

Teacher Leadership And Professional Development

This pioneering book shares a fresh vision for school leadership that connects current knowledge from mind, brain, and adult learning research to the process of teacher development and leadership. The authors provide clear steps to enable and inspire teachers to embrace leadership and collaboration opportunities for improving instruction and student outcomes, and increasing professional satisfaction. To demonstrate the broad array of leadership pathways, a flexible “ spectrum of teacher leadership ” suggests the myriad ways for teachers to contribute to their school and community beyond their classrooms. This spectrum is illustrated with real-life examples of teacher leadership in practice. Smarter Teacher Leadership will guide teachers to bridge what has been discovered about the brain and how metacognitive, cognitive, and affective skills support learning, teaching, and leading to stimulate collaboration with colleagues and advocacy with administrators, parents, and the wider community. “ Using neuroplasticity and metacognition as key vehicles, Marcus Conyers and Donna Wilson elevate the concept of teacher leadership to a new level of understanding and significance. Their work has a research-based authority, and a deep sensitivity to

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teachers as professionals, that is both rare and admirable. ” —Frank Crowther, emeritus professor, University of Southern Queensland “ Teaching and learning are inherently social activities, but too often school culture and teachers ’ training and expectations leave them working in a social vacuum. Conyers and Wilson have produced a clear, practical guide to improving teaching through strategic collaboration—a useful addition to the ambitious teacher ’ s library! ” —Mary Helen Immordino-Yang, associate professor of Education, Psychology and Neuroscience, University of Southern California

“ Smarter Teacher Leadership is an excellent and really useful book for both aspiring and serving leaders. The power model of leadership is developed and is a welcome shift towards purposeful collaboration among teams of people. In an age of dominance of systems and structures this is a refreshing approach. ” —Elaine Wilson, University of Cambridge

The authors provide principals with the tools needed to help teachers and staff enhance their skills and improve student learning.

Teacher-Centered Professional Development is a hands-on guide to collaborative skill building for educators. It introduces the Teacher's Choice Framework, a model that empowers teachers by helping them choose and initiate professional growth activities according to their schedules, strengths, and

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needs. The book describes a wide variety of professional development strategies, including mentoring, journal writing, peer-to-peer coaching, and seminars. For each strategy, the author provides:

- * A brief history of the research base
- * A step-by-step guide to implementing the strategy
- * Sample handouts and assessment forms
- * Examples from the field of the strategy in practice

With this book, teachers at all levels can quickly learn how to set up development teams, conduct action research, and engage in other activities to further their skills. In addition, the Teacher's Choice Framework helps educators prioritize their needs and choose the strategies that best suit those needs. Teacher-Centered Professional Development offers both a perfect introduction to staff development options and a commonsense method for choosing among them. Co-published with Kappa Delta Pi, *The Power of Teacher Leaders* provides a comprehensive resource for understanding the ways that teacher leaders foster positive change in their schools. Distinct from school administrators, teacher leaders are professionals who remain in the classroom and use their specialized knowledge and skills to improve student achievement, influence others, and build organizational capacity. Written by leading educational researchers, each chapter of *The Power of Teacher Leaders* describes a different way that teachers are leading. Moving beyond the question of

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why teacher leaders are important and how such work is implemented, the contributing scholars to this collection offer a critical examination of the field by presenting original research, case studies, and programs in practice. Topics covered include how teachers become leaders, their wide-ranging leadership roles, and the effects of teacher leadership on student academic success and school communities. A cohesive edited collection, this book demonstrates how teacher leaders play an increasingly active role in the improvement of student learning, teacher professional development, and school climate.

The definitive, step-by-step guide for conducting teacher rounds! With teacher rounds, educators benefit from the observant peer learning that 's common in other demanding fields. From practical strategies to ready-to-use templates, this invaluable book offers a complete toolkit for leading a thriving teacher rounds program. Readers will learn how to:

- Create positive, empowering teams that lift both instruction and student performance
- Link teacher rounds with Common Core implementation
- Develop rounds facilitation skills through vignettes, video clips, and group learning exercises
- Lead productive year-end program reviews
- Understand how principals and department chairs can best support the rounds program

Educators know that teachers are a school's most

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essential strength. In *Building Teachers' Capacity for Success*, authors Pete Hall (winner of the 2004 ASCD Outstanding Young Educator Award) and Alisa Simeral offer a straightforward plan to help site-based administrators and instructional coaches collaborate to bring out the best in every teacher, build a stronger and more cohesive staff, and achieve greater academic success. Their model of Strength-Based School Improvement is an alternative to a negative, deficit-approach focused on fixing what's wrong. Instead, they show school leaders how to achieve their goals by working together to maximize what's right. Filled with clear, proven strategies and organized around two easy-to-use tools--the innovative Continuum of Self-Reflection and a feedback-focused walk-through model--this book offers a differentiated approach to coaching and supervision centered on identifying and nurturing teachers' individual strengths and helping them reach new levels of professional success and satisfaction. Here, you'll find front-line advice from the authors, one a principal and the other an instructional coach, on just what to look for, do, and say in order to start seeing positive results right now. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

Lead With Me, 2nd Edition provides courageous principals with the tools for partnering with teachers in the student learning and improvement process.

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This practical guide explains the skills teacher leaders need and offers advice for principals who wish to engage teachers in learning these skills. Packed with stories and examples from educators in the field, this second edition explores how to: Build mutual trust and accountability with teachers and faculty Encourage and facilitate professional development Carefully manage the distribution of power and authority by involving faculty members in decision-making. The revised second edition provides a variety of helpful tools—PowerPoint presentations, reflection questions, activities for professional learning sessions, and annotated lists of additional resources—that can be downloaded as eResources:

www.routledge.com/books/details/9781138785588.

An introduction to leadership draws on a program developed for an elementary school to show how to apply the principles of "The 7 Habits of Highly Effective People" to help everyone, including young children, identify and use their individual talents.

[How to Help Your School Thrive Without Breaking the Bank](#)

[With Cases, Analyses, and Strategies for Success](#)
[A Principal's Guide to Teacher Leadership](#)

[Their Roles, Influence, and Impact](#)

[Igniting Teacher Leadership](#)

[Perceptions and Insights from First-Year Teacher Leaders](#)

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[Improving Teaching and Learning From Inside the Classroom](#)

[The Power of Teacher Rounds](#)

[Developing Teacher Leaders](#)

[Connecting Teacher Leadership and School Improvement](#)

[Neuroscience and the Power of Purposeful Collaboration](#)

[Experiencing Teacher Leadership](#)

[Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications](#)

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 across the country.

Teacher Learning and Leadership asserts that teachers should be put at the center of creating, developing, organizing, implementing, and sharing their own ideas for school change rather than being passive recipients of knowledge from the outside. It argues that there is tremendous potential for the good of students and the professionalization of teaching, when teachers work

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collaboratively to develop their own and their colleagues' professional knowledge and practices and are supported by school and system leaders, unions and government. The book draws on the groundbreaking work of the Teacher Learning and Leadership Program in Ontario and uses an in-depth case study to illustrate its points. It demonstrates how professional development built around collaboration, teacher leadership, curriculum development, technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers, thereby instilling a genuine sense of pride and accomplishment in their work. This book is a sincere outreach from the authors who advocate for the professional development of, by and for teachers as individuals and, importantly, as a collective profession. The authors argue that projects like the TLLP (a joint initiative between the Ontario Ministry of Education and the Ontario Teachers' Federation) can radically, and positively, transform teachers' knowledge, skills and practices. The book provides an important model for school change led by teachers, rather than experts, in partnership with school and system leaders and is a fascinating read for all those concerned with teaching, teacher development and educational change. This practical handbook shows you how to expand your leadership skills with strategies for improving student achievement, extending your learning, and collaborating for school improvement. Uses charts and action steps to analyze a school's leadership capacity and explores how to sustain a

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learning community where everyone takes ownership of improvement efforts.

Increase student learning by developing teacher leaders! This is the first book to synthesize theoretical, empirical, and practice-based literature in order to provide a comprehensive look at what is known about teacher leadership and what works to support it. The first part of the book explores the core concepts of teacher leadership, while the second part shows readers how to establish the context in their school or district to cultivate and support teacher leaders. A vital tool for school improvement, this volume covers such important topics as: The principal ' s critical role in supporting teacher leadership Cultivating teacher leadership through professional development Overcoming organizational barriers that hinder teacher leadership How teacher leadership can help advance school improvement efforts

Featuring scholarly descriptions, teacher leader reflections, and thoughtful questions, this thoughtful collection will immerse readers in deep exploration of teacher leadership and student learning; definitions, structures, and cultures that promote teacher leadership; and teacher leader preparation and development.

Wilmore integrates school reform research with strategies for increasing classroom leadership capacity and offers a global perspective on classroom teachers' participation as leaders of students and schools. This book gathers a range of contributions from researchers and practitioners across borders with an

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emphasis on theoretical arguments and empirical data concerning teacher empowerment. It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when appropriately utilized. Further, it strives to capture teachers ' readiness to improve their professional skills and responsive practices as a form of accountability for their teaching and students ' learning, two aspects that are increasingly being judged by various stakeholders. The book argues that teachers ' autonomous participation and engagement in relevant decision-making activities and equitable access to continuing professional development opportunities are and should remain major priorities.

[A Guide for Facilitators, Principals, & Department Chairs](#)

[New Possibilities for Enhancing Teacher Learning](#)

[Best Practices for Teacher Leadership](#)

[Personal Growth for Professional Development](#)

[Call to Teacher Leadership](#)

[Analysis of Embedding Teacher Leadership in](#)

[Professional Development](#)

[Translating Research Into Action](#)

[The Power of Teacher Teams](#)

[The Power of Teacher Leaders](#)

[Teaching Leaders to Lead Teachers](#)

[Developing the Needed Dispositions, Knowledge, and](#)

[Skills for Teacher Leadership](#)

[How to Thrive as a Teacher Leader](#)

[How Teacher Leadership Enhances School Success](#)

Interest in and knowledge of leadership and learning, separately and together, is an

international and continuing phenomenon. This book adds to a somewhat under-researched aspect of the field. It focuses both on a particular form of leadership - teacher leadership, and on a particular form of learning - professional development. It considers the connection between teacher leadership and professional development and the first chapter relates this connection to a 'Leadership for Learning' conceptual framework, developed through an international, three-year project. The book's chapters explore teacher leadership and professional development from a number of perspectives, giving rise to three points of particular significance. Firstly the chapters show that, either by accident or design, there is a growing cadre of teacher leaders emerging from a multitude of professional development activities and initiatives. Secondly, a number of new conceptual frameworks are put forward, alongside the adaption and development of extant ones that add to the ever-increasing theorisation of educational leadership and professional development literature. Thirdly, the chapters provide evidence of the connections between leadership and learning as conceptualised in the 'Leadership for Learning' framework. This

book was originally published as a special issue of Professional Development in Education.

With five new case studies, this revised edition shows principals and staff developers how to collaborate with teachers in fostering, developing, and supporting teacher leadership.

As principals, we push ourselves to learn, grow, and innovate because our role remains in a state of flux. When it comes to leadership, though, it's imperative that we focus on growing the most important resource in the school--our teachers. Igniting Teacher Leadership is written for busy school leaders who want to foster learning and growth not only for students but also for teachers. Effective leadership is vital in creating a culture of collaboration, modeling continuous improvement, and developing enhanced engagement throughout the building. In short, effective leadership leads to better teachers, who in turn design more powerful learning experiences, empower students, and create better schools.

Experienced school leader and author William Sterrett offers strategies and examples for fostering teacher leadership, facilitating professional learning, and promoting

"growing habits" to help translate key points into practical action steps. Sterrett has also written Insights Into Action: Successful School Leaders Share What Works and Short on Time: How do I make time to lead and learn as a principal?

Focusing on the ways in which leadership can be fostered and enhanced, this text argues that teacher leadership is an intrinsic and important part of school and classroom improvement, as well as considering the roles, responsibilities and influences of teachers who lead.

TEACHING LEADERS TO LEAD TEACHERS: EDUCATIONAL ADMINISTRATION IN THE ERA OF CONSTANT CRISIS In the 21st century, the perceived crisis in how schools educate students significantly influences the decision of teachers to move into administrative positions as well as their ability to succeed once they take on these positions. Influenced by the media, the community and the teacher's lounge, many good educators are increasingly unwilling or simply unprepared to make the jump into school leadership and management. This book addresses some of the issues that affect school leadership by providing insights into the current state of educational

administration in the hope of demystifying or dismissing some of the popular assumptions regarding what really takes place in the administration office. In doing so, this text examines topics related to the preparation and training of prospective administrators, factors that affect the process of leading in learning environments and perspectives on the state and structure of school leadership research and development.

*Leadership and Professional Development in Science Education provides invaluable insight into the role of science teachers as learners and thinkers of change processes. The fourteen chapters, by an eminent international team of science educators, explain and explore the relationship between professional development, teacher leadership and teacher learning. Research-based practical and theoretical exemplars reflect state of the art science teacher leadership in a broad range of international contexts. The book is divided into three parts, reflecting a multi-layered approach to teacher learning: * Personal initiatives in teacher learning, focusing on individual teachers; * Collegial initiatives in teacher learning, focusing on groups of teachers; * Systemic initiatives for teacher learning, focusing on system-wide*

issues. Student teachers and practising teachers will find the text highly valuable as they consider and review the challenges of teaching practice and ways of working with colleagues, while school leaders and policymakers will benefit from the book's insight into system-wide issues of professional development.

This collection chronicles the many ways in which teachers create professional learning communities through collaborations with colleagues, mentees, faculty groups, learners, families, and neighborhoods.

The book discusses the challenges that teacher leaders face, such as deciding to accept a leadership role, building principal-teacher leader relationships, and working with peers.

[Teacher Leadership](#)

[Leadership and Professional Development in Science Education](#)

[Contemporary Pedagogies in Teacher Education and Development](#)

[Lead with Me](#)

[How Do I Empower My Teachers to Lead and Learn? \(ASCD Arias\)](#)

[Of, By, and For Teachers](#)

[Improving Schools Through Teacher Leadership](#)

Concepts, Methodologies, Tools, and Applications
Leadership Capacity for Lasting School Improvement
Leadership Strategies for Teachers
Perspectives Across Borders
Educational Administration in the Era of Constant Crisis
The Principal as Professional Development Leader

Schools can and do affect student achievement, and this book recommends specific-and attainable-action steps to implement successful strategies culled from the wealth of research data.

This practical guide provides compelling case studies, explicit guidance on using case writing and case analysis, and a facilitator's guide to enrich teachers' professional learning.

As a school administrator, instructional coach, or teacher leader, you know that reflective teachers are effective teachers. But how can you help teachers become self-reflective practitioners whose thoughtful approach translates into real gains for student achievement? In *Creating a Culture of Reflective Practice*—a companion volume to their teacher-oriented book *Teach, Reflect, Learn*—authors Pete Hall and Alisa Simeral draw on lessons learned from educators across grade levels, content areas, and district demographics to present a definitive guide to developing a

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culture of reflective practice in your school. Hall and Simeral expand on ideas originally presented in Building Teachers' Capacity for Success to help you gain a clear understanding of your role and responsibilities—and those of your teachers—within each stage of the Continuum of Self-Reflection. Armed with the book's real-life examples and research-based tools, you'll learn how to determine the current location of all stakeholders on the continuum and how teacher-leadership activities, transformational feedback, and strategic coaching can move them forward. The end result? A schoolwide culture that both values reflection and uses it to ensure that teachers—and their students—reach their fullest potential.

The new career for teachers which is currently developing, encourages responsibility for self-development. The learning needed for this new career focuses on personal competencies, which make teachers highly effective. This book outlines personality and identity, motivation and reward strategies, the emotions of leadership and the values and ethics which underpin professional integrity. Using a practical but evidence-based approach, the author outlines how to develop creativity, assertiveness and emotional intelligence using techniques such as neuro-linguistic programming to model excellence. The author shows how teachers can use work on effective people to develop their own performance and As with most dynamic activities that are based

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on social and cultural contexts and rely on interactions, education is a complex and often ambiguous endeavor. Despite this complexity, scholars and educators are often required to find ways of defining and explaining what "good" teaching is and to incorporate these conclusions into teacher education. This book contains eight scholarly articles from various countries around the world and offers unique and up-to-date perspectives on relevant practices and pedagogies for teachers' professional education and development. In this international book, it is argued that there is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education systems from all over the world.

Discover the secrets of successful teacher leadership! Whether you're a teacher who's ready to take on new roles or an administrator looking to develop strong leaders, this content-driven handbook is here to help you make distributed school leadership a reality. Inside you'll find specific how-tos for the essential skills teacher leaders need most: running meetings, teaching colleagues, providing feedback, conducting needs assessments, delivering effective professional development, resolving conflicts, employing technology, and more. The book features: Well-tested content and activities Reflective writing prompts Scenarios for discussion Self-evaluations Two companion guides: one for teachers, and one for administrators

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In Teacher Leadership, Lieberman and Miller discuss current changes in the teacher's role, and make sense of the research on teacher leadership. They offer case studies of innovative programs- such as the National Writing Project - that provide teachers with opportunities to lead within a professional community. In addition, they tell stories of individual teachers - from Maine to California- who are able to lead in a variety of contexts. Teacher Leadership offers a new standard of teaching and community that recognizes all teachers as leaders. It shows how to develop learning communities that include rather than exclude, create knowledge rather than merely apply it, and that offer challenge and support to both new and experienced teachers. This book is a volume in the Jossey-Bass Leadership Library in Education - a series designed to meet the demand for new ideas and insights about leadership in schools. Offers advice to teachers who chair departments, lead committees, manage teams, coordinate programs, or mentor other teachers on accomplishing the formal and informal tasks required at every grade level.

[Every Teacher a Leader](#)

[Vocational Identity and Career Construction in Education](#)

[Pathways, Strategies, and Inspiration for Every Teacher](#)

[The Power of Case Methods](#)

[The Leader in Me](#)

[Reframing Teacher Leadership to Improve Your](#)

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School

What Award-Winning Teachers Do for Their Professional Learning Communities

Smarter Teacher Leadership

Creating a Culture of Reflective Practice

Teacher Empowerment Toward Professional Development and Practices

Teacher Leadership and Professional Development

Teacher-centered Professional Development Educational Leadership

Have you ever imagined yourself as a teacher leader but weren't quite sure whether you really had—or could develop—the necessary skills? Have you wondered what the first steps toward becoming a teacher leader might be, what kinds of approaches work best, and how you could overcome the inevitable challenges that come with leading your colleagues on a journey toward improvement as professionals? Authors Rebecca Mieliwocki (California and National Teacher of the Year for 2012) and Joseph Fatheree (Illinois Teacher of the Year for 2007) answer these questions and more in this engaging guide to becoming a successful teacher leader. Organized around five key tools—communication, collaboration, professional development, data, and advocacy—the book covers every aspect of what is involved in taking on leadership responsibilities. Firsthand accounts of the authors' experiences and those of more than a dozen other State Teachers of the Year describe

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the various pathways to leadership, strategies for success, and pitfalls to avoid. These teacher voices add powerful credibility to the research on teacher leadership and show how leaders can not only improve their schools and districts but also influence state and national policies and practices. Both informative and inspiring, Adventures in Teacher Leadership invites others to expand their professional reach, empower the profession of teaching, and, ultimately, make a big difference in the lives of students everywhere. This book is a copublication of ASCD and NNSTOY. Do you want your school or district to truly become a learning organization? How do you foster lasting and meaningful change? How do you avoid rejection of your new approach to teaching and learning? If you've been involved in a school change effort, you most likely have struggled with these questions. To ease this struggle, Douglas B. Reeves has proposed a new framework to promote effective change efforts through teacher leadership. In this book, you will explore not only cutting-edge research findings, but also practical applications that can help improve student achievement and educational equity. You can learn how to achieve lasting results as an educator and school leader. You can learn from other teacher researchers how to infuse your classroom, school, or district with enthusiasm, meaningful teaching, improved results, and greater satisfaction. Even as you

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strive for innovation, you naturally want to avoid having the next new thing become the latest old thing. To achieve lasting change, educators must embrace evidence-based decision making rather than the fact-free debate. Reeves has found that educators more readily accept decisions they disagree with if they believe the decision-making process was fair--not based on opinion or hierarchy. Reeves aims for you to help him build a network of teacher leaders based on this new evidence-based framework that will foster resilient learning organizations. Come along--explore, act, and share. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

*How to Help Your School Thrive Without Breaking the Bank will help you improve your school without investing in externally developed, expensive, and time-consuming reform programs or initiatives. It's packed with replicable strategies and practical tools that educators in any school can incorporate to transform the culture and improve student achievement and professional practice. You'll learn how to * Hone your own leadership and grow new leaders among your staff; * Develop a vision and a mission for your school; * Promote excellence among both staff and students; * Make the most of your time and facilitate effective meetings; and * Mine and use data with purpose. For most schools, times are tough and money is tight—but school leaders*

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must still focus on how to steadily improve student achievement. Academic performance will improve in the long term only if your school has a healthy culture marked by integrity, a strong work ethic, collaboration, and reflective risk taking. Strengthening those foundational elements will help you sustain positive change in your school, even in difficult economic times. The good news is that you already have the resources you need to help your school thrive. This book will help you to maximize them.

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Experiencing Teacher Leadership is unique from most other books about teacher leadership because the focus is on the teachers and their experiences, good and bad, as they transition

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from classroom teacher into a position of leadership in their school.

Over the years, careers have transformed to be flexible and changing rather than stable, life-long commitments to an organization. As such, making work meaningful, controlling the work environment, and taking the opportunity to get required training for the next job are as important as the financial advantages. Educators' careers cannot be isolated from the rest of the labor market, and these developments are expected to influence the career decisions of educators.

Vocational Identity and Career Construction in Education uses career construction theory to investigate objective factors influencing career choices and paths of educators, including factors influencing vocational personality development, career counseling activities, transition from school to work, adaptation to different work environments, and meaning of work for educators. Featuring research on topics such as diagnosing career barriers, person-environment fit, and workforce adaptability, this book is designed for educational administrators, human resources theorists, students studying career-related subjects, and practitioners working in managerial positions in private and public educational organizations.

This book's companion DVD features richly detailed video case studies that outline concrete steps for developing effective teams that

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transform schools into learning communities.

[*Teacher Leadership in Professional Development Schools*](#)

[*What Works in Schools*](#)

[*Building Capacity for Schoolwide Success*](#)

[*Teacher Leader Stories*](#)

[*Awakening the Sleeping Giant*](#)

[*Teacher Learning and Leadership*](#)

[*A Collaborative Approach for Coaches and School Leaders*](#)

[*How Schools Around the World Are Inspiring*](#)

[*Greatness, One Child at a Time*](#)

[*Helping Teachers Develop as Leaders*](#)

[*Building Teachers' Capacity for Success*](#)

[*Adventures in Teacher Leadership*](#)