum consisting evaluations, reflections, training and mentoring opportunities together with real-life experiences, and high levels of support from the administrators who buy the ideas of the participants (Mrig & Fusch, 2014; Valdez et al., 2015; Killion et al., 2016).

#### 4. Conclusion and Recommendations

Teacher leadership is an essential element of teaching and learning because it influences how teachers think, plan and deliver instruction. This chapter has provided an overview of teacher leadership and how it has evolved over time. Moreover, the chapter has outlined how teacher leadership can be natured and the role of professional leadership schools in the process. The models that can be used to enhance teacher leadership including the three-tier leadership model and the REACH model have also been examined in this chapter. Finally, practical approaches that can be used to promote teacher leadership have been provided in this chapter. Based on the information gathered in this chapter, the following recommendations should be considered by learning institutions to boost the development of teacher leadership.

The learning institutions should create a personal leadership development plan to enhance the knowledge and teaching practices that are aimed at promoting student and peer learning. The teacher leaders should also devise action learning methods since they can also be used innovatively to develop leaders and leadership skills within institutions as seen earlier. It is important to note that significant gains can only be made when there is support from the school administrators. As such, learning institutions should emphasize the role of school administrators in teacher leadership programs.

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### **Chapter Discussion Questions**

1. How has teacher leadership evolved over history and what are the current issues associated with teacher leadership?
2. What is teacher leadership and how are teacher leadership practices developed?
3. What is the role of professional development schools in promoting teacher leadership?
4. What are the models that can be used to build teacher leadership in professional development schools?
5. What are some of the practical ideas that can be implemented to promote teacher leadership?