

Leading from the Front of the Classroom:
 A Roadmap for Teacher Leadership that Works
Shifts to Meaningful and Effective Teacher Leadership

	OLD TEACHER LEADERSHIP	NEW TEACHER LEADERSHIP
ROLE	<ul style="list-style-type: none"> Teacher takes on responsibilities for administrative tasks (e.g., the ordering and distribution of supplies) or events outside of the classroom (e.g., family night or field trips). 	<ul style="list-style-type: none"> Teacher observes and coaches other teachers, models best practices, and leads team meetings.
AUTHORITY	<ul style="list-style-type: none"> District administrator or principal sets meeting agendas. Teacher rarely participates in formally evaluating or coaching other teachers. 	<ul style="list-style-type: none"> Teacher sets meeting agendas. Teacher may participate in formally evaluating or hiring other teachers.
TIME AND COMPENSATION	<ul style="list-style-type: none"> Teacher lacks time to observe and work with colleagues on their instructional practice. Teacher may or may not receive additional compensation. 	<ul style="list-style-type: none"> Teacher receives release time and training to observe and work with colleagues on their instructional practice. Teacher receives additional compensation in exchange for increased responsibility and authority.
SELECTION AND TRAINING	<ul style="list-style-type: none"> Selection is based on seniority or personal relationships. Limited professional development on leadership. 	<ul style="list-style-type: none"> Selection and training are based on competencies aligned to leadership role. Significant professional development on leadership.
FORM AND FUNCTION	<ul style="list-style-type: none"> Teacher has no defined role relating to giving other teachers feedback or helping them improve. 	<ul style="list-style-type: none"> Teacher has specific duties that drive key system-wide goals (e.g., improving instructional quality, building aspirational student and staff cultures).