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| Soggetti | Teachers - Professional relationships - United States Teachers - In-service training - United States Educational leadership - United States Teacher participation in administration - United States |
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| Nota di contenuto | Cover; Title Page; Copyright Page; Table of Contents; About the Authors; Case Study Contributors; Acknowledgments; Introduction; 1 Answering the Call to Teacher Leadership; Introducing Teacher Leadership; The "Why" of Teacher Leadership; The Need for Teacher Leaders; Why Become a Teacher Leader?; The "When" of Teacher Leadership; Taking A.I.M. at Teacher Leadership; Acumen; Interest; Motivation; Responsibility to the Call to Teacher Leadership; The "How" of Teacher Leadership; Creating Opportunities for Leadership; Reference Groups, Action Streams, and Teacher Leadership Teacher Leadership, Empowerment, and VoiceThe Formal and Informal Authority of Teacher Leaders; New Work, New Responsibilities for Teacher Leaders; Chapter Summary; References; 2 The Thorny Issues of Teacher Leadership; Introducing Difficulties of Being a Teacher Leader; Lines of Authority: Are Teacher Leaders Powerless Leaders?; Reward Power; Coercive Power; Legitimate Power; Expert Power; Referent |

Power; Informational Power; Connection Power; The "Magic" of Power; Isolation; Teacher Leaders as Trust-Builders; Maintaining Open Communication; Finding Time for Team Building

Inducting New Members; Isolation and Burnout; Teacher Leaders and the Nature of Isolation; Role Conflict and Role Ambiguity; Time; Relationships with Colleagues; Managing Competing Site/District Demands; Resolving Conflicts; Differentiation of Function among Parts of the Educational Organization; Power Struggles between Persons and Subsystems; Role Conflicts; Differences in Interpersonal Style among Educators; Stress Imposed on the Educational Organization by External Forces; Teacher Leaders and Higher-Level Decision Making: Inclusion or Intrusion?

Teacher Leaders and Higher-Level Decision Making

The Inclusion of Teacher Leaders in Higher-Level Decision Making; Intrusion into Higher-Level Decision Making: Working with Principals; Chapter Summary; References; 3 Teacher Leadership in the Elementary School; Introducing Teacher Leadership at the Elementary Level; Partnerships with Parents; Curriculum Alignment and Vertical Teaming; Curriculum Analysis; Curriculum Alignment; Vertical Teaming; The Work of Grade Level Leaders; Coordinating the Work of Teachers across Grade Levels; Monitoring Vertical Alignment of the Curriculum

Maintaining Consistent Classroom Discipline Policies

A Case Study from the Field: DeQueen Primary School, DeQueen, Arkansas; Grade Level Leaders at DeQueen Primary School; Smart Start Facilitators; Cadre Persons and the Direct Instruction Coordinator; The Work of a Teacher Facilitator; The Unique Relationship between a Teacher Facilitator and the Principal; A Case Study from the Field: Teacher Leadership at Gunter Elementary School, Gunter, Texas; A Vision of Teacher Leadership; Teacher Leadership at Gunter Elementary; The Teacher Facilitator at Gunter Elementary School

The Teacher Facilitator as an Instructional Leader

Sommario/riassunto

The Call to Teacher Leadership demonstrates the many ways teachers can be leaders without having to opt out of the classroom full-time. It examines formal leadership positions - instructional coordinators, lead teachers, department chairs, etc. - as well as informal leadership roles - nurturing colleagues, supporting the instructional program, participating in decision making, etc. With practical examples and case studies, this book provides details about how teachers have participated in the leadership of their schools and districts. Examples come from elementary, middle, and high schools acr
