



What does a *system for collectively led improvement look like?*

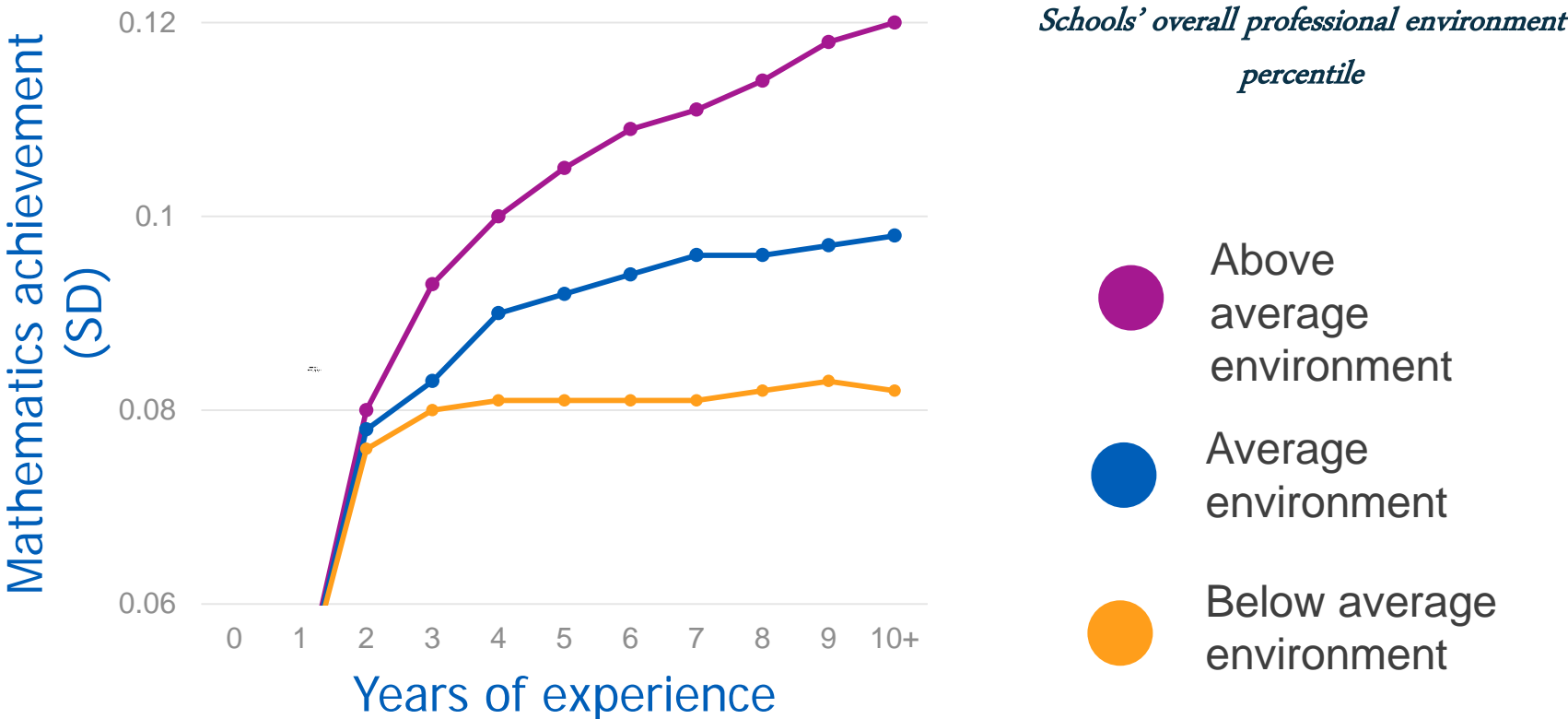
Barnett Berry & Alesha Daughtrey, CTQ

When teachers
collaborate,
students
benefit.

Rosenholtz 1991
Jackson & Bruegmann 2009
Ronfeldt, et al. 2015
Kraft & Papay 2016



Schools' professional environments influence instructional improvement



Kraft & Papay, 2014



Conditions that support teacher leadership for school improvement



Vision and strategy



Strong collaboration



Supportive administration



Shared decisions & accountability



Adequate resources



Inquiry and risk taking



Enabling work structures





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1



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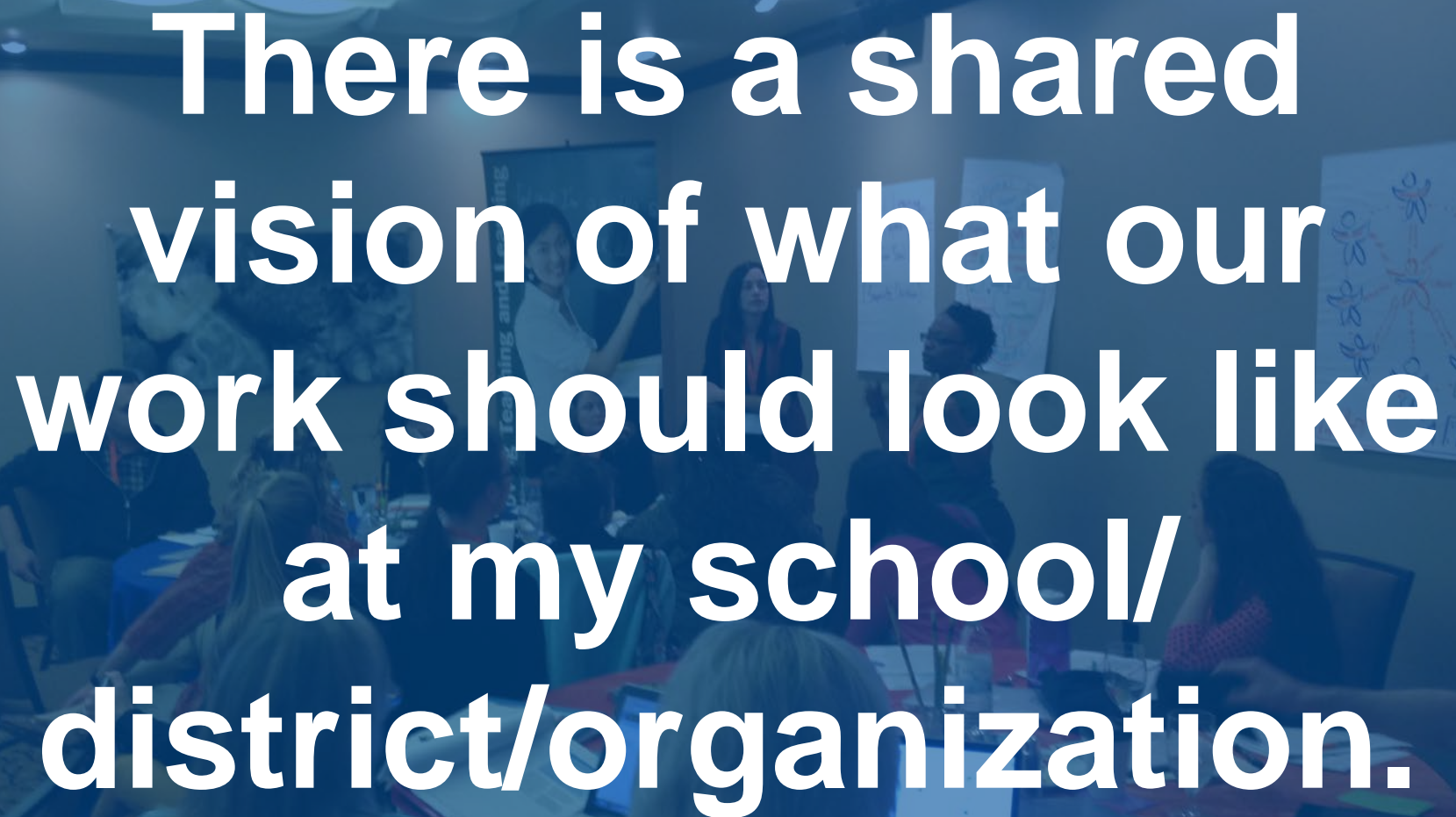
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A group of people are gathered in a meeting room, some sitting at tables with laptops, others standing and looking at charts or whiteboards. The room has a blue tint and a modern, collaborative atmosphere.

**There is a shared
vision of what our
work should look like
at my school/
district/organization.**



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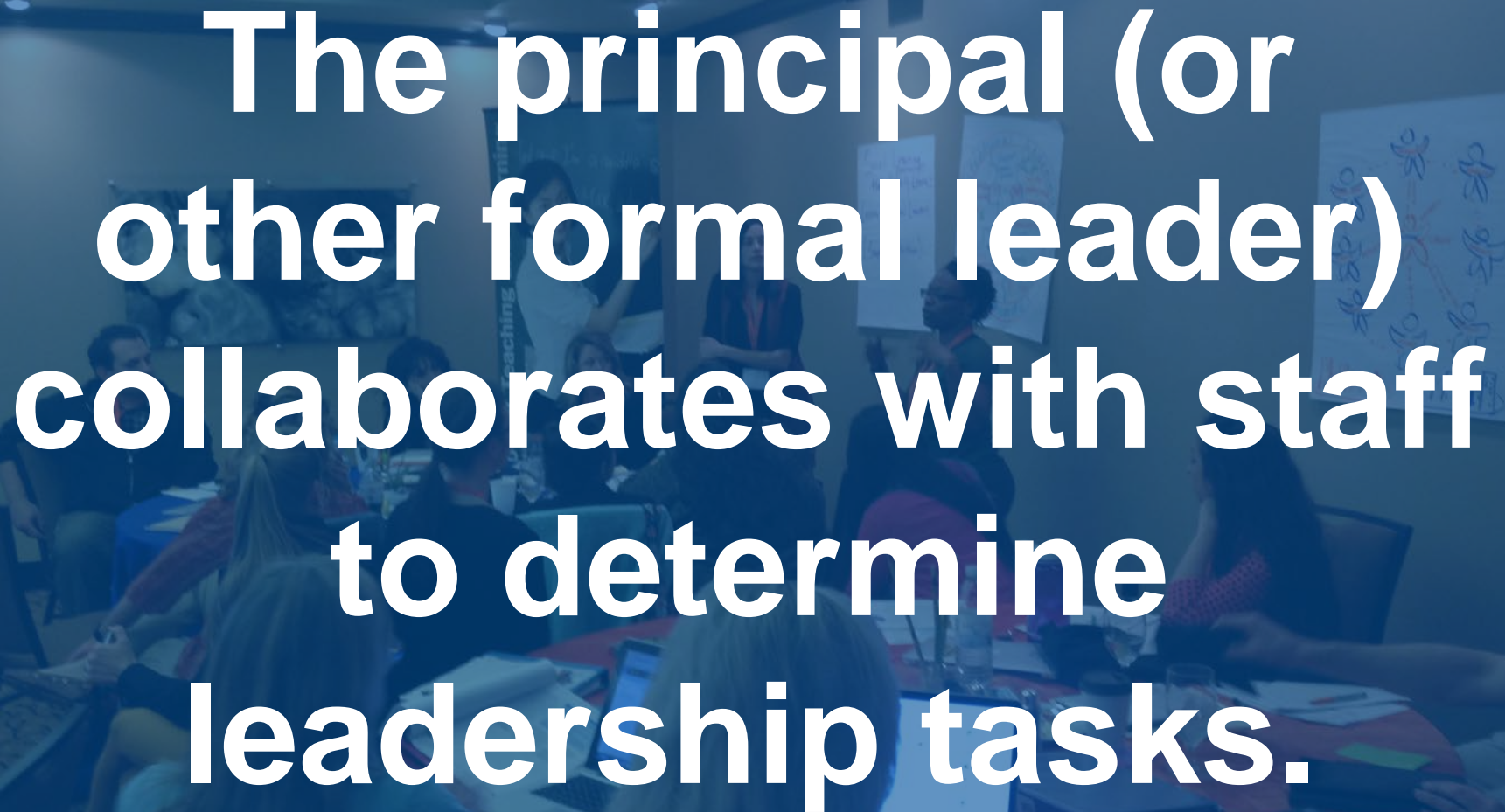
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A group of people are gathered in a meeting room, some sitting at tables with laptops, others standing near whiteboards. The scene is overlaid with a blue filter. The text is centered and reads:

The principal (or other formal leader) collaborates with staff to determine leadership tasks.



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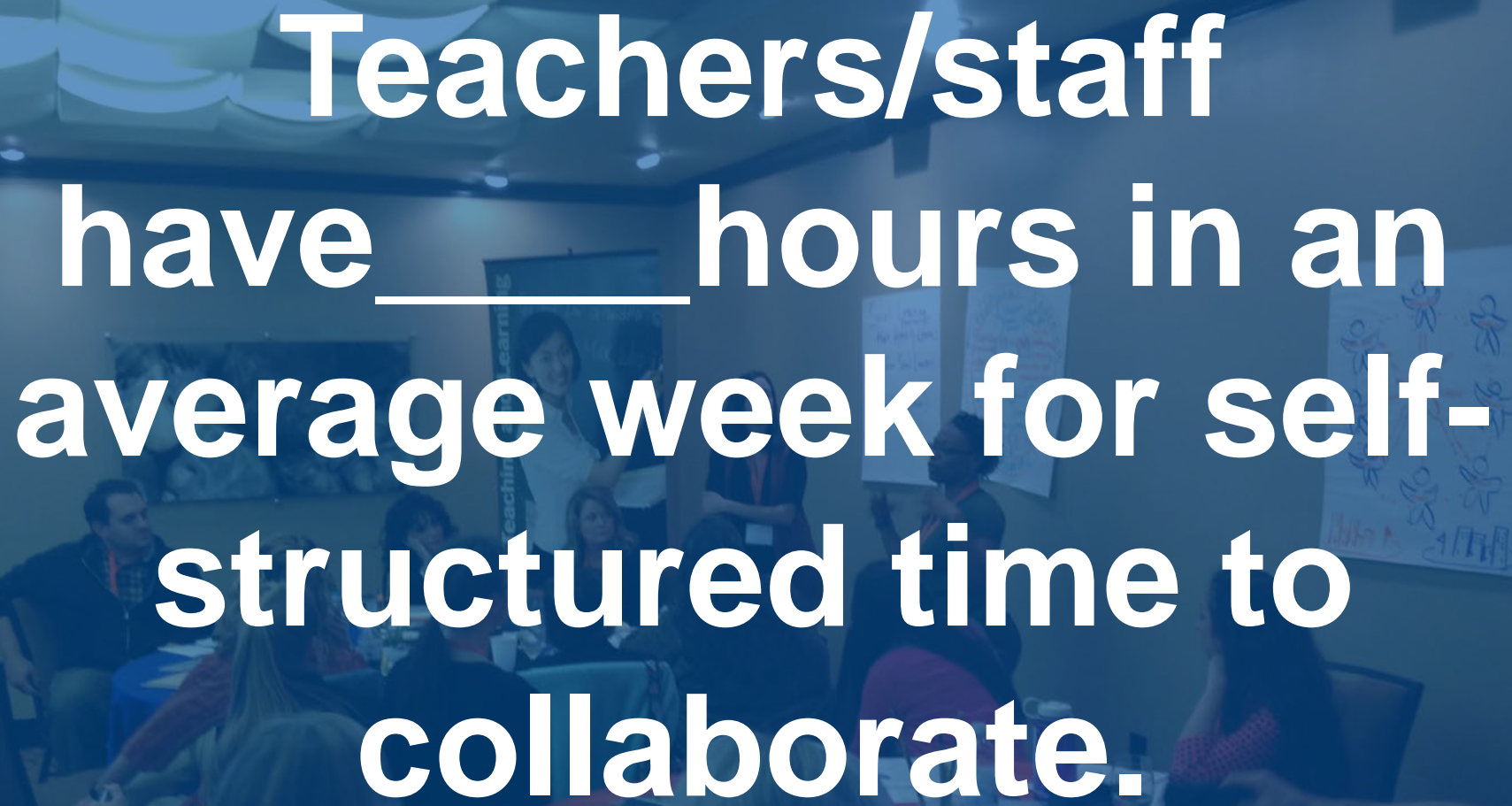
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**Teachers/staff
have _____ hours in an
average week for self-
structured time to
collaborate.**

A. None B. <1 C. 1-2

B. D. 2-5 E. >5



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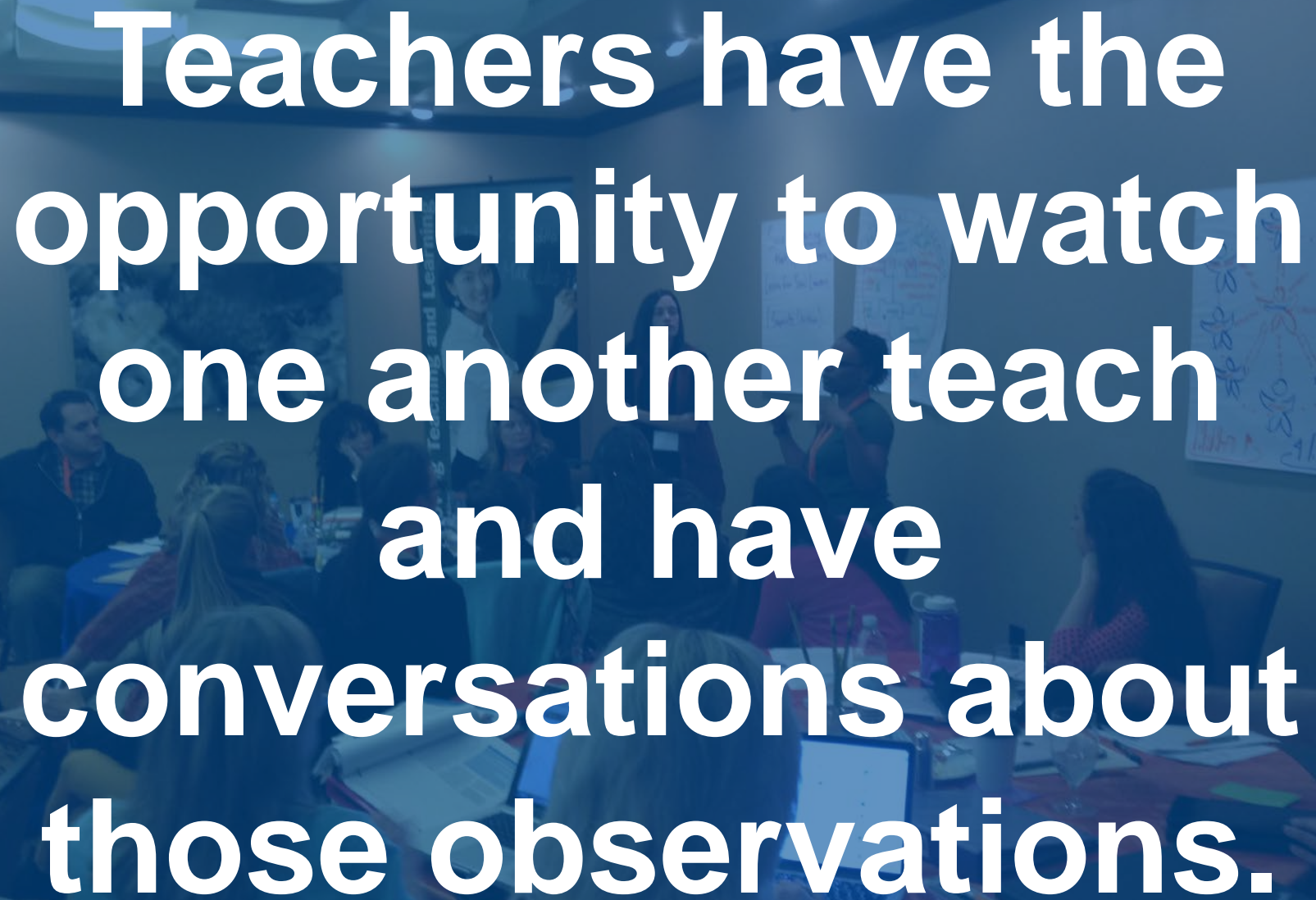
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A blue-tinted photograph of a group of people in a meeting room. The text is overlaid in white, bold font. The background shows several people sitting around tables, some looking at laptops, and a whiteboard with diagrams in the background.

Teachers have the opportunity to watch one another teach and have conversations about those observations.



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A group of people are gathered in a meeting room, likely for a professional development session. They are seated around a large table with laptops open, and several whiteboards with diagrams and notes are visible in the background. The scene is dimly lit with a blue tint, suggesting an evening or indoor lighting. The text is overlaid in the center of the image.

**Someone in my
school encourages
my development as a
leader.**



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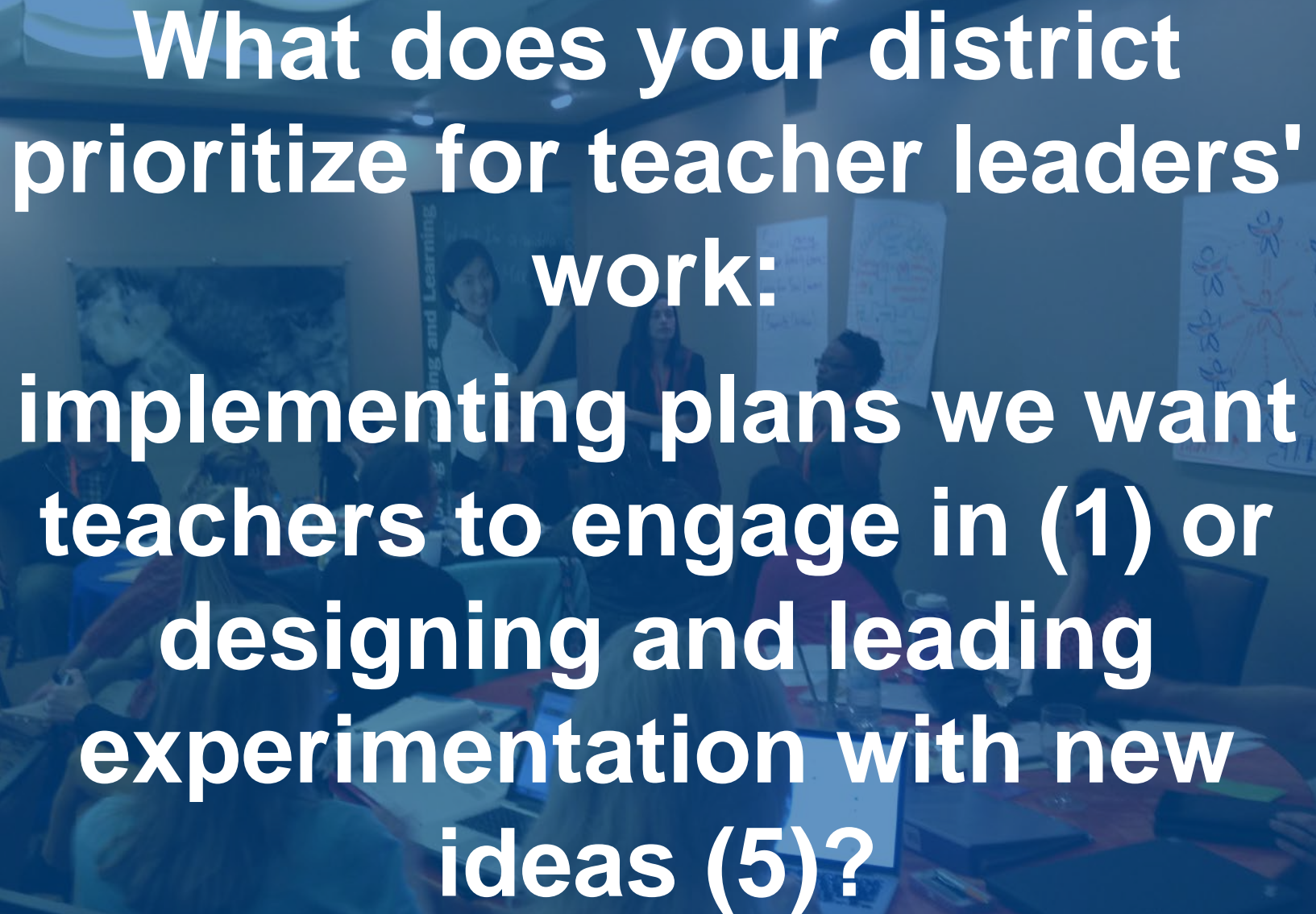
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A group of people are gathered in a meeting room, likely for a professional development session. They are seated around a table with laptops open, and several whiteboards are visible in the background. The room is dimly lit, and the overall atmosphere is collaborative and focused. The text is overlaid on this background in a large, white, sans-serif font.

**What does your district
prioritize for teacher leaders'
work:
implementing plans we want
teachers to engage in (1) or
designing and leading
experimentation with new
ideas (5)?**



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**I work in a safe place
to take risks in
pursuit of
improvement.**

On which 1-2 levers might your school or system expand its focus to improve conditions to support improvement?

Hold a short conversation with an elbow partner.





**How do you put
collective leadership
principles into practice?**

Tools for collective leadership practice



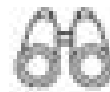
Identify a **purpose** to guide leadership



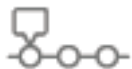
Assess **impact** and re-plan cyclically



Create a **strategy** to leverage people and resources



Find **perspective** by sharing the story of work in progress



Set up an **action** plan

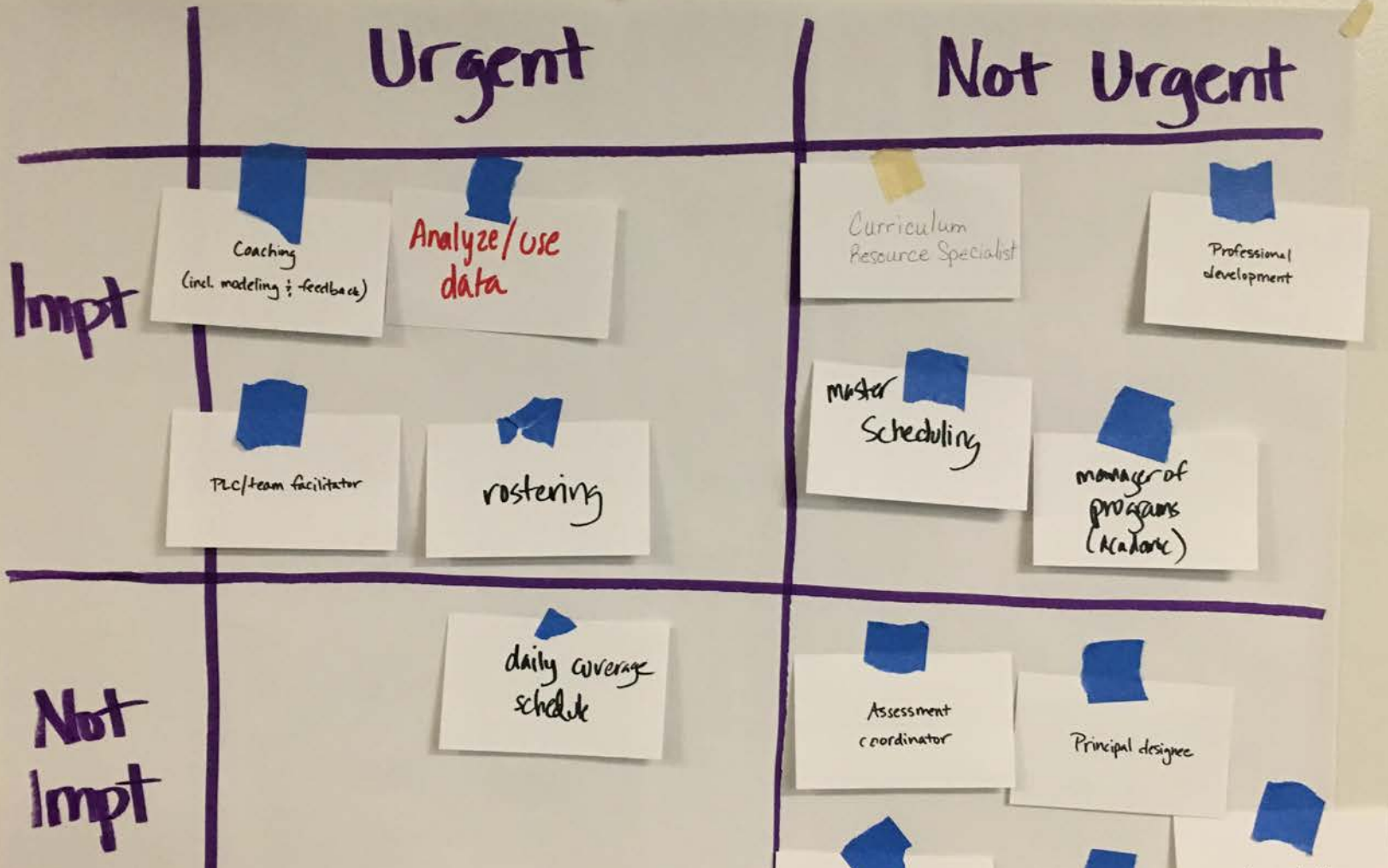


Craft the **story** of your ultimate success and learning





The SC Department of Education is piloting a Collective Leadership Initiative in 12 schools, set to scale statewide in 2019.



The School District of Philadelphia developed strategies to prioritize time for teacher leaders to exercise full instructional



FL Teacher Leader Fellows Makeda Brome and Glenna Sigmon boosted math achievement and piloted hybrid teacher



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