
#LeadershipGoals

How to see yourself as a teacher leader

As you come in, please go to [WORD CLOUD](#) or use QR code → to express your thoughts on teacher leadership.



Who we are and why we are here

Nicole Schrode: SVVSD and PEER Physics

- Teaching high school science for 16 years
- Lifelong learner
- PD enthusiast
- Looking for leadership roles outside of traditional administration
- Co-author of Honoring Teachers as Professionals: Stories and Pathways for Growth in Your Classroom and Career

Shannon Wachowski: Science & CTE Consultant at the Wyoming Department of Education and PEER Physics

- Taught high school science for 13 years
- Past chemical engineer and supporter of student teachers at UW
- Want to create and impact change in education
- Co-editor of a DEI-themed new column in The Physics Teacher (look for it in May!)
- Co-author of Honoring Teachers as Professionals: Stories and Pathways for Growth in Your Classroom and Career

Research says...

- Lukacs (2009) created the Teacher Change Agent Scale (TCAS) to measure teacher willingness to be a change agent¹.
- 3 areas found as significant in those who identified as teacher change agents
 - Content/Pedagogical Knowledge
 - Professional Community Membership
 - Collaborative Expertise

1. Lukacs, K. Quantifying “the ripple in the pond”: the development and initial validation of the teacher change agent scale. *The International Journal of Education and Psychological Assessment*. 2009;3:25-37.

Teacher Change Agent Scale

- TCAS²
 - Make a copy
 - Answer the questions provided
 - The spreadsheet will score the scale for you
- Rate each statement:
 - Strongly Agree = 4
 - Agree = 3
 - Disagree = 2
 - Strongly Disagree = 1
- Self evaluation - NOT an indicator of good or bad

Statement	Rating
I value working collaboratively with other teachers.	2
If I feel it is necessary, I will speak out and express my views to my colleagues.	3
I am known as a person who is not afraid to take risks.	2
I can adapt to the needs of my students when necessary.	1
I am able to assess/evaluate student understanding using a variety of techniques.	2
I know how to influence my colleagues.	3
I invest time in understanding my students' learning styles and interests.	3
I can help other teachers with their teaching skills.	3
I prefer to work alone.	4
I am reluctant to rely on others.	4
I can't get through to the most difficult (i.e., at-risk students).	4
I believe that when teachers work together, they are able to influence practice in their schools.	4
I believe that in order for change to be successful, teachers must work together.	4
I know how to motivate my colleagues.	2
I am resistant to suggesting changes.	2
Content/Pedagogical Knowledge	10
Professional Community Membership	16
Collaborative Expertise	14

2. Lukacs K. For me, change is not a choice: the lived experience of a teacher change agent. American Secondary Education. 2015;44(1):38-49.

Teacher Leader/Change Agent Characteristics Tables

Teacher Leader/Change Agent Characteristics Tables

Table 1: TCAS Factors

Content/Pedagogical Knowledge
I can adapt to the needs of my students when necessary.
I am able to assess/evaluate student understanding using a variety of techniques.
I invest time in understanding my students' learning styles and interests.
<i>I can't get through to the most difficult (i.e. at-risk) students.</i>
Professional Community Membership
I value working collaboratively with other teachers.
<i>I prefer to work alone.</i>
<i>I am reluctant to rely on others.</i>
I believe that when teachers work together, they are able to influence practice in their schools.
I believe that in order for change to be successful, teachers must work together.
Collaborative Expertise
If I feel it is necessary, I will speak out and express my views to my colleagues.
I am known as a person who is not afraid to take risks.
I know how to influence my colleagues.
I can help other teachers with their teaching skills.
I know how to motivate my colleagues.
<i>I am resistant to suggesting changes.</i>

Table 2: Teacher Change Agent Characteristics-Refined

General Characteristic	Subcharacteristic	Description
Lifelong Learning	Focus on their own knowledge development	<ul style="list-style-type: none"> Curious about new insights and new educational developments Take initiatives to create new knowledge using inquiry-oriented models and develop support for their own arguments Apply this new knowledge in their teaching practices
	Focus on their professional skills	<ul style="list-style-type: none"> Focused on improving their own professional teaching skills using inquiry-oriented methods Think deeply and carefully about the quality of their teaching and how it can be improved Set high work standards for themselves and look critically at their own work
	Mastery	<ul style="list-style-type: none"> Demonstrate empathy toward students and build a strong social relationship with them Create an open and safe learning climate for students in the classroom Offer students trust and security and ensure that students feel competent
	Focus on students' learning	<ul style="list-style-type: none"> Skilled professionals who set challenging goals for students, support their students' development, and guide their learning (process) Make the students aware of their own learning process
	Confidence in their own abilities	<ul style="list-style-type: none"> Believe (and are confident) that they (can) have a positive impact on the learning and behavior of students (at the classroom and/or school level)
	Work motivation	<ul style="list-style-type: none"> Enthusiastic teachers committed to their work Have a passion for the job and enjoy their work at school
Entrepreneurship	Focus on innovation at the classroom level	<ul style="list-style-type: none"> Dare to experiment in their classroom Have the courage to transform new ideas into actions Dare to step out of their comfort zone and view complex changes as challenges
	Focus on innovation at the school level	<ul style="list-style-type: none"> Feel ownership regarding the quality of education at the school level See opportunities for school development and are able to translate changes into concrete applications in educational practice and support their colleagues when necessary
Collaboration	Professional collegiality	<ul style="list-style-type: none"> Find that collaboration is needed to realize successful changes in education at school Take on-going initiatives to work together with colleagues in a professional learning environment See working with colleagues as a method to learn and achieve both individual and collective goals Team players with an open attitude and are willing to support their colleagues

Developing an Action Plan

School Reform Initiative Protocol

- Feel free to share this with your team or PLC group
- Helps with accountability, transparency, team building

Individual Action Plan

What is your action plan?

Padlet to share out

Chat Waterfall

- Enter your goal into the chat
- DO NOT hit enter yet!
- We'll hit enter together and celebrate our goals

Next Steps

We'd love to connect with you!

Honoring Teachers as Professionals: Stories and Pathways for Growth in Your Classroom and Career

[AIP First Collection Title List](#) - Forthcoming Books

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