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DEEPER LEADERSHIP FOR EDUCATORS,  
DEEPER LEARNING FOR EVERY STUDENT:

# TOOLS TO ADVANCE YOUR WORK



# TOOLS TO ADVANCE YOUR WORK

If our nation's public schools are going to fulfill the promise of creating an informed and engaged citizenry that continues to innovate now and into the future, then deeper learning needs to be fully integrated into how schools prepare all students.



And those substantive shifts in how schools support students will need to be led by the educators charged with making that shift. Deeper learning supports students to develop the knowledge, skills, and mindsets necessary to participate in the global economy and contribute to a more civil and just American society. Fortunately, some districts and schools have begun leading the challenging work of shifting from traditional instructional practices to those that support deeper learning for both educators and students.

In Deeper Leadership for Educators, Deeper Learning for Every Student: A Look at Three District Approaches and Deeper Leadership for Educators, Deeper Learning for Every Student: Enabling Conditions, Building Capacity, and Maximizing Equity we took a look at the ways in which three distinctly different districts have started to implement educator-led deeper learning by creating conditions, building capacity, and harnessing equity goals all in support of a deeper learning agenda. In each of the three districts and schools, we found substantive examples of how teacher and collective leadership spurs deeper learning and emerging evidence for it — e.g., the closing of achievement gaps and improving equity in addressing every student's social and learning needs. In some respects, we found that

almost everything that needs to be done to spur deeper and more equitable learning outcomes is being done somewhere in these three distinct local communities, and specifically the three schools. However, much work needs to be done.

Drawing on the evidence assembled and the experience of working with the dedicated educators of Clarendon County School District 3 in South Carolina, Jefferson County Public Schools (JCPS) in Kentucky, and Pomona Unified School District (PUSD) in California, we offer the following rubrics and recommendations that your district and schools can use to move your own system forward from where you are.

The rubric that follows includes items intended to be assessed by role: teacher, administrator, or policymaker (understood as anyone who sets policies or determines implementation of policy at a school system level). To ensure your system aligns with the creation of educator-led deeper learning, we strongly recommend that a team comprised of individuals in each of these roles -- for example, a classroom teacher, assistant principal or principal, and district professional learning director or CAO -- work together to complete the assessment and discuss how each views these items. Your team's assessment will guide next steps.



## Rubrics

These rubrics use a single point rubric structure that will allow your team to identify evidence of success and opportunities for growth. The criteria are listed in the middle column. Use the column on the right to record evidence that your team meets or exceeds the criteria. Use the column on the left of the target to identify opportunities for growth.

Ideally, your team should include a blend of teachers (T), administrators (A), and individuals responsible for

systems and policy (P) to maximize a complete view of the work. Numbers at the far left index specific areas of focus for each of those groups and make it easier to reference items. Complete the rubric individually before discussing with your team. Focus discussion first on areas where you have differing perceptions. Then return to strategizing about how to capitalize on prior success and address growth opportunities.

### Creating enabling conditions for teacher-led learning

OPPORTUNITIES FOR GROWTH	VISION AND STRATEGY	EVIDENCE OF SUCCESS
T1	Teachers have collaborated with administrators to co-create and implement a deeper learning vision and strategy for their schools.	
A1	Administrators have actively engaged teachers in the development and implementation of the deeper learning vision and strategy for their schools.	
P1	Policymakers have created formal structures that require administrators and teachers to co-create the vision and strategy for deeper learning implementation.	

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OPPORTUNITIES FOR GROWTH	SUPPORTIVE ADMINISTRATION	EVIDENCE OF SUCCESS
T2	Teachers know their leadership strengths and are proactive about working with administrators to leverage those strengths so that they can help lead deeper learning implementation.	
A2	Administrators actively and strategically identify and support the development of teacher leaders for deeper learning implementation and support.	
P2	Policymakers provide the tools and resources needed for administrators to identify and leverage teacher leadership strengths for deeper learning. They create systems and structures that require administrators to build and leverage the leadership capacity of teachers.	

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OPPORTUNITIES FOR GROWTH	CAPACITY RELATED TO STAFF TURNOVER	EVIDENCE OF SUCCESS
T3	Teachers have assumed some responsibility for creating the culture and climate that contributes to staff stability and reduces turnover.	
A3	Administrators take explicit and ongoing actions to create a climate and culture that supports educator development and retention. They gather climate and culture data from multiple sources and respond to that data.	
P3	Policymakers have created systems and structures for the collection and response to data related to school climate and culture. Staff turnover thresholds have been established that signal a need for support and/or intervention at schools.	

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OPPORTUNITIES FOR GROWTH	ENABLING WORK STRUCTURES RELATED TO TIME	EVIDENCE OF SUCCESS
T4	Teachers have worked with administrators to redesign the master schedule. They have conducted a time audit on their classrooms and identified ways to increase efficiency.	
A4	Administrators have worked with teachers to redesign the master schedule so that teachers have several hours per week to collaborate and engage with colleagues in professional learning.	
P4	Policymakers have given administrators scheduling autonomy and removed barriers to innovation with scheduling (bus schedule, food services, etc.).	

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OPPORTUNITIES FOR GROWTH	RELATIONSHIPS FOR DEEP COLLABORATION	EVIDENCE OF SUCCESS
T5	Teachers actively engage with colleagues to learn from and support one another's efforts to implement deeper learning practices across the school.	
A5	Administrators collaborate with teachers and other administrators to elevate teacher leadership for deeper learning implementation.	
P5	Policymakers provide resources and leverage their positional authority to support collaboration for deeper learning implementation.	

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OPPORTUNITIES FOR GROWTH	SHARED INFLUENCE	EVIDENCE OF SUCCESS
T6	Teachers actively seek out opportunities to co-lead efforts to implement deeper learning across the school.	
A6	Administrators strategically identify and leverage teacher leadership capacity to help lead deeper learning implementation.	
P6	Policymakers remove barriers to teachers and administrators leading together. Professional learning opportunities have been created for administrators and teachers to learn to lead together.	
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**Building the capacity of teachers and administrators**

OPPORTUNITIES FOR GROWTH	LEADERSHIP IS ABOUT THE WORK	EVIDENCE OF SUCCESS
T7	Teachers have opportunities to identify and address challenges beyond their classroom related to deeper learning implementation. They are able to choose their leadership work rather than someone else choosing for them.	
A7	Administrators encourage and provide opportunities for teachers to identify and address challenges related to deeper learning implementation. Administrators explicitly work to redefine leadership as being about the work, not the person.	
P7	Policymakers encourage administrators to provide opportunities for teachers to identify and address challenges that arise related to deeper learning implementation.	
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OPPORTUNITIES FOR GROWTH	DEVELOPING AND SPREADING LEADERSHIP EXPERTISE	EVIDENCE OF SUCCESS
T8	Teachers know their leadership skills and use those skills to share deeper learning expertise with colleagues. They visit one another's classrooms to both give and receive feedback to improve practice.	
A8	Administrators have a formal and codified system to identify and leverage teacher leadership skills and expertise that can persist beyond their tenure in a specific role. They encourage, recognize, and support both formal and informal teacher leaders.	
P8	Policymakers have implemented policies that allow for the use of micro-credentials and other competency-based systems to develop and identify deeper learning expertise.	
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**Harnessing deeper learning conditions for equity**

OPPORTUNITIES FOR GROWTH	DIVERSITY, EQUITY, AND INCLUSION	EVIDENCE OF SUCCESS
T9	Teachers can clearly articulate the strategies that they use to mitigate bias and create an equitable learning environment that supports deeper learning for all students.	
A9	Administrators can clearly articulate the strategies that they use to mitigate bias and create an equitable learning environment that supports deeper learning for all students and teachers.	
P9	Policymakers have made explicit statements, created policies, and provided learning opportunities that demonstrate and ensure their commitment to diversity, equity, and inclusion.	

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OPPORTUNITIES FOR GROWTH	SOCIAL-EMOTIONAL LEARNING	EVIDENCE OF SUCCESS
T10	Teachers have been trained and implement strategies that support the social-emotional needs of students.	
A10	Administrators provide opportunities for teachers to develop expertise in meeting the social-emotional needs of students, and they do the same for teachers. When addressing discipline issues, they use practices that support the social-emotional needs of students.	
P10	Policymakers have redesigned the discipline system to better align with principles of meeting the social-emotional needs of students. They provide resources for educators to engage in professional learning for social-emotional learning.	

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OPPORTUNITIES FOR GROWTH	CENTRAL OFFICE CAPACITY BUILDING FOR TEACHER LEADERSHIP	EVIDENCE OF SUCCESS
T11	Teachers proactively engage with central office staff to help identify and remove barriers to teacher leadership.	
A11	Administrators work with policymakers and central office staff to identify and remove the obstacles and amplify the supports for teacher leadership development.	
P11	Policymakers shift central office responsibilities beyond those that are focused on compliance to include those that support the development of teacher leadership.	

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OPPORTUNITIES FOR GROWTH	BROADEN THE DEFINITION OF SUCCESS	EVIDENCE OF SUCCESS
T12	Teachers gather and report both qualitative and quantitative measures of student progress, including those that align with the competencies connected to deeper learning (core content, thinking critically, working collaboratively, communicating effectively, knowing how to learn, and developing an academic mindset).	
A12	Administrators value and provide opportunities for teachers to measure student progress using both qualitative and quantitative measures. Student and school progress are reported based on measures beyond standardized tests.	
P12	Policymakers engage with district and system leaders to broaden the definition of student and school success to include the deeper learning competencies.	
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## Recommendations

The recommendations that follow provide a brief rationale for each component and associated action step(s) that teachers, administrators, and policy leaders can take to move forward from wherever your team happens to be.

### Creating enabling conditions for teacher-led learning

The conditions needed for effective implementation of collective leadership for deeper learning are interdependent, yet can be addressed individually.

Each is an essential part of creating a system of collective leadership, but addressing the conditions individually helps leadership teams think analytically and creatively about how to leverage areas in which their system already has some strengths and address areas in which they need to stretch themselves. (Conditions connected to recommendations are noted parenthetically alongside each. Link back to some of the other knowledge products in this series and on CTQ’s website to learn more about the related research.)

#### Collective vision is a must

(Vision and strategy)

RATIONALE	RECOMMENDATIONS
<p>Educators will own what they help to create, making it imperative that the vision and strategy for leadership that spurs deeper learning is co-created with those charged to enact the plan. When the vision and strategy for deeper learning are co-created, the investment of time, energy, and passion create a sense of ownership of the results of teacher-led learning and leadership. Expecting educators to buy into a system or process that they had no hand in creating will not be as effective as it could be and is likely to result in confusion as they try to implement something that someone else has created.</p>	<p>Teachers: Engage with colleagues, administrators, and students to begin co-creating a vision and strategy for deeper learning within your teaching context. Initiate teacher-led learning by sharing with your colleagues your strengths and challenges related to deeper learning.</p> <hr/> <p>Administrators: Create a team that includes a number of staff who will be charged with implementing the vision and strategy for teacher leadership for deeper learning. Engage the team in the co-creation of the vision and strategy by pursuing or applying the concepts in the micro-credential <a href="#">Cultivating a Shared Purpose</a>. Be sure to get input from everyone who will be charged with implementing the strategy.</p> <hr/> <p>Policymakers: Ensure that educators (teachers and administrators) have the support and autonomy needed to be able to co-create their own vision and strategy for teacher-led learning that supports deeper learning. While the larger system can prioritize a deeper learning agenda, all schools need to have the support and autonomy to determine how they implement for their own context.</p>
<p>&gt;&gt;</p>	<p><a href="#">Go to rubric</a></p>

#### Principals and system administrators act as lead catalysts

(Supportive administration)

RATIONALE	RECOMMENDATIONS
<p>Principals have the positional authority to accelerate or decelerate nearly any effort in a school, including the development of leadership to shift toward deeper learning. And as the formal leaders of their schools, principals have a responsibility to catalyze leadership among the staff. District and state-level leaders have similar responsibilities within their respective systems for accelerating the work of school-level staff, including site administrators and teachers. The work is too important, the evidence of the impact of collective leadership too strong, and the stakes too high not to leverage the capacities of all educators in pursuit of a deeper learning agenda.</p>	<p>Teachers: Pursue the <a href="#">Understanding your Leadership Strengths</a> micro-credential including taking one of the assessments to determine your leadership strengths. Share your leadership strengths and what you learned about how to leverage them with your team and administrators.</p> <hr/> <p>Administrators: Pursue the <a href="#">Understanding your Leadership Strengths</a> and <a href="#">Building your Team</a> micro-credentials. Use the skills from the micro-credentials to identify urgent needs and highest yield opportunities to advance leadership for deeper learning and match educator strengths with the needs and opportunities.</p> <hr/> <p>Policymakers: Support, encourage, and expect administrators to catalyze leadership within their schools. Provide formal opportunities for administrators to share with one another the ways in which they have catalyzed leadership within their schools.</p>
<p>&gt;&gt;</p>	<p><a href="#">Go to rubric</a></p>





## TOOLS TO ADVANCE YOUR WORK

**Limit turnover and staff instability**

(Capacity and resources)

**RATIONALE**

Capacity to lead and engage in deeper learning is severely limited when there is regular staff turnover and instability. Onboarding staff to any school culture is challenging, and those challenges are exacerbated when there is ongoing turnover in a school engaged in deeper learning practices. A great deal is known about the role culture and climate play in retaining teachers and improving school performance.<sup>1</sup> However, too few schools and administrators act on the evidence, and current survey tools may not adequately capture the working conditions teachers need to teach for deeper learning.

**RECOMMENDATIONS**

Teachers: Pursue the [Fostering a Collaborative Learning Culture](#) micro-credential or utilize some of the listed resources to help build a strong school culture. Teachers, regardless of whether a formal process is in place, reach out to teachers new to the school to support their integration into the school.

Administrators: Read and implement the concepts in the [Teacher-Powered Schools Discussion Guide: Cultural Integration](#). Collect and use data to improve school culture and improve retention among teachers. This effort should include a more nuanced view of how various staff and staff roles intersect and share authority for decision-making and information gathering about efforts to improve and innovate within their schools and districts.

Policymakers: Collect, analyze, and respond to a variety of data to improve school culture and improve retention among teachers and administrators.

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[Go to rubric](#)**Rework master schedules to create time for collective learning and leading**

(Enabling work structures)

**RATIONALE**

Just as deeper learning takes more time for students, it also takes more time for educators to learn about and integrate into their practice. In many cases teachers need to unlearn the ways in which they were taught as well as the ways they may have been teaching for years. In addition, it is becoming increasingly evident that teachers also need to be able to integrate social-emotional support in addition to deeper learning instruction. This all takes time. In top-performing nations, school systems devise teaching schedules so teachers teach only about 15-18 hours a week in order to have the time to learn from one another and spread best practices. While it may not be feasible to create that much time for teacher-led learning, it is possible to restructure time to significantly increase the amount of time that teachers have to engage in collaborative teaching necessary for deeper learning outcomes for students.

**RECOMMENDATIONS**

Teachers: Pursue the [Assessing How Time is Currently Used](#) micro-credential to determine the degree to which you are being efficient and effective in the use of the time that you currently have. Develop a willingness to think differently about class assignments in order to redesign time for collaboration and professional learning.

Administrators: Take advantage of the [growing technical knowledge](#) into redesigning time for professional learning as well as [new evidence on learning](#) as a social endeavor, and specifically on how teachers learn from each other.

Policymakers: Analyze your current system to determine the ways in which the system (FTEs, budgets, teacher of record assignments, etc.) limit the ability of administrators and teachers to redesign how time is structured in schools. Begin creating a plan to remove barriers to innovative use of time.

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[Go to rubric](#)

<sup>1</sup> Berry, B, Bastian, K, Darling-Hammond, L, and Kini, T. (forthcoming). How teaching and learning conditions affect teacher retention and school performance in North Carolina. Palo Alto: Learning Policy Institute



**Engage in deep collaboration**

(Relationships and social norms)

**RATIONALE**

Educators need to have strong professional relationships with one another in order to be willing to take the risks required to collaborate, feel safe in being observed by peers as critical friends, and shift their practices toward deeper learning. Those relationships go well beyond social comfort with one another to trust. Trust is often thought of as a feeling that one person has for another and requires that we personally like or feel cared for by another person. But research shows that it is not a happenstance emotion. It results from a pattern of behaviors that lead, over time, to the creation of a mutual sense of support and obligation, whether we are emotionally close or not. Therefore, explicit efforts can and should be made to build trust and create strong relationships within schools and systems that intend to shift toward teacher-led learning for deeper learning.

**RECOMMENDATIONS**

Teachers: Pursue the [Collaboration for Continuous Improvement](#) or the [Collaborative Coaching](#) micro-credential or use the resources provided to develop or deepen your collaboration skills. At grade level or department convenings, initiate relationship building activities that strengthen participant collaboration skills.

Administrators: Provide opportunities for educators to develop and hone their ability to effectively collaborate with colleagues. Implementing widely accepted practices like those from [Cognitive Coaching and/or Adaptive Schools](#) can significantly improve educator collaboration.

Policymakers: Provide resources that can be used to develop relationships and social norms that will provide a foundation on which deep collaboration can be built. Require that administrators provide training for educators to develop formalized collaboration skills.

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[Go to rubric](#)**Teachers and administrators lead together**

(Shared influence)

**RATIONALE**

Recent quantitative research shows that shared leadership can lead to improved organizational performance, with significant implications for teachers and administrators learning to lead together when they learn with each other. [Walker-Gamble Elementary's move to a collective leadership model](#) provides powerful examples of the impact that shared influence can have on school culture and student outcomes.

**RECOMMENDATIONS**

Teachers: Pursue the [Collaborating with Administration](#) micro-credential or use the research and resources to learn about how to collaborate with administration. Engage in a book study of [Leading Together: Teachers and Administrators Improving Student Outcomes](#) by Jon Eckert.

Administrators: Using the information gathered in the “Principals as Catalysts” section above, identify leaders among the leaders. Create and provide opportunities for those leaders to assume responsibility for leading improvement in an area of challenge within the school.

Policymakers: Redesign school leadership professional learning so that there are opportunities for teachers and administrators to engage in some aspects of school leadership training together.

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2 Tschannen-Moran, Megan. “Fostering Teacher Professionalism in Schools: The Role of Leadership Orientation and Trust.” *Educational Administration Quarterly* 45, no. 2 (April 2009): 217–47. doi:10.1177/0013161X08330501.

**Building the capacity of educators**

(Teachers and administrators)

Shifting from traditional approaches to teaching and learning to those that support deeper learning will require that all educators change the way that they work. This not only includes the technical aspects of how work is structured and carried out but also an adaptive shift in mindset about leadership — who leads and to what end. Traditional approaches to

leadership will not result in the substantive shifts that are needed to implement deeper learning that serves all learners. Rather, collective ownership and leadership are needed to ensure that we create the equitable system that our students deserve. And to effectively leverage the leadership capacities of all educators, capacity for them to do so must be built.



**Leadership is about the work, not about the individual****RATIONALE**

Research points out that the actions of a formal school leader, while critical, are only one of several factors that contribute to the definition of leadership practice. The traditional conception of leadership focuses on the traits and actions of individuals. It is assumed that a person who possesses those traits and takes action is a leader. However, leadership should be accessible to everyone because it involves a focus on the work and/or task at hand, not the individual.

**RECOMMENDATIONS**

**Teachers:** Collaborate with colleagues to identify challenges beyond your own classroom. Develop and share potential solutions with administration. Visit and host colleagues in your classroom so that you can learn from one another. Sharing your practice is a form of leadership.

**Administrators:** Provide opportunities for teachers to self-select the leadership work in which they engage, rather than assigning it. Create opportunities for teachers to actively engage in a redefined version leadership. For example, provide opportunities for teachers to participate in learning walks so that they can experience sharing their practice as an example of leadership.

**Policymakers:** Assess the degree to which the current system reinforces a focus on leaders as opposed to leadership. In those places where individual leaders are emphasized, begin to dismantle those structures in favor of a system that focuses on leadership as a collective endeavor to address identified needs.

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[Go to rubric](#)**Develop and identify leadership expertise and systematically spread it****RATIONALE**

Too often the leadership capacity of teachers goes untapped, while recent studies have found “teacher leaders without titles (can) influence their colleagues in different but equally powerful ways.” In addition, there seem to be few, if any, means by which to identify and codify the leadership skills and capacities of teachers. At best, principals have a sense of who is good at what based on their own understanding and assessment of leadership expertise.

**RECOMMENDATIONS**

**Teachers:** Pursue some or all of the collective leadership micro-credentials to either affirm competency in the identified skills or to guide your professional learning around developing those skills. Share any other competencies or skills with your colleagues and administrators to support their efforts to know which educators have expertise in which skills.

**Administrators:** Create a process to formally verify and codify teacher leadership skill and expertise. Integrate leadership development into professional growth plans for teachers and connect those with verified expertise with those who want to grow in those areas.

**Policymakers:** Develop a system that allows for teachers and administrators to systematically identify and codify leadership skills so that the educators with specific skills can be strategically deployed to address identified needs.

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[Go to rubric](#)**Harnessing deeper learning conditions for equity**

For far too long, our most vulnerable students have been denied the opportunity to engage in deeper learning. Our children, their communities, and our nation need for all of our students to have the knowledge, skills, and dispositions that deeper

learning provides. Creating conditions and building capacity, while important, are not sufficient to ensure the creation of an equitable system that serves our most vulnerable students. Below are explicit actions you can take to advance a deeper learning equity agenda.



**Diversity, equity, and inclusion**

RATIONALE	RECOMMENDATIONS
<p>Given the diverse students in our public schools and the growing numbers of them who have had adverse childhood experiences (e.g., those living with trauma, homelessness, in foster care), educators need to be prepared to address inequities in the system as well as their ability to create equitable learning environments.</p>	<p>Teachers (and administrators): Actively engage in strengthening your ability to teach diverse students by</p> <ul style="list-style-type: none"> <li>• learning about and increasing your awareness of implicit bias by reviewing <a href="#">this information</a> and taking at least one of the Harvard Bias assessments linked at the top of the article;</li> <li>• engaging with colleagues to discuss results and implications that the results have for instruction with diverse learners; and</li> <li>• working through at least one of the <a href="#">Teaching Tolerance Anti-Bias Education Modules</a>.</li> </ul> <p>Administrators: Create time during the regular work day for teachers to engage in the activities described above and actively engage in those activities.</p> <p>Policymakers: Review the <a href="#">Resources</a> section from the Unrealized Impact Report. Determine how the findings might have application in your context and implement those structures that make sense for your context. Provide the resources for educators to implement the recommendations above.</p>

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**Social-emotional learning**

RATIONALE	RECOMMENDATIONS
<p>Studies have shown that schools dramatically improve when they integrate social and emotional learning (SEL) with core academic subjects, and in doing so, improve students' achievement as well as prosocial behavior while reducing negative outcomes. However, while most teachers embrace the importance of teaching to the SEL needs of students, a <a href="#">recent national survey</a> reveals that most of them “don't feel equipped” to do so.</p>	<p>Teachers: Review and apply the resources in the micro-credential Social and Emotional Learning &amp; Trauma-Informed Approaches in Refugee Education to your context. Read this Kappan article and this Ed Surge article to learn more about social-emotional learning.</p> <p>Administrators: Read the articles linked in the teacher section above. Collaborate with teachers to integrate social-emotional learning strategies (<a href="#">Positive Behavioral Intervention and Supports</a>, Restorative Justice, <a href="#">Conscious Discipline</a>, etc.) in your school. Any associated professional learning should be led by practicing educators with experience working with vulnerable youth, and the learning environment for educators should mirror the learning environment that they are expected to create for students.</p> <p>Policymakers: Given all of the demands on educators, system leaders need to streamline and integrate training and eliminate ineffective programs that drain time and energy.</p>

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**Build central office capacity for teacher leadership**

RATIONALE	RECOMMENDATIONS
<p>Most central offices are not designed to support teacher leadership development — and siloed programs and top down professional development programs get in the way of making needed shifts. In addition, antiquated structures maintain the status quo and inhibit teacher leadership development.</p>	<p>Teachers: Identify and communicate with school and district administrators about the barriers to teacher leadership that exist within the system and the conditions that would support your efforts to engage in leadership.</p> <p>Administrators: Identify and communicate the barriers to teacher leadership that exist in school structures. Facilitate the transfer of information from teachers to central office/policymakers about the systems and supports that teachers need to develop and thrive as leaders. Communicate the supports that administrators need in order to be able to catalyze teacher leadership.</p> <p>Policymakers: Remove systemic barriers that inhibit teacher leadership. Support teacher leadership development by transforming central offices as hubs of and brokers for teacher leaders, not just supervisors of those who teach as well as those who serve as principals.</p>

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**Broaden the definition of success beyond standardized tests**

RATIONALE	RECOMMENDATIONS
<p>The evidence of the ill-effects of high-stakes testing has been growing, and parents, educators, and growing numbers of policy leaders are raising questions about its uses. More than five years ago, the Hewlett Foundation sponsored an effort in “Rethinking Accountability,” in which federal, state, and local governments would be held more accountable for providing education resources; schools would be accountable for thoughtful spending and staff allocation and professional support for teachers; and teachers would be accountable (via multiple measures) for teaching standards responsively to their students’ needs.<sup>3</sup></p> <p>California’s new accountability dashboard surfaces a wide array of performance measures pointing to schools and districts needing assistance. Massachusetts is now looking to design a new approach that “promote[s] deeper learning, experiment[s] with new evidence-based practices and assessments, and provide[s] holistic ‘wraparound’ support to address the many out-of-school issues affecting students’ ability to learn.” Deeper learning requires both building teaching skills and the use of new student assessments so educators can act on the evidence. It also requires building relationships among educators, students, and families as well as new leadership structures and cultures to address conflicts, capitalize on untapped talents, and motivate diverse people (and their programs) to work together.</p>	<p>Teachers: Collect and share both qualitative and quantitative measures of student growth, regardless of whether you are asked for it. Use these measures to broaden the discussion about student outcomes within your teams and across the school.</p> <p>Administrators: Acknowledge that, while test scores may be perceived as important by school rating systems, they are not the only means by which to measure school success. Engage in a review and discussion of the <a href="#">Teacher-Powered Schools Discussion Guide: Defining Success</a>. While your school may not be teacher-powered, the discussion questions in this guide can support efforts to broaden the definition of success for the school.</p> <p>Policymakers: Provide schools — like Walker-Gamble, Armstrong, and Watson Lane — waivers to high-stakes testing so they can experiment more broadly and boldly in deeper learning and assessment reforms. And offer them additional resources so they can deepen their effective practices and serve as learning labs for others to emulate.</p>
<p>&gt;&gt; <a href="#">Go to rubric</a></p>	

**Closing thoughts**

Creating a system of leadership for deeper learning requires that educators and the schools and systems within which they work make efforts to build the types of conditions, capacity, and equity of access needed for every student. However, few are afforded the luxury of being able to lead wholesale redesign of the current systems that are in place. Leveraging the lessons learned from schools and districts that have already begun to implement teacher leadership to move to deeper learning structures is a sound strategy. It is logical to presume that schools and districts have strengths in some areas and challenges in others. These rubrics and recommendations

along with the other two papers [Deeper Leadership for Educators](#), [Deeper Learning for Every Student: A Look at Three District Approaches](#) and [Deeper Leadership for Educators, Deeper Learning for Every Student: Enabling Conditions, Building Capacity, and Maximizing Equity](#) are intended to support your efforts to do both: identify your strengths and challenges and learn from others. The recommendations are intended to provide a path forward from where you are to where you want to go. We hope that you will share your progress with the Hewlett Foundation and CTQ so that we can all continue to learn and lead together.

CTQ would like to thank the educators in Clarendon County School District 3 (SC), Jefferson County Public Schools (KY), and Pomona Unified School District (CA) for their commitment to not only providing equitable deeper learning opportunities for all students but also their willingness to share their expertise.

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