An Educational Leadership Framework
for **Yukon Teachers**

Success for Each Learner
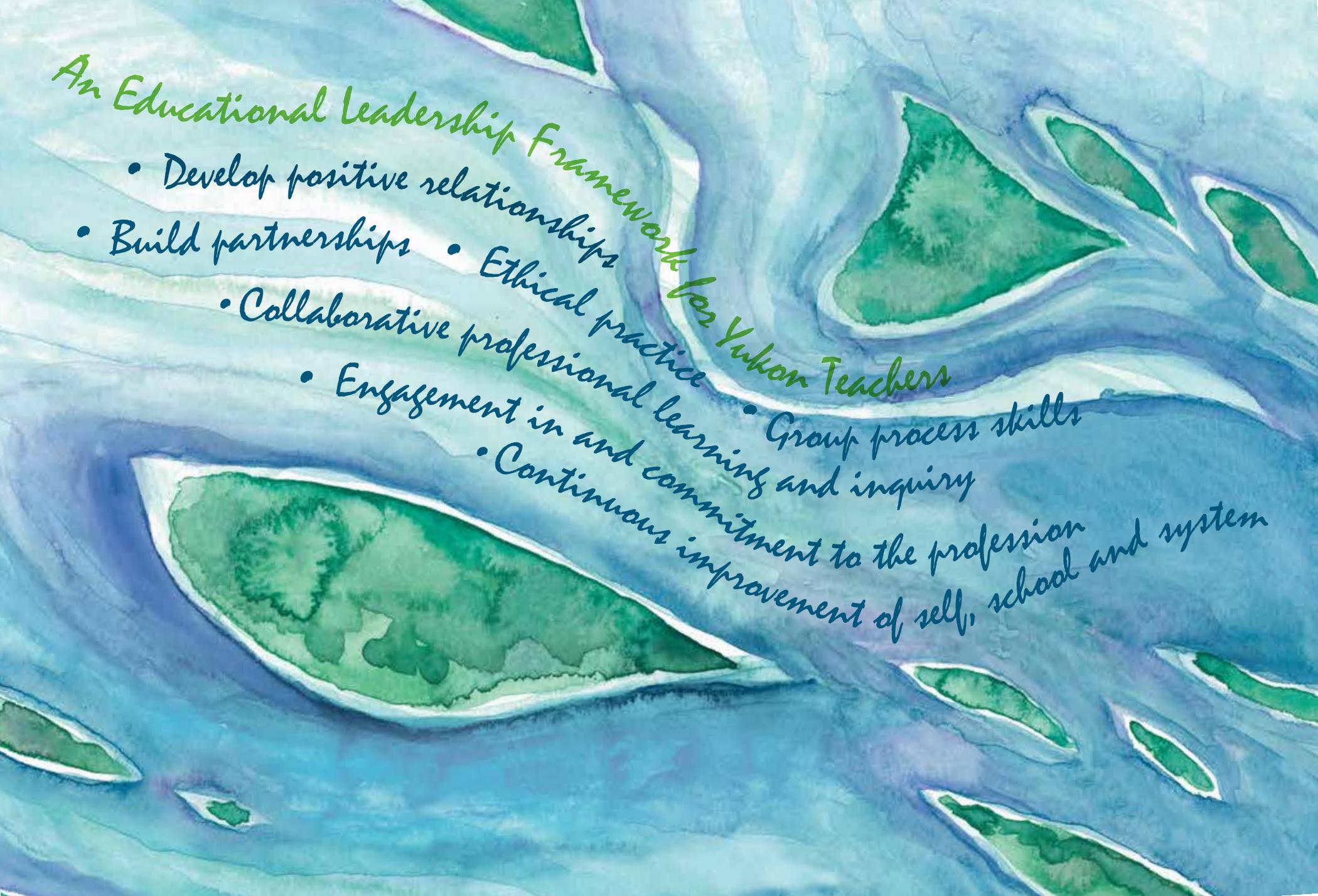
An Educational Leadership Framework for Yukon Teachers

- Develop positive relationships
- Build partnerships
- Ethical practice
- Collaborative professional learning and inquiry
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- Engagement in and commitment to the profession
- Continuous improvement of self, school and system

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Introduction

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

—Jennifer York-Barr and Karen Duke

Yukon context

Leadership was a primary theme which emerged in the Education Reform consultations in the 2008 New Horizons Strategic Plan document. The need for new leadership structures, for training and clarity of role definition resulted in a three-year comprehensive Leadership Plan which was revised in 2012. The plan resulted in the development of a two-year Yukon Education Leadership Program (YELP), leadership frameworks to guide the work of school administrators and School Councils, and has shaped Professional Development for both groups. *An Educational Leadership Framework for Yukon Teachers* is the third in this series of aspirational documents that are intended to facilitate self-reflection and personal growth, as well as direct system resources and supports.

Yukon's teachers play a critical role in the success of the system and of the territory. Yukon has some remarkable and dedicated educators. Some aspire to formal leadership roles while many others participate actively in a variety of informal leadership positions. Teacher leadership occurs in our classrooms, in our schools, at the department level and in our communities. Teachers have input through a variety of avenues within the system. Through active participation on committees and

through other work they bring their professional judgment and commitment to bear on planning and decision making throughout Yukon Education.

In many ways, the Yukon educational context is unique. The Department of Education serves the function of a Ministry of Education and a District Office for 28 territorial schools. The Commission scolaire francophone du Yukon provides the district function for Yukon's francophone community. As well, eleven of Yukon's fourteen First Nations are self-governing and have the right to provide education for their citizens outside of the public system. Many educators are vigilant in listening to, and addressing the hopes and dreams for Yukon's First Nations, by understanding their history and traditional ways of knowing and learning.

Finding the best manner in which to engage these learners, both in the classroom and on the land, as well as finding ways to address the achievement gap experienced by our First Nations students is an urgent priority for Yukon Education.

We know that the critical work of the education system is done in classrooms and in our schools. The role of the teacher, the relationships that the teacher has with the learner, with parents, with colleagues and with community can change a child's future, the emotional well-being of a family and the health of a community.

This document is intended to be a guide to support the critical leadership role of all Yukon teachers.

M. Bennett

Purpose of
the framework

By understanding the phenomenon of teacher leadership and helping teachers develop the skills required to act as leaders, we will improve schools and help teachers realize their full potential.
–Danielson, 2006

The focus of *An Educational Leadership Framework for Yukon Teachers* document is to support the success of each learner – the core purpose and shared vision for all Yukon schools. This commitment reflects the Department of Education's mandate to deliver quality education to all Yukon learners including children and adults as outlined in the *Department of Education Strategic Plan 2011–2016: Our Commitment to New Horizons,* April 2011.

The fundamental purposes of the teacher leadership framework are to enhance leadership capacity in the Yukon by encouraging teachers to develop their leadership potential; and intentionally, to structure opportunities to grow teacher leaders. The Framework is intended to serve as:

• **An aspirational guide that provides a description of effective teacher leadership domains and actions**. Teachers can aspire to developing the competencies in the Framework, but cannot be expected to be skilled in every area. The Framework offers multiple pathways for teachers to develop leadership through self-identification of a specific domain or leadership action for a growth focus;

• **An explicit link to professional literature on teacher leadership** based on current theories and research. The work of noted teacher leadership researchers and writers, including Harris, Murphy, Danielson, Barth, Lieberman, Katzenmeyer and Moller, Lambert and York-Barr and Duke, have informed this document;

• **A reflection of Yukon teachers' tacit knowledge of what effective teacher leadership looks like** based on their experiences in schools;

• **A support for teachers to engage in self-assessment for learning and professional growth planning** through the processes of: self-reflection about what effective teacher leadership looks like; self-assessment of their leadership actions; defining their areas for growth or leadership learning goals; and their next steps in working towards acquiring the experiences and the professional learning opportunities to meet these learning goals;

• **A curriculum organizer for leadership development programs** to prepare teachers for leadership within their schools, within the department, or for a role in school administration;

• **Alignment for teacher leadership development within the course offerings at postsecondary institutions.** Many postsecondary institutions are offering teacher leadership diplomas or the inclusion of courses within teacher education programs as teacher leadership becomes a more normative role for all teachers in schools;

• **A means to extend leadership capacity within Yukon schools.** Given the complexity of the role of principals, and the competing leadership demands on their time, broadening the opportunity for leadership beyond the principal in schools is a means to enhance the overall success of schools in the Yukon. This approach is echoed by Roland Barth from the Harvard Principals' Center, who views schools as a "community of leaders" where leadership is a group responsibility rather than one that is designated or assigned (Gonzales, 2004);

• **A means to assist principals and vice-principals in learning about teacher leadership practices and how they can support and nurture the development of teacher leaders.** The Framework describes teacher leadership actions that can serve as examples of ways that teachers engage in leadership within schools and in Yukon Education.

The Framework is not intended as an evaluation tool or as a standards document. Its utility is in enabling teachers to self-assess and self-determine their leadership learning needs, priorities and experiences.

Leading is skilled and complicated work that every member of the school community can learn.
– Linda Lambert

YG Photo

Framework for all teachers

The *Educational Leadership Framework for Yukon Teachers* document is intended for all teachers, from the highly experienced to new teachers in the profession. The foundational premise of the Framework is that all teachers have the capacity to lead and should be encouraged to lead in some way. The document encourages all teachers to engage in leadership activity and supports them in this process by providing a shared understanding of what teacher leadership is and what effective teacher leaders do. Educational partners also can gain insight about the nature of teacher leadership.

The Framework essentially supports the view of Linda Lambert (2005) who asserts that "broad-based, skillful participation in the work of leadership contributes to lasting school improvement." The Framework reflects a distributed view of leadership, which involves the many and not just the few in leadership practice (Spillane, 2006). Teacher leadership is not simply roles and positions, but involves the interaction of teachers in contributing to their own and their colleagues' continuous development, to overall school growth, and ultimately to improved outcomes for students.

Benefits for teachers

How can the Framework benefit teachers in their professional work? What keeps teachers challenged, motivated and passionate to make a difference in the life chances of students?

At the broadest level, the Framework provides an intrinsic opportunity for teachers to contribute to the success and improvement of Yukon public education. Career enhancement can be achieved through the challenge of engaging in teacher leadership. Opportunities for teachers to connect with other educators can be revitalizing through such actions as making their classroom practice public and available for others to learn; through jointly examining practice with colleagues in professional learning teams; through engaging in new initiatives that make substantive differences in student learning; or through providing input into policy directions and decisions that affect education in Yukon. As an alternative to school administration, teacher leadership can provide a sense of self-efficacy and enhance morale and job satisfaction.

The Framework can serve as a tool for self-assessment. Because the Framework describes what quality teacher leadership looks like, it is beneficial as a professional growth tool for teachers as they examine their own leadership practices and endeavour to develop other areas of leadership competency. Educators can reflect on their existing leadership practices as described in the Framework, and then define areas for growth and the next steps in their professional growth process.

Definitions of teacher leadership

What is teacher leadership? Defining teacher leadership is a first step in providing a common understanding as a means to support its development. The most often referenced definition of teacher leadership is based on the research of York-Barr and Duke, 2004:

Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development.

A key tenet of teacher leadership is that teacher leaders establish their credibility and derive their authority with colleagues through their instructional competence and expertise (Silva, Gimber and Nolan, 2000). Teacher leadership is grounded in classrooms thus teacher leaders lead by example. As such, teacher leadership is based on a foundation of exemplary teaching and learning. Although the framework document focuses on the actions of teacher leadership, it presupposes that teacher

leadership requires the knowledge and skills of effective teaching and learning. The distinction between great teacher leaders and great teachers is their capacity to work effectively with other adults, their influence on others, and their support towards improved educational practice. Understanding principles of adult learning and what creates intrinsic motivation for individual teachers to improve their practice is a critical component of effective teacher leadership. Teacher leaders recognize the importance of emotions, feedback, past experiences and personal meaning (Sousa, 2009) when they are working with adult learners.

Teacher leadership can take many forms and has evolved over time in the way that it has been operationalized from an individual role-based phenomenon to broad-based leadership involving multiple leaders (Murphy, 2005). There have been three distinct waves of teacher leadership that have emerged, as described by Silva, Gimbert, and Nolan (2000). The first wave involved teacher leaders in formal administrative roles, such as department head, which focused more on management tasks designed to maintain efficient systems. In the second wave, teacher leaders' roles were more connected with teaching and learning, such as staff developers, curriculum leaders and instructional

mentors or coaches. The third wave focused on application of Fullan's notion of "reculturing" schools, where teacher leaders engage with other teachers in creating more collaborative cultures to improve teaching and learning. This later initiative of teacher leadership moves from individual leadership to a broader conception of teacher leadership as groups of teachers working together in communities of practice for classroom and school improvement (Lieberman and Miller, 2004, Murphy, 2005). Teacher leaders become members of collaborative groups and also facilitate the interaction of colleagues in learning and inquiry. The current concepts of professional learning communities or professional learning teams, which focus on shared goals and collective responsibility for student learning outcomes, are contexts for teacher leadership.

This team-based notion of teacher leadership also encompasses the concept of distributed leadership, in which a community of leaders come together to take on leadership practices within a situation. It is not about leadership roles or positions, rather, it is about creating leadership-dense organizations (Lieberman and Miller, 1995). From a distributed perspective, it is the collective, joint interaction among the leaders and the situation that determines the nature of the leadership practices (Spillane,

2006). Leadership practice is stretched over multiple leaders rather through the actions of a single leader.

The Yukon Teacher Leadership Working Committee is an example of distributed leadership in action. Representatives came together to identify teacher leadership practices in the Yukon and from the educational literature. The situation was a task exercise in collective meaning making, with everyone participating in the leadership work. The leadership practice took shape in the interactions among the working committee members as they engaged in joint input and made contributions based on their knowledge and expertise. This process, which led to the co-creation of a homegrown Yukon teacher leadership document, exemplifies a model of leadership where "multiple people have the opportunity to contribute in meaningful ways" (Wasley, 1991 in Murphy, 2005).

All of these described forms of teacher leadership currently exist in the Yukon and manifest themselves based on the contextual needs and expectations of each situation.

Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice.
– Marilyn Katzenmeyer and Gayle Moller

Teacher leader roles and attributes

Teacher leaders serve in formal leadership positions and, at other times, leadership is demonstrated in informal ways.

Formal teacher leaders often are in official positions. Formal roles are recognized positions that teachers volunteer for, apply for, or are assigned at the school level, within the department of Yukon Education, or in other related territorial educational organizations that expand their sphere of influence. At the school level, teacher leaders play roles in school organization and structure, school-wide policies, student programs and activities, and staff programs (Danielson, 2006). Formal teacher leader roles can include grade level leaders, secondary department heads, mentors, peer coaches and staff association representatives.

Lieberman and Miller (2004) describe promising teacher leadership roles of teacher as researcher, as scholar and as mentor. Teacher as researcher involves a form of research and inquiry that creates new knowledge from direct teacher practice and reflection, which is the essence of current collaborative inquiry learning processes. Teacher as scholar builds on teacher research and, additionally scholarship which involves making one's work public in some form and passing it on to others. Again, collaborative inquiry engages teachers in processes of jointly studying their practice, reading others' research, and making it publicly available to colleagues for discussion and use. Teacher as mentors work as guides for new teachers and agents for reculturing schools. Veteran teachers who take on these mentor roles, also engage in networked communities of practice with other mentors to learn and practise the skills that they need, and collaboratively to problem-solve organizational challenges.

Within the Yukon, examples of formal teacher leaders are members or chairpersons of School Growth or Health and Safety committees, professional development chairpersons, staff representatives to School Council, Yukon Teachers' Association representatives, organizers for school-wide events and activities (e.g. Sports Day, Science Fair or Math Arcade), mentors for new teachers, literacy or assessment mentors, representatives on external Yukon Education committees (e.g. assessment, teacher leadership), trainers for First Nations, conference presenters within and outside of the Yukon, coaches for sports or community involvement activities, classroom teacher hosts for student teachers from Yukon College and the

University of Alberta, or classroom-based teacher instructors in the Yukon Native Teacher Education Program.

Formal Yukon Education teacher leader roles may include consultants who support literacy, mathematics, behaviour, technology, First Nations learning, and other emerging initiatives.

Informal teacher leaders "emerge spontaneously and organically from the teacher ranks… take the initiative, share their expertise, open their classrooms" (Danielson, 2007). They are highly respected by their colleagues based on their classroom strengths. They are considered competent, open and approachable in sharing their expertise and inviting others into their classrooms. They connect to other adults in the school based on positive relationships, their relational power with others, and the competency that they demonstrate in their teaching role (Ackerman and Mackenzie, 2006).

Examples of informal teacher leadership in the Yukon which naturally emerge and involve collaboration with colleagues include: visits to teacher leaders' classrooms from teachers within and outside of the school to demonstrate literacy or math practices, working groups on effective instructional or curriculum practices, piloting new practices or resources, team teaching, engaging in a study group, fostering student leadership groups, presenting on educational topics at parent or School Council meetings, professional learning teams involved in collaborative planning cycles and common lesson development (e.g. Math leadership project), leading a special school or Department project, working with local First Nations consultants, Community Education Liaison Coordinators (CELC) or Education Support Workers (ESW), (e.g. with youth and school guidance counsellor in outdoor learning experiences, with Elders, with community feasts, with dance groups or with language trainers), facilitating parent participation or communication, and networking through cross-school collaboration.

Teacher leader attributes

When we think about teacher leaders what attributes or dispositions come to mind? Dispositions suggest the dominant qualities that distinguish a person or group's actions and practices. Teacher leaders demonstrate attributes or dispositions that reflect their interest in continuous learning and improvement, and in working effectively with colleagues and others.

The Teacher Leadership Working Committee described the following attributes and values of Yukon teacher leaders which are echoed in the educational literature:

- passionate
- ethical
- open
- creative
- innovative
- inquisitive
- growth mindset
- risk-taker
- good listener
- willingness to share their knowledge and time
- a sense of purpose
- aware of process
- sense of self-efficacy balanced with humility
- reflective to improve their practice
- willing to make mistakes
- understand all the components of the system and how all the roles work together
- recognize their part or role within the system
- lead from behind
- maintain an open classroom
- hold the view that things are better together

Principal and vice-principal support for teacher leadership

The principal with a moral imperative can help realize it by developing leadership in others. It is the combined forces of shared leadership that make a difference. School leadership is a collective enterprise.

– Fullan, 2003

A key practice of effective principals is cultivating leadership in others. Supportive principals and vice-principals are critical to nurturing, developing and supporting teacher leadership in schools. As Barth (2001) states, principals have a direct influence upon teacher leadership, and those principals who encourage teacher leadership leverage their own. In other words, principals can build and extend leadership capacity within their schools by creating the conditions that enable teacher leadership to flourish.

What are some of the ways that principals and vice-principals can support teacher leadership? Principals and vice-principals can:

- **demonstrate a willingness to share authority and responsibility** which provides more opportunities for teacher leaders to take on leadership responsibilities. Teacher leaders need to practice leadership skills and develop competence by using them;

- **share decision making with teachers** through a variety of staff structures that distribute leadership within collaborative groups, for example, staff committees, leadership teams, school growth goal teams, professional development committees, department teams, curriculum committees, study groups, teaching teams, and hiring committees;

C. Clark

The principal's willingness to share leadership with teacher leaders is a key to improving the climate of the workplace for emerging teacher leadership.
– J. Yarger and O. Lee

- **assign teacher leaders to tasks that focus on teaching and learning** rather than administrative areas. Building on teacher's expertise and credibility with their colleagues, teachers can take on leadership related to instructional, curriculum and assessment practices that support others' growth and development;

- **mentor teachers** in their leadership development. Invest time in the relationship, actively make time to listen, encourage risk-taking, and recognize and support teacher leader ideas and initiatives. Be available for ongoing coaching by offering opportunities for debriefing and giving feedback as teacher leaders take on new leadership learning experiences;

- **share information** with teacher leaders and provide access to the resources and professional development that support the teacher leader's work;

- **recognize and give credit** to teacher leaders privately and publicly for their leadership successes, while at the same time, ensuring that they share responsibility with teacher leaders for problematic or difficult situations or outcomes.

Essentially, to support teacher leadership, a principal shifts from a view of being the single leader in the school to a more humble and distributed perspective as a "leader of leaders", and to a developer of a collaborative professional culture that supports team-based interaction, reflective inquiry, and shared decision making among educators.

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Leadership is not a position, it's action.
– Chief Clarence Louie, Osoyoos Indian Band

Organization of the framework

By studying teacher leaders we are finding out that there are skills and abilities that help make a more effective leader.
– Lieberman, 1992

An Educational Leadership Framework for Yukon Teachers describes effective teacher leadership within seven domains. These seven domains or superordinate categories represent the broad, high-priority teacher leadership functions that represent how teacher leaders promote student learning, achievement and success. They have emerged from the professional literature, from input from Yukon educators, and through feedback from educational partners. Within each domain, exemplary leadership actions are described that demonstrate teacher leadership in action.

It is important to recognize that the Framework, as an aspirational document, outlines a menu of possible leadership actions that teacher leaders can select from as they continuously strive to develop their leadership capacity. It is not expected that teacher leaders will be equally skillful in every leadership action. Depending on the individual's experience and context, it is possible that a teacher leader will have strengths in some domains and actions and none or few in other areas. The Framework enables teachers to move towards acquiring leadership competencies in specific areas by differentiating their professional growth goals based on the educational context within which they work.

Leadership domains

Develop positive relationships

Teacher leaders foster connections and healthy relationships with individual teachers and with groups of teachers and administrators working in collaborative teams. Their ability to create mutual trust and rapport with colleagues is fundamental to their success in earning the respect and cooperation of others. Yarger and Lee, 1994 (in Murphy, 2005) assert that the ability to work with colleagues distinguishes effective teachers of teachers from effective teachers of children. Based on emotional intelligence (Goleman, 1995, 1998) and social intelligence (Goleman, 2007), teacher leaders develop and maintain positive relationships through awareness of their own and others' thoughts and feelings, their ability to manage their own emotions, and their ease in creating effective interactions with others.

Build partnerships

Teacher leaders build strong partnerships between school and parents, families and community, organizations, community agencies, and businesses to promote student learning and well-being, family support, school improvement and community development. Teacher leaders work collaboratively with partners through processes of reaching out, researching resources that will enhance the learning opportunities for students, and encouraging and enabling others within the wider community to connect with the school.

Ethical practice

Teacher leaders are role models who act ethically and honestly. Acting ethically means a teacher leader demonstrates the universal, core moral values of integrity, respect, fairness, responsibility, compassion and inclusion. At the heart of teacher leaders' decisions and actions are a genuine concern for the best interests of Yukon students and "courageous tenacity or the courage to persist in what is right" (Sanford, 1990 in Murphy, 2005). At the same time, teacher leaders represent the teaching profession within schools and outside of school. As employees of Yukon Education, teacher leaders are guided by the expectations outlined in the *Education Act* and Regulations, and policies, and the *Teachers Profession Act*. As members of the Yukon Teachers' Association, they are expected to model their professional association's code of ethics.

Engagement in and commitment to the profession

Teacher leaders characteristically demonstrate full engagement in their educational community through direct involvement in activities, events, associations and undertakings that ultimately enhance the opportunities for their students' learning. As lifelong learning professionals, teacher leaders model a strong commitment to quality teaching and learning through ongoing professional teacher development. They show support for the development of the profession as a whole through advocating for the educational needs and resources of their students, and through their involvement in educational policy, curriculum and professional development decisions.

Continuous improvement of self, school and system

Teacher leaders pursue continuous improvement for themselves as individuals, for Yukon schools, and for the Yukon Education system as a whole. Within the classroom, teacher leaders strive for teaching and learning effectiveness. Within the school, teacher leaders extend their involvement from the classroom to influence other teachers to make a positive difference for all learners, and to support and contribute to school improvement and success. At the broadest level, teacher leaders seek to improve the educational system through their participation and decision making in committees and actions that affect educational direction within Yukon Education.

Collaborative professional learning and inquiry

Teacher leaders help develop, support and sustain opportunities for professionals to engage in collaborative professional learning and inquiry within and across schools. Teacher leaders are instrumental in a shift to positive school cultures that foster collaboration among professionals, sharing of practice, and engagement in team-based learning and inquiry. They understand and apply collaborative professional learning structures and processes, and

a collaborative inquiry cycle to engage teachers in examining their practice and using student evidence to determine actions for improving student learning opportunities and results. They participate in networks across schools that provide opportunities for teachers to learn from one another.

Group process skills

Teacher leaders structure and manage group processes in order to maximize effective interaction among adults in collaborative teams. Process skills are the tools for teacher leaders to work effectively and collaboratively with colleagues, parents and the community in collective efforts to improve teaching and student learning. Skillful teacher leaders can run meetings, help groups problem-solve, make decisions and manage conflicts that arise.

- **Running meetings**
  Teacher leaders require the knowledge and skills of how to facilitate effective meetings with colleagues and partners.

- **Communication**
  Teacher leaders' skills in communicating effectively through active listening, use of paraphrasing, clarifying questions and summarizing are fundamental to establishing meaningful connections with others.

- **Problem solving and decision making**
  Teacher leaders' awareness of processes for problem solving and decision making strategies enables groups to participate in collaborative processes that can achieve collective results.

- **Managing conflict**
  Teacher leaders' awareness of conflict management processes enables individuals and groups to engage in conflict in a positive way and maintain relationships.

- **Presentation skills**
  Teacher leaders often need to share information and concepts with adults through effective modes of presentation.

- **Facilitation skills**
  Teacher leaders require facilitation skills to provide structure and processes for dialogue, interaction and producing achievable outcomes among collaborative groups and teams.

Self-reflection, self-assessment and professional growth planning

As a guide for professional growth, the Framework is intended to support individuals in reflecting on their own learning needs through processes of self-reflection, self-assessment and professional growth planning. These *assessment for learning* processes, which were included in the *Educational Leadership Framework for Yukon Principals and Vice-Principals* document, have guided the structure and format for each teacher leadership domain.

Within each domain *possible actions* or leadership practices that exemplify the domain are described on the left side of the page. Beside the possible actions, in the middle column are *reflective questions* which are aligned with the actions to assist individuals in reviewing and thinking more deeply about their own leadership behaviour. The reflective questions ask teacher leaders to describe examples of these actions from their own leadership experience. In the right hand column, teacher leaders are able to record examples of *evidence* of their particular leadership actions within a specific context. In some cases, teacher leaders might not have had any experience related to some of the leadership actions.

On the next page within each domain, teachers are asked to participate in a *self-assessment* process, where they review the domain's leadership actions and evidence of their leadership behaviour, then determine their leadership *strengths, areas for growth* and *next steps* for development. Teachers are invited to use the Framework document, whether in text or in an electronic format, to document their strengths, areas of growth and next steps, which could form the substance of their Teacher Professional Growth Plan.

YG Photo

Educational leadership framework
for Yukon teachers

Empowered teachers bring vast resources for continuously improving schools. By helping teachers believe they are leaders, by offering opportunities to develop their leadership skills, and by creating school cultures that honor their leadership, we can awaken this sleeping giant of teacher leadership.
— Marilyn Katzenmeyer and Gayle Moller

Framework at a glance

Develop positive relationships

Build partnerships

Ethical practice

Engagement in and commitment to the profession

Continuous improvement of self, school and system

Collaborative professional learning and inquiry

Group process skills

Success for Each Learner

Leadership domains

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Develop positive relationships

Teachers develop and maintain positive relationships through awareness of their own and others' thoughts and feelings, their ability to manage their own emotions, and their ease in creating effective interactions with others.

possible actions	reflective questions	evidence
Develop and maintain relationships by building trust, and developing rapport and mutual respect	What specific actions do you take to build positive relationships with students, colleagues and parents?	
Be open, supportive and approachable to colleagues to create a helping relationship	How do you build trust with and among others? In what ways do you offer assistance to colleagues?	
Ensure that others feel valued, show appreciation for their work, and affirm their expertise	How do you acknowledge the work and expertise of others?	
Create a safe and supportive environment so that others feel safe to take risks, learn and share	How do you encourage risk taking for new learning with colleagues?	
Maintain regular contact and communication		

Develop positive relationships

possible actions	reflective questions	evidence
Establish open communication with your school or department administrator	What strategies do you use to maintain communication with your school or department administrator?	
Make time for teambuilding to build emotional and social connections		
Give constructive and supportive feedback	What are some effective ways that you have offered constructive feedback to others?	

Leadership is a form of relationships among people.
– Gordon Donaldson

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Develop positive relationships

Build partnerships

Teachers build strong partnerships between school and parents, families and community, organizations, community agencies, and businesses to promote student learning and well-being, family support, school improvement and community development. Teachers work collaboratively with partners through processes of reaching out, researching resources, and enabling others to connect with the school.

possible actions	reflective questions	evidence
Within the school community, create opportunities for partnering with students, teachers, the school administrators, parents, families and community members > Cultivate school openness, a welcoming and supportive atmosphere, and receptiveness to family and community involvement	How do you create a welcoming and supportive atmosphere in the school?	
> Model effective communication and collaboration with families and communities	What are some examples of ways that you communicate with parents, families and the community?	
> Involve families and the community in educational processes with children at home and in the school	In what ways have you involved parents in educational processes that support their children's learning?	
> Build connections with home educators and preschool programs	How have you encouraged parent and community input into the school?	
> Develop relational trust and skills to work with diverse families and communities to promote effective interaction	What specific strategies do you use to support the involvement of parents and families of diverse cultural and language groups?	

possible actions	reflective questions	evidence
With Yukon First Nations parents, families and communities > Recognize and understand local and regional First Nations culture, values and beliefs	How do you and your colleagues learn about the local and regional First Nations culture, values and beliefs?	
> Build trusting relationships with First Nations families and communities	How do you build trust with First Nations parents and families so that they feel safe and comfortable coming into the classroom and the school?	
> Provide a safe environment for First Nations community involvement in the school, and a safe forum for discussion and collaboration		
> Know and apply First Nations protocols in Yukon schools	What First Nations protocols apply within your school and community?	
> Work toward improving the academic results of First Nations students in the K–12 school system	What initiatives have you and your colleagues taken to help improve academic results for First Nations students?	
> Be aware of and provide support to enhance First Nations' efforts to revitalize their languages		
> Support colleagues in developing culturally responsive curriculum, instructional strategies, and school culture	What are some examples of how you and your colleagues have developed culturally sensitive curriculum and instructional strategies?	

Build partnerships

possible actions	reflective questions	evidence
Within the broader community, create collaborative opportunities for partnering with organizations, businesses and community agencies		
> Expand opportunities for students beyond the school by linking them to community and external resources	How have you worked with community agencies to support and benefit students and their families?	
> Build alliances and external networks to meet the needs of students		
> Strategize ways to work together for mutual benefits with community organizations, businesses and community agencies, e.g. Health and Social Services	What community partnerships have you initiated or been involved in that enhance student learning opportunities?	
Create opportunities for partnering with other Yukon schools and programs, educational organizations in the Yukon, Yukon Education, Yukon Teachers' Association, and Yukon College		
> Partner and create networks with other schools in the Yukon and beyond the territory	What are some examples of professional networks with other schools that you are a member of or have facilitated?	
> Participate in external professional development teacher leader networks across schools and with Yukon Education to support leadership development	What strategies have you used to enhance your teacher leadership development? How have you been involved in leadership within the Yukon Teachers Association?	
> Establish school and Yukon Education partnerships with Yukon College	How have you been involved with Yukon College or Yukon Education committees or training?	

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Build partnerships

Ethical practice

Teachers are role models who act ethically and honestly and abide by codes of ethics and legal expectations. Teachers always advocate for, make decisions, and act in the best interests of Yukon students.

possible actions	reflective questions	evidence
Model core ethical values of integrity, respect, fairness, responsibility, compassion and inclusion	How have you helped to build an ethical climate within your school?	
Have an awareness of the Yukon Education System, follow the *Education Act* and Regulations, policies and protocols, Teaching Profession Act and other legislation related to duties of a teacher	In what ways have you familiarized yourself with the legislative acts dealing with the teaching profession (e.g. *Yukon Education Act, Teaching Profession Act,* and Yukon education-related legislation)?	
Be knowledgeable of and abide by the Yukon Teachers' Association (YTA) Code of Ethics	What steps have you taken to become familiar with the Yukon Teachers' Association (YTA) Code of Ethics?	
Support others in operating from an ethical perspective including taking action against unethical behaviour	In what ways have you upheld ethical behaviour with others or within committees?	
Demonstrate moral courage by acting on ethical values and the Yukon Teachers' Association Code of Ethics	Describe a time when you yourself have consulted the YTA Code of Ethics to help solve an ethical issue.	
Understand and respect local and regional First Nation culture, values and beliefs	What steps have you taken to become knowledgeable about local and regional First Nations culture, values and beliefs?	
Practise and support a collaborative decision-making process and act on commitments		

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Ethical practice

Engagement in and commitment to the profession

Teachers demonstrate full engagement in their educational community, and a strong commitment to quality teaching and learning through their ongoing professional self-development, and support for the development of the profession as a whole.

possible actions	reflective questions	evidence
Be involved with school committees and activities such as: > School Growth Plan	In what school committees and activities have you been involved? How have you been involved?	
> Extracurricular activities		
> Health and safety		
> School-based team		
> Assemblies		
> Student government		
> Clubsy		
Be involved with school cultural and community activities such as: > First Nation and other cultural events	In what ways have you contributed to school cultural and community activities?	
> Parent workshops	How have you engaged First Nations students and parents in the school?	

possible actions	reflective questions	evidence
Be involved with school cultural and community activities such as: > Open houses or seasonal activities	How have you involved First Nations Elders or community members in cultural activities in the school?	
> Holiday celebrations		
> Sporting events		
> Environmental initiatives		
> Non-government Organizations (e.g. Foodbank, FASSY, associations of tourism, sports and economic development)		

Be involved in professional committees and activities such as:
> Yukon Teachers' Association participation in:
  – Professional Development Committee
  – YTA Annual General Meeting
  – School YTA Representative
	How have you been involved in professional committees and activities within Yukon?	

> Yukon Education participation in:
  – Leadership committees
  – Working groups
  – Pilot projects		

> Supervision of pre-service teachers and YNTEP Teacher Internships		
> Mentorship program		
> Connect with Yukon Education consultants		

Engagement in and commitment to the profession

possible actions	reflective questions	evidence
Be involved in professional activities outside Yukon, such as: > Attend an out-of-territory conference		
> Write a professional article	What are some of your professional contributions outside of Yukon?	
> Lead a presentation		
> Sponsor a visiting teacher from outside Yukon		
> Maintain affiliations with other teacher organizations		

Teacher leaders are, in the first place, expert teachers, who spend the majority of their time in the classroom but take on different leadership roles.
– Alma Harris

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Continuous improvement for self, school and system

Teachers pursue continuous professional improvement for themselves as individuals, for Yukon schools, and for the Yukon Education system as a whole.

possible actions	reflective questions	evidence
Self – Individual improvement with links to Teacher Growth Plans: > Participate in professional workshops, in-service, working groups, committees and other forms of continuous professional learning	How have you engaged in continuous professional learning? How do you demonstrate creativity and encourage innovative practices?	
> Engage in studying and applying current research and professional literature	List the actions that you have taken to remain current as an educational professional.	
> Reflect on own practice by applying a cycle of evidence (identify issue, determine strategies, reflect and assess)	How does the cycle of evidence inform your teaching practice?	
> Use evidence (products, data, observations and conversations) of student learning through formative and summative evaluation to determine areas of professional growth	What specific actions have you taken to use evidence of student learning to determine areas of professional growth?	
> Develop knowledge of local First Nations culture and community	Describe how you reflect local First Nations culture and community in your classroom?	
> Demonstrate expertise in subject matter, planning, curriculum, instruction, assessment, evaluation, reporting and change initiatives	What are some examples of how you demonstrate expertise in your classroom instructional practice?	

possible actions	reflective questions	evidence
Self – Individual improvement with links to Teacher Growth Plans:		
> Share own teaching practices and invite colleagues to share their practice	How do you model and encourage others to share their teaching practice?	
> Co-teach, model, mentor, coach and network with colleagues within and between schools		
> Develop balance between professional practice and personal mental, emotional, physical and spiritual health	What steps do you take to balance your professional practice with your personal mental, emotional, physical and spiritual health?	
> Accept and act on constructive feedback to improve one's own professional practice	Describe how you accept and act on constructive feedback of your professional practice?	
School improvement with links to school growth: Within School Growth Processes		
> Ensure that individual student learning needs are the central focus of instruction and decision making	Describe how you participate in the shared vision for the school with all school stakeholders	
> Participate as a member of the School Growth Team	What are some examples of how individual student learning needs are the central focus of instruction and decision making (Pyramid of Intervention)?	
> Examine school-wide data, both formative and summative, to inform next steps for improvement of the school	What processes do you use and/or facilitate to examine school-wide data, both formative (classroom) and summative, for improvement of the school, teaching practice and student learning?	

Continuous improvement for self, school and system

possible actions	reflective questions	evidence
School improvement with links to school growth: Within School Growth Processes > Facilitate colleagues' collection and analysis of student learning evidence, the collaborative interpretation of results, and the application of findings to improve teaching and learning		
> Facilitate partnerships with local First Nation communities	In what ways do you facilitate partnerships with local First Nation communities?	
Within professional learning teams: > Engage in professional learning teams in the school	Describe how you actively support the development of a professional learning team.	
> Create a climate of trust and critical reflection in conversations with colleagues about evidence of student learning	What skills do you use to create a climate of trust and critical reflection in conversations with colleagues?	
> Collaboratively develop performance assessments with other teachers and collaboratively use evidence to analyze where students need help	What are some examples of how you collaborate with other teachers to develop common assessments and use evidence to analyze student needs?	
> Present, share, and participate in professional development for staff		
> Assist colleagues in accessing and using research to improve practice		
> Use appropriate technologies to support educational practice and differentiated professional learning	In what ways do you use technologies to support educational practice and differentiated professional learning?	

possible actions	reflective questions	evidence
Within professional learning teams > Facilitate opportunities for teachers to open up their classrooms and examine their practice with others		
System improvement with links to the Yukon Accountability Framework > Collaborate with Yukon Education to facilitate conversations about system-wide initiatives	What collaborative processes do you use to facilitate conversations with Yukon Education about system-wide initiatives?	
> Be aware of the vision of Yukon Education of success for each learner (New Horizons Strategic Plan, Yukon Accountability Framework)	How do your actions to improve student learning reflect the vision of Yukon Education's success for each learner?	
> Recognize the unique contexts and needs of each school	List and describe activities that have increased your awareness of the unique contexts of each school.	
> Examine Yukon system-wide data, as well as external (national and international) data in conversation with partners to inform next steps for system improvement	In what ways are you using system-wide data to inform next steps for system improvement?	
> Participate in the School Review process when possible		

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Collaborative professional learning and inquiry

Teachers help develop, support and sustain opportunities for professionals to engage in collaborative professional learning and inquiry within and across schools to support improvement of practice.

possible actions	reflective questions	evidence
Participate as a member of a professional learning or inquiry team	In what ways do you participate in professional learning or inquiry teams?	
Structure broad teacher participation in professional learning teams, study groups and inquiry teams	How do you model, encourage and support teacher participation in professional learning teams or collaborative inquiry teams?	
Promote and engage colleagues in collaborative inquiry teams to investigate problems of practice through cycles of reflection, dialogue, data review and analysis, and action		
Promote and engage in collaborative learning with colleagues through, e.g. book study, action research, teacher-led professional development activities, mentoring with a protégé, shared examination of student work, development of common assessments and direct classroom observation	What strategies do you use to engage colleagues in collaborative learning? What skill sets do you bring to these collaborative sessions?	
Plan and design curriculum and instructional materials with colleagues		
Build knowledge of practice from both academic research and teacher experience	What are some examples of how you have gained knowledge of practice?	
Engage in networks beyond the school to learn from other colleagues in other settings	Describe how you participate in networks.	

Collaborative professional learning and inquiry

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Group process skills

Teachers structure and manage group processes in order to maximize effective interaction among adults.

possible actions	reflective questions	evidence
Running meetings > Establish and organize meetings, and communicate dates, times, places and ideas	What processes have you used to establish and organize meetings?	
> Create an inviting and inclusive environment at meetings	How do you create an inviting and inclusive environment at meetings?	
> Establish agreement on ground rules or norms for working together and managing meetings	Describe how you develop ground rules and norms for working together and managing meetings?	
> Hold self and others accountable for respectful communication		
> Create working or ad hoc committees as needed which may include the staff and the wider community. Give direction, a timeline and processes for reporting back	What strategies do you use to create working or ad hoc committees?	

Group process skills

possible actions	reflective questions	evidence
Communication		
> Listen actively and speak respectfully towards others	What is an example of how you have listened actively and spoken respectfully towards others?	
> Demonstrate skills of paraphrasing, asking clarifying questions, and summarizing		
> Develop a process for communicating and sharing information among interested parties	What processes do you use to share information with others?	
> Elicit input and engage in dialogue and respectful debate around key questions and issues	How have you structured dialogue and respectful debate?	
> Share accessible information with others in a variety of formats	What formats do you use to share accessible information?	
> Follow Yukon Education policy in communicating with the news media	In what ways are you following Yukon Education policies in communicating with the news media?	
> Ensure actions are reflective of collective decisions and not individual positions		
> Give and receive feedback openly, honestly and constructively	Describe how you develop an environment that gives and receives feedback openly, honestly and constructively.	

possible actions	reflective questions	evidence
Problem solving and decision making > Ensure that decisions are based on accurate information and in the best interests of students	How have you ensured that fair decisions are made in the best interest of student needs?	
> Make decisions within the legislation and the context of school priorities and goals	How do you make decisions within the legislation and the context of school priorities and goals?	
> Develop collaborative and transparent processes for decision making	How do you ensure that processes for decision making are transparent to others?	
> Identify and clarify the main issue		
> Establish the purpose for making the decision, identify relevant knowledge or expertise required, and identify who needs to be consulted		
> Generate alternatives within a collaborative decision-making process. Seek diverse perspectives and respect differences of opinion	What processes have you used to generate alternatives within a collaborative decision-making process?	
> Consider the consequences of possible alternatives and establish criteria for selecting a best course of action		
> Determine the best solution and communicate the actions that will follow		
> Maintain confidentiality related to contentious issues	How do you maintain confidentiality related to contentious issues?	

Group process skills

possible actions	reflective questions	evidence
Managing conflict		
> Identify the conflict in order to resolve it	How do you identify conflicts in order to resolve them?	
> Make the issue a mutual problem		
> Strive to respond to concerns or differences in points of view without defensiveness	How do you build opportunity for sharing differences in points of view?	
> Seek first to understand by listening actively to concerns, acknowledging feelings, asking clarifying questions, and checking for understanding	What skills do you use to build consensus among diverse perspectives?	
> Listen first to the perspective of others before sharing your views		
> Acknowledge others' needs and identify shared interests	What specific actions have you taken to identify shared interests among group members?	
> Collaboratively problem-solve solutions to concerns and create a mutually agreeable solution that is based on common interests	How do you involve staff in collaborative problem solving and the creation of mutually agreeable solutions that are based on common interests? What processes do you use to resolve conflict?	

possible actions	reflective questions	evidence
Presentation skills		
> Prepare a presentation by identifying the purpose and outcomes	How do you determine the purpose and outcomes for a presentation?	
> Plan for the context and environment		
> Organize the content for the presentation	What processes do you undertake to prepare a presentation?	
> Plan delivery method		
> Use technology (smartboard, video, videoconferencing)	How do you incorporate visual aids and technology in the structuring of your presentations?	
> Use visual aids (flip charts, PowerPoint, whiteboard)		
> Prepare handouts		
> Create feedback processes and documents	What are some areas for enhancing your presentations based on feedback that you have received from participants?	
Facilitation skills :		
> Define team goals and tasks		
> Collaboratively engage others in achieving shared purposes, goals and outcomes	What strategies have you used to structure interaction and conversation among participants?	
> Promote and engage in team-based shared decision making	What processes have you used to structure shared decision making?	

Group process skills

possible actions	reflective questions	evidence
Facilitation Skills : > Use team norms or common agreements for working together and team roles to support team effectiveness	Describe examples of times when you have effectively used team norms and team roles?	
> Facilitate the inclusion of team members' ideas and diverse perspectives to ensure that everyone has a voice in discussions	How do you ensure that one group member does not dominate the conversations?	
> Deal effectively with resistance by exploring points of view		
> Summarize and clarify main points in team discussions	Which facilitation skills do you feel that you could do more effectively?	
> Use protocols to direct and structure team professional conversations and decision making	Which protocols have you used to support balanced conversations?	
> Share responsibility and leadership within collaborative processes		
> Document meetings to record the group's work and thinking	Describe how you develop your own facilitation skills and how you encourage others to do the same.	
> Move the group to task completion using appropriate processes	What processes do you use to support the group in achieving results?	

self-assessment:

To what extent do I demonstrate these actions and apply this domain?
In reflecting on this domain, my strengths, areas for growth and next steps are…

strengths	areas of growth	next steps

Group process skills

Appendices

Teacher leadership is like an evolving thread that appears in widely diverse locations and in a variety of shapes and colours in the school reform tapestry.

—Joseph Murphy

Acknowledgements

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Teachers leadership working committee

Deborah Bartlette
Dean, Applied Arts/Associate Vice-President Academic (Interim)
Yukon College
500 College Drive,
PO Box 2799
Whitehorse, Yukon Y1A 5K4
Ph: (867) 668-8782
Email:
dbartlette@yukoncollege.yk.ca

Annie Bernard
Education Training Officer
Ta'an Kwäch'än Council
117 Industrial Rd,
Whitehorse, Yukon Y1A 2T8
Ph: (867) 668-3613 ext. 288
Email: abernard@taan.ca

Lori Choquette
School Council Liaison
Department of Education
Box 2703, E-1
Whitehorse, Yukon Y1A 2C6
Ph: (867) 667-8226
Email: lori.choquette@gov.yk.ca

Corine Clark
Consultant
Ph: (604) 734-5346
Email: corineclark@shaw.ca and corinelynnclark@gmail.com

Carol Coote
Executive Director
Association of Yukon School Councils, Boards & Committees
P.O. Box 20409
Whitehorse, Yukon Y1A 7A2
Ph: (867) 633-2692
Email:
exec.director@ayscbc.org

Amanda Dockum
Professional Development
Yukon Teachers' Association
2064 2nd Avenue
Whitehorse, Yukon Y1A 1A9
Ph: (867) 667-6777
Email: pd@yta.yk.ca

Rene Dove
Consultant, Secondary Programs
Department of Education
Box 2703, E-1
Whitehorse, Yukon Y1A 2C6
Ph: (867) 667-5679
Email: irene.dove@gov.yk.ca

Brian Eleniak
Teacher
St. Elias Community School
Box 5494
Haines Junction, YT Y0B 1L0
Ph: (867) 634-2231
Email:
brian.eleniak@yesnet.yk.ca

Jeanette Gallant
Intermediate Curriculum Consultant
Department of Education
Box 2703, E-1
Whitehorse, Yukon Y1A 2C6
Ph: (867) 667-8167
Email:
jeanette.gallant@gov.yk.ca

Sharon Kroeker
Learning Assistance Teacher
Johnson Elementary School
Watson Lake, Yukon Y0A 1C0
Ph: (867) 536-7333
Email:
sharon.kroeker@yesnet.yk.ca

Bob Laking
Chair
Association of Yukon School Councils, Board & Committees
P.O. Box 20409
Whitehorse, Yukon Y1A 7A2
Ph: (867) 993-5214
Email: bob.laking@ayscbc.org

Katherine Mackwood
President
Yukon Teachers' Association
2064 2nd Avenue
Whitehorse, Yukon Y1A 1A9
Ph: (867) 667-6777
Email: pres@yta.yk.ca

Peter Menzies
Teacher
Robert Service School
Box 278
Dawson City, Yukon Y0B 1G0
Ph: (867) 993-5435
Email:
peter.menzies@yesnet.yk.ca

Nicole Morgan
Counselor
Porter Creek Secondary School
1405 Hickory Street
Whitehorse, Yukon Y1A 4M4
Ph: (867) 667-8044
Email:
nicole.morgan@yesnet.yk.ca

Mark Muckler
Principal
Ecole Emilie-Tremblay et Academie Parhelie
20 Falcon Drive
Whitehorse, Yukon Y1A 6B2
Ph: (867) 667-8150
Email: mark.muckler@gov.yk.ca

Penny Prysnuk
Superintendent of Schools, Area 2
Department of Education
Box 2703, E-1
Whitehorse, Yukon Y1A 2C6
Ph: (867) 667-3747
Email:penny.prysnuk@gov.yk.ca

Lina Radziunas
Learning Assistant Teacher
Holy Family Elementary School
55 Wann Road
Whitehorse, Yukon Y1A 5X4
Ph: (867) 667-3500
Email:
lina.radziunas@yesnet.yk.ca

Tammy Stoneman
Reading Recovery & Learning Assistance Teacher
Teslin School
Box 10
Teslin, Yukon Y0A 1B0
Ph: (867) 390-2570
Email:
tammy.stoneman@yesnet.yk.ca

Paula Thompson
Math Consultant
Department of Education
Box 2703, E-1
Whitehorse, Yukon Y1A 2C6
Ph: (867) 667-8249
Email:
paula.thompson@gov.yk.ca

Patricia Toovey
Principal
Hidden Valley Elementary School
5 MacPherson Road
Whitehorse, Yukon Y1A 5S3
Ph: (867) 667-8164
Email:
patricia.toovey@gov.yk.ca

Christie Whitley
ADM of Public Schools
Department of Education
Box 2703, E-1
Whitehorse, Yukon Y1A 2C6
Ph: (867) 667-5127
Email:
christie.whitley@gov.yk.ca

Glossary of educational terms

A glossary of educational terms is included to create common understandings and to ensure that the language is accessible to all educational partners and members of the profession and the public.

Achievement Achievement relates to the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression; to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others; and to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with changes in the workplace.

Accountability Accountability is the regular monitoring and assessment of students, curriculum, schools, and the education system to identify what is working in the system and what is not and to provide an informed basis for change. In the context of institutional accountability, assessments are undertaken to determine the effectiveness of schools and school personnel. In the context of school improvement, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

Assessment Assessment is the process of collecting, synthesizing and interpreting information to aid in decision making. In an educational context, assessment is the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. Different types of assessment instruments include achievement tests, observation instruments, performance tasks, and authentic assessments. The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose.

Assessment for Learning Assessment for learning is explicitly designed to promote learning and shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning. Assessment for learning happens in the middle of learning, often more than once, rather than at the end to identify particular learning needs.

Assessment as Learning Assessment as learning reinforces and extends the role of formative assessment for learning by emphasizing the role of the student, not only as a contributor to the assessment and learning process, but also as the crucial connector between them. Assessment as learning occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. Assessment as learning is the ultimate goal where students are their own best assessors.

Assessment of Learning Assessment of learning is the predominant kind of assessment in schools. Its purpose is summative, intended to certify learning and report to parents and students about students' progress in school, usually signalling students' relative position compared to other students. Assessment of learning results are expressed symbolically, generally as marks or letter grades and summarized across several content areas in reports to parents.

Assumptions Assumptions are what we hold to be true about a subject and exert a powerful force on our behaviour and professional practice.

Change Process Change involves changes in beliefs, behaviours or resources. A change process involves initiating, implementing and sustaining a change.

Coach A coach is a partner who works together with another individual to solve classroom problems, and who engages in professional conversations to develop reflective practice and enhance professional practice.

Code of Conduct Code of conduct describes the rights and responsibilities and procedures for managing the behaviour of all persons on school premises.

Collaboration Collaboration is a process that occurs among individuals that enables participants to address issues and accomplish goals mores successfully than they could have separately by bringing their collective skills, knowledge and perspectives to the situation.

Colleagues Colleagues include teachers, administrators, support staff and Yukon Education consultants and senior management.

Community Development Community refers to factors such as size of the population, ethnicity, culture, age, and socio-economics that affect interactions with the school. Community development is dependent upon the principal getting to know and understand the community by learning what the issues are, who is most responsible for them, and developing a collaborative process in which to improve relationships.

Critical Thinking Critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

Culture Culture operates at four levels: artifacts, traditions, language, and values and beliefs. Culture is how we think about our environment. Others define culture as a pattern of basic assumptions by a given group or the way we do things around here. School cultures are complex webs of traditions and norms.

Culturally Responsive Schools Culturally responsive schools integrate activities, resources reflecting the cultures, traditions, heritage languages and practices of the students, parents and communities indigenous of a particular place served by the school into the school programs.

Curriculum Curriculum can mean the prescribed learning outcomes for a set of courses or grades. It can be a sequenced plan to educate students or a broad field of study. Curriculum also can mean the broad scope of school experiences that one believes has a direct impact on student learning. Curriculum can be defined as planned and unplanned concepts, content, skills, work habits, means of assessment, attitudes, and instructional strategies taught in the classroom and the variety of school activities in and out of class that influence present and future academic, social, emotional and physical growth of students.

Data-based Decision Making Data-based decision making is analyzing existing sources of information (class and school attendance, grades, test scores) and other data (portfolios, surveys, interviews) to make decisions about the school. The process involves organizing and interpreting the data and creating action plans based on the data to plan for improvement.

DART DART stands for District Assessment Reading Team. The DART is focused on providing information to teachers on students' reading comprehension and thinking skills. DART is delivered twice a year in Yukon schools to help inform instruction and improve learning.

Dialogue Dialogue is the process by which we make known to one another the assumptions that underlie our perspectives and the thought processes and information that shape those assumptions. Dialogue engages us in a thorough examination of our beliefs, deepens our understanding and improves relationships.

Differentiated Instruction Differentiated instruction involves adjusting (adapting or modifying) teaching and learning to better enable students of various abilities, interests, and special educational needs to successfully complete the curriculum.

Distributed Leadership Distributed leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role. The distributed perspective focuses on how leadership practice is distributed among formal and informal leaders. Distributed leadership is an emergent property of a group or network of individuals in which group members pool their expertise. In this sense, distributed leadership is a form of collective agency incorporating the activities of many individuals in a school who work at mobilizing and guiding others.

Diversity In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences.

Emerging Technologies Technology is more or less the means of getting a job done, whatever the means and the job happens to be. Emerging technologies can be described as the ongoing creation, development, and use of new electronic means of processing, storing, presenting and communicating information.

Emotional Intelligence Competencies Emotional Intelligence is the ability to manage ourselves and our relationships effectively. It consists of four fundamental capabilities: self-awareness, self-management, social awareness and social skill.

English Language Learner An English language learner speaks a primary language other than English or is one whose language is a variety of English which is significantly different than that used in the medium of instruction in Yukon schools, and who may require focused support to attain English language proficiency.

Ethical Dilemmas Ethical dilemmas are the tough choices when one has to choose between one right value and another right value.

Ethical Practice Ethical practice is behaviour that demonstrates a commitment to moral principles that are based on core or universal moral values of fairness or justice, respect, responsibility, honesty, compassion, inclusion and tolerance.

Evidence Evidence includes products, data, observations and conversations that can demonstrate growth or learning.

Evaluation Evaluation is a process of making observations of evidence, judging based on analysis of the evidence in relationship to criteria or standards to determine the value.

Experiential Education In experiential education a student constructs knowledge, value and skill from direct experience. It involves the active, hands-on engagement of students within and outside the classroom, making use of a diversity of learning environments.

Facilitation Facilitation involves creating structure and process to interactions so that groups can function more effectively, everyone can contribute their thinking to discussions, share responsibility and achieve group goals.

Formative Assessment Formative assessment is assessment as and for learning. It is used for ongoing instructional planning and student feedback to help the student identify and meet the specific needs of his/her learning plan.

Goals Goals are broad, long-term statements that guide the Department of Education in realizing the vision and long-term milestones of success. Goals represent what people commit themselves to do to reach their vision.

Inclusive Culture An inclusive culture embraces the uniqueness and dignity of all individuals and fosters shared beliefs and values. An inclusive culture is characterized by broad community engagement and cooperation.

Initiatives Initiatives are specific activities or projects that will implement Department of Education strategies.

Inquiry Process The inquiry process involves a cycle of activities of asking questions, investigating knowledge and research, creating possible solutions, applying the possible solutions to solve problems, and drawing conclusions based on application of new knowledge.

Instruction Instruction is the process by which content or curriculum is transported to the student. Instruction consists of three parts: input, modelling or demonstration, and active involvement or rehearsal.

Instructional Leadership Instructional leadership emphasizes improving the quality of teaching and learning processes for students and adults in schools through regular dialogue about learning and how to improve it based on understanding of the body of research on learning and teaching and evidence of student learning outcomes.

Interagency/External Agencies and Organizations Education in our schools requires political and public support so that the necessary resources are available to carry out critical functions of meeting the needs of all students.

Intrapersonal Capacity Intrapersonal intelligence is turned inward and is the capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life. Intrapersonal intelligence is the key to self-knowledge. It includes access to one's own feelings and the ability to discriminate among them and draw upon them to guide behaviour. Intrapersonal competencies include self-awareness (knowing one's internal state, preferences, resources and intuitions) and self-regulation/management (managing one's internal states, impulses and resources).

Interpersonal Capacity Interpersonal intelligence is turned outward and is the capacity to understand other people, what motivates them, how they work, and how to work cooperatively with them. It includes the capacities to discern and respond appropriately to the moods, temperaments, motivations and desires of other people (emotional tendencies that guide or facilitate reaching goals), empathy (awareness of others' feelings and needs), and social skills (adeptness at inducing desirable responses from others).

Leadership Leadership can be defined as an act of influence involving reciprocal relationships through which members of an organization or community construct common meanings, build capacity and enhance their ability to achieve shared goals. One of the responsibilities of leadership is to give a sense of direction, and to establish an overarching purpose.

Learning Climate This is the "feel" or tone of a classroom or school, indicated by the total environment, including especially the way individuals in classrooms and schools relate to one another.

Learning Community Learning communities comprise a group, which could include staff, students, parents, and community members, who work towards a common purpose. Learning communities or communities of practice, are the terms often given to schools in which staff members provide meaningful and sustained assistance to one another to improve teaching and student learning. Learning communities are characterized by a shared mission, vision, and values; collective inquiry; collaborative teams; an orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results. A learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

Learning Culture This is a culture that is characterized by a deep focus on learning and engagement in the pursuit of learning.

Learning Outcome A learning outcome is a statement of something that students are expected to know and/or do at the end of an indicated grade or course.

Legal and Contractual Obligations Legal and contractual obligations are the responsibilities that the leader has for administering school acts and regulations, territorial policies (dictate what to do) and procedures (detail how to do it), external legal requirements, and the contractual agreements between Department of Education employers and employees.

Literacy Literacy is an essential aspect of communication vital to lifelong learning. Literacy is the ability to identify, understand, interpret and communicate using printed and written materials with oral language skills as the foundation. First Nations languages, French, English language learners and information technology are an integral part of a comprehensive literacy program.

Management Management is the bureaucratic aspect of administration which relies primarily on rational analysis to design methods, or internal and external processes with role descriptions to implement strategic plans. Management is the technical and legal duties related to the hierarchical structure of the school system and involve compliance with legislation, policies or role descriptions as well as the stewardship of resources.

Mandate A mandate is a clear, concise definition of the Department of Education's purpose and role. It gives direction to the programs and services to deliver accessible and quality education to all Yukon learners including children and adults.

Mentor A mentor is an experienced practitioner who shares knowledge, skills, information and insights to foster the professional growth of someone else.

Mission Mission is the purpose or the fundamental reason for an organization's existence.

Mission Statement A mission statement presents a clear description of the purposes of an organization.

Moral Courage Moral courage is a commitment to moral principles, an awareness of the danger involved in supporting those principles, and a willing endurance of that danger. A leader needs courage over time and the willingness to risk and risk again, and to function well under prolonged stress, and keep pursuing the values and vision of the school.

Moral Purpose of Education Moral purpose of education is about the deep purpose that expresses the organization's reason for existence. Moral purpose is a strong commitment to making a difference and modelling for and engaging with others to build a community committed to shared purpose.

Moral Stewardship Stewardship is the willingness to be accountable for the well-being of the larger organization by operating in service, rather than in control, of those around us. Stewardship involves placing oneself in service to ideas and ideals and to others who are committed to their fulfillment. Moral stewardship is based on a deep commitment to values that makes a critical difference in the lives of students and their families.

Networks Networks involve people working in groups around a common interest within and across organizational boundaries. Information of all kinds is both generated and shared through networks of all types. The value of networks is their capacity for sharing common problems and strategies, and sharing perspectives to enrich abilities to lead in one's own context.

New Horizons New Horizons is the implementation and monitoring phase of the Yukon Department of Education Strategic Plan 2011–2016 that provides a roadmap for education priorities for the next five years. New Horizons includes Department goals, objectives, key strategies and initiatives developed based on a synthesis of recommendations from key reviews of public education.

Norms Norms are the often unwritten but understood rules for the expected, acceptable behaviours that govern a group's actions.

Organizational Capacity Organizational capacity focuses on strengthening the culture and building organizational learning and collaborative processes.

Organizational Learning Organizational learning or collective teacher efficacy involves three stages: a trusting and collaborative climate; shared and monitored mission; and support for taking initiatives and risks, all supported by ongoing, relevant professional development.

Outcomes Outcomes are the results achieved through the impact of an initiative, program or policy.

Partnership Partnership involves collaboration by sharing decision making with a broad group of engaged partners.

Presentation A presentation involves the communication of information, thoughts or ideas to an audience.

Professional Learning Teams Professional learning teams are collaborative groups of teachers who work and learn together to investigate their professional practice and inquire into best instructional practices in order to improve student learning.

Protocol An accepted structured procedure or expectation of acceptable behaviour in a given situation or group.

Pyramid of Intervention The Pyramid of Intervention is the system of supports that a school provides for its struggling students.

Relationships Relationships are how people interact with each other and the kind of relationships they form. A focus on people and relationships is essential to achieving purposes.

Rubric A rubric is a scoring tool that teachers use to assess student learning. Using a set of criteria and standards directly tied to the stated learning outcomes, educators can assess each student's performance. A rubric is a scoring guide for making performance criteria visible. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale.

School Councils School Councils were created in the 1990 *Education Act* in the Yukon. School Councils have defined roles and responsibilities for the administration of schools and education programs. School Councils share responsibility with the Department of Education, First Nations, and parents. School Councils follow specific regulations, policies and protocols.

School Growth Process The purpose of the School Growth Process is to improve student learning. The School Growth Process provides a means to achieve comprehensive engagement for students, teachers, parents and community members for each school. The School Growth Process leads to a school growth plan, which is reviewed yearly, and focuses on dialogue, evidence-based decision making, and cooperation among diverse community members.

School Operations School operations include responsibility for the maintenance and operations of the facilities, safety, fiscal and budgetary procedures, personnel practices, and resource acquisition within a framework of Department of Education and government policy and procedures.

School Review Process A School Review Process provides observations and recommendations to a school, the Department of Education and the public regarding efforts at the school to improve student outcomes. Schools respond to the recommendations from the school review team through the school growth process and school growth plans in the years following the reviews.

School Wide Writes School Wide Writes is an assessment that helps teachers strengthen students' writing skills through a personal and impromptu writing assignment. It is delivered to Grades 2–9 twice a year and based on the British Columbia Performance Standards.

Self-assessment Self-assessment is a process in which individuals engage in a systematic review of their performance, critiquing their own work, usually for the purpose of improving future performance. It usually involves comparison with standard, established criteria.

Self-awareness Self-awareness is knowing one's internal state, preferences, resources and intuitions.

Self-management Self-management is managing or regulating one's internal states, impulses and resources.

Shared Vision Shared vision is building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there.

Social Awareness Social awareness involves empathy (skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns), organizational awareness (the ability to read the currents of organizational life, build decision networks, and navigate politics), and service orientation (the ability to recognize and meet customer's needs).

Standards Standards are agreed-upon values used to measure the quality of individual performance.

Strategies Strategies are patterns of activities designed to achieve objectives.

Strategic Planning Strategic planning is a systematic and regular process in which leaders review mission, vision and core values, use an environmental scan, and review previous results to plan and move forward.

Student A student is a person enrolled in a K–12 educational program provided by a board or authority and for whom a professional educator has responsibility.

Summative Assessment Summative assessment is assessment of learning. It measures students' competencies and skills and reports their level of learning in relation to the established grade level learning outcomes.

Systems Thinking Systems thinking is a way of thinking about, and a language for describing and understanding the forces and interrelationships that shape the behaviour of the systems. This discipline helps us see how to change systems more effectively.

Teacher Leadership Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement (York-Barr and Duke, 2004).

Twenty-first Century Learner The 21st century learner is someone who is working towards mastering the essential 21st century learning skills including: critical and analytical thinking skills, problem solving, team work, flexible organization and personal management skills, global awareness and understanding, and comfort in operating in current and future electronic environments.

Values A value is a deeply held view of what is found worthwhile. Values describe how we intend to operate as we pursue our vision. Values are a set of guiding principles in the form of short phrases that guide behaviour and decision making and set acceptable norms for Departmental staff culture.

Vision Vision is a picture or images of a possible and desired future you seek to create. It shows where the organization wants to go and what it will be like when it gets there. A vision gives shape and direction to an organization's future. It inspires and guides decisions and actions.

Vulnerable Students Vulnerable students are identified as students whose learning capacity may be at risk in terms of academic achievement and social functioning and who primarily come from less affluent socio-economic backgrounds.

YNTEP – Yukon Native Teacher Education Program The Yukon Native Teacher Education Program (YNTEP) is a four–year program leading to a Bachelor of Education degree. Graduates are eligible for teacher certification throughout Canada. The program fosters awareness and valuing of Yukon First Nations' cultural experiences and ensures that graduates are well-prepared for teaching positions in Yukon, including rural schools.

YTA – Yukon Teachers' Association The Yukon Teachers' Association is a professional association representing educators across the Yukon.

Yukon First Nations Yukon First Nations represent the distinctive 14 Aboriginal nations within the Yukon. Three broad themes relate to Yukon First Nations: respect and recognition of Yukon First Nations to represent the interests of their people; a call for improved achievement among Aboriginal learners; and the need for the Government of Yukon, in partnership with Yukon First Nations, to initiate specific legislative, policy and structural reforms of Yukon's education system.

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