



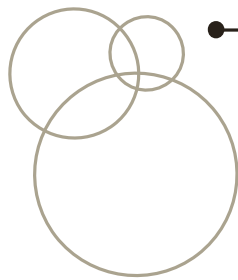
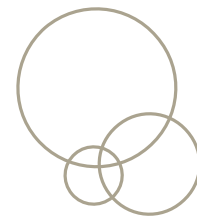
Charlotte  
Danielson

# Teacher Leadership

*That Strengthens  
Professional Practice*

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Charlotte Danielson



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## To Teacher Leaders and Their Administrators

The framework for teacher leadership is the culmination of many years' work in education and is a result of a growing recognition that the work of many teachers is not fully encompassed in descriptions of *teaching*. Even the framework for teaching, used in many school districts and states throughout the United States and overseas, does not completely capture the work of the most advanced, experienced, and expert professional teachers. For them, and for all teachers who strive to extend their influence beyond their immediate teaching responsibilities, a larger description is needed. These are teacher *leaders*, professional educators who don't want to become administrators, but whose work extends beyond their own students.

As has been well documented, the work of teaching is extremely complex and challenging on a minute-to-minute basis. Teachers must possess strength and resilience to meet that challenge every day, under, in some cases, most difficult working conditions. And yet they do—they go to work every day and make a difference for the children in their charge.

In addition, some of those teachers go the extra mile and find ways to extend their influence beyond the students they teach. They recognize opportunities to improve their schools, and they seize those opportunities, going well beyond the basic responsibilities of their positions. These teachers are not ambitious in the traditional way; they do not seek to become administrators. Rather, they are committed to teaching, and they retain teaching well as their primary goal. But they also recognize that they have more to offer the profession if they extend their gaze beyond the walls of their own classrooms and initiate projects that will improve the educational program for all students in their school and perhaps for students beyond that boundary.

These are the teacher leaders, and it is to them, and the administrators who support their work, that I dedicate this book.



# Teacher Leadership

*That Strengthens  
Professional Practice*

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# Acknowledgments

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My interest in the systematic concept of teacher leadership arose from a project in which I was peripherally involved, in the state of Victoria, in Australia. The administration of the sector of Catholic schools there was interested in enticing teachers into the ranks of administration and recognized that many teachers did not have a full appreciation of whether such work would appeal to them. They proposed the development of a structure to describe the leadership opportunities that presented themselves to teachers who might want to become school principals.

When I returned to the United States, I discovered considerable interest in the topic of teacher leadership, but not as a precursor to administration. Rather, many educators expressed intense interest in teacher leadership as exercised by teachers whose professional goals do not include moving into administration. Those educators recognize that the work of administrators is fundamentally different from that of teachers, and while they want to extend their reach beyond the students they teach every day, they want their responsibilities to be essentially those of teachers.

Following months of conversations with educators all around the United States, I drafted a framework for teacher leadership, trying to capture the best of what I had learned from this dialogue. The result is described in this book, *Teacher Leadership That Strengthens Professional Practice*. Following its drafting, and prior to its submission to

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ASCD, many of the individuals with whom I had spoken were generous with their time and provided most valuable comments and suggestions. I gratefully acknowledge their contribution.

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Thousands of educators with whom I have spoken at conferences and meetings since 2003 on the evolution of the concept of teacher leadership, and who have made innumerable suggestions for its refinement.

I consider this framework for teacher leadership to be a collective product of many, *many* educators as they have engaged with the concept and contributed to its development. Thank you.