

Teacher Learning and Leadership Program: Research Report

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Teacher Learning and Leadership

If experienced teachers were supported to become leaders of learning –

- their own learning,
 - the professional learning of other teachers and partners,
 - and their students' learning
- what would these teacher leaders do, how would they develop their learning and practices, what would be the successes and challenges, what would be learned and with what benefits for students, teachers and other partners?



TLLP Goals

1. To support **experienced teachers who undertake self-directed advanced professional development** related to improved student learning and development.
2. To help **classroom teachers develop leadership skills** for sharing learning and exemplary practices on a board-wide and/or provincial basis.
3. To facilitate **knowledge exchange** for the spread and sustainability of effective and innovative practices.

Our TLLP Research

Phase 1: 2012-2013

- What is the value of TLLP for teachers?
- To what extent have the overall goals of TLLP been realized?
- What lessons can be learned so far?

Phase 2: 2013-2018

- What are the impacts of TLLP projects for teacher learning, practice, and leadership?
- How is learning being shared beyond the TLLP project team?
- What longer-term impacts of participating in TLLP projects can be identified?



Research on TLLP

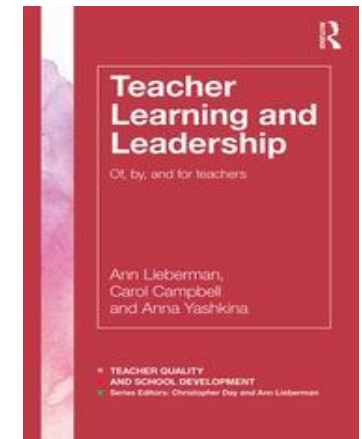
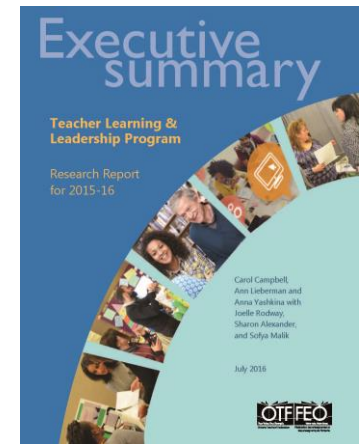
**Campbell, Lieberman & Yashkina with
Rodway, Alexander, and Malik (2016)**

**Campbell, Lieberman & Yashkina with
Hauseman & Rodway (2015)**

**Campbell, Lieberman & Yashkina with
Carrier, Malik & Sohn (2014)**

bit.ly/TLLPTraining17

**Lieberman, Campbell & Yashkina.
*Teachers' Learning and Leadership: Of,
By and For Teachers.* Routledge
(September 2016)**





Goal 1: Teacher Professional Learning

Benefits identified:

- Teacher-led, self-directed learning
- By, with and for experienced teachers
- Focused on teachers' professional learning
- Empowering, making practice public
- Collaborative, shared learning

Teacher Learning in the TLLP

| Teacher Learning Activities | # | % |
|--|-----|-------|
| Teacher collaborative learning group | 167 | 68.7% |
| Professional dialogue | 164 | 67.5% |
| Self-reflection | 155 | 63.8% |
| Analysis of student data/work | 141 | 58.0% |
| Literature/research review | 138 | 56.8% |
| Action research | 118 | 48.6% |
| Workshops/courses | 113 | 46.5% |
| Networking (including online) | 102 | 42.0% |
| Co-teaching | 95 | 39.1% |
| Conferences/seminars | 83 | 34.2% |
| Working with a specialist/expert | 68 | 28.0% |
| Working with the community/service organizations | 19 | 7.8% |

Teacher Learning in the TLLP

| Effects on Teacher Learning and Practice | # | % |
|---|-----|-------|
| Improved knowledge/understanding | 189 | 77.8% |
| Improved instructional practice | 182 | 74.9% |
| Improved collaboration between teachers | 177 | 72.8% |
| Greater energy/inspiration | 140 | 57.6% |
| Increased self-efficacy | 132 | 54.3% |
| Improved technological skills | 121 | 49.8% |
| Improved assessment skills | 117 | 48.1% |
| Improved classroom management skills/practice | 79 | 32.5% |
| Improved research skills | 56 | 23.0% |
| Other | 19 | 7.8% |

Changes in Knowledge, Skills & Practices

Teacher Learning Benefits Identified in Sample of Final Reports (Cohorts 1-4)

| Benefit | Rank Order |
|---|-------------------|
| New knowledge/improved understanding | 1 st |
| Improved instructional practice | 2 nd |
| Improved technology skills | 3 rd |
| Increased self-efficacy | 4 th |
| Improved leadership skills | 5 th |
| Greater energy/inspiration | 6 th |
| Improved assessment skills | 7 th |
| Improved collaboration/communication | 8 th = |
| Improved project management skills | 8 th = |
| Improved facilitation and presentation skills | 8 th = |
| Improved research skills | 11 th |



Goal 2: Teacher Leadership

Benefits

- Leadership grounded in authentic expertise
- Teacher leaders influencing school and system improvement
- Being recognized as a teacher leader
- Developing teachers' leadership skills
- Developing teachers' leadership experiences
- Developing teachers' leadership roles
- Supported as a teacher leader by the system

Effects on Teacher Leadership

| What kind of effect did your involvement in the TLLP project have on your leadership skills? | # | % |
|--|-----|-------|
| Improved facilitation and presentation skills | 179 | 73.7% |
| Improved project management skills | 171 | 70.4% |
| Improved communication/listening skills | 132 | 54.3% |
| Improved interpersonal skills/relationship building skills | 129 | 53.1% |
| Improved trouble-shooting/problem solving skills | 115 | 47.3% |
| Improved change leadership skills | 96 | 39.5% |
| Improved conflict resolution skills | 57 | 23.5% |
| Other | 9 | 3.7% |
| None | 7 | 2.9% |

Multiple responses were allowed, thus resulting in more than the number of total respondents (243) or 100%.



Goal 3: Knowledge Exchange & Sharing Learning

1. Own TLLP team
2. TLLP community across Ontario
3. Own school(s)
4. Across schools
5. Own district(s)
6. Local community
7. Across district
8. Province
9. National/international

Resource Materials Developed & Shared by TLLP Projects (Cohorts 1-4)

| Resource Material Developed and Shared by TLLP Project | Rank order |
|--|-------------------|
| Sample lessons/lesson plans | 1 st |
| Providing list/advice on recommended resources | 2 nd |
| Communication tools (e.g. blogs, websites) | 3 rd |
| Assessment tools and methods | 4 th |
| Instructional materials for use in classrooms | 5 th = |
| Tutorials | 5 th = |
| Development of framework/program materials | 5 th = |
| Research tools | 8 th |
| Book | 9 th |



Methods of Sharing Learning Identified in Sample Final Reports (Cohorts 5 & 6)

| Method for Sharing | % of Projects |
|----------------------------------|---------------|
| Workshop/PD session | 55% |
| Online Media | 55% |
| Staff meeting | 45% |
| Teacher learning community/group | 42% |
| Conference presentation | 36% |
| Modeling | 27% |
| Mentoring | 12% |
| Newsletter | 12% |
| Community events | 9% |
| Forthcoming Publication | 9% |
| Mass Media | 3% |



Knowledge Exchange and Sharing Practices

- **Knowledge development:** individuals, groups and networks
- **Knowledge exchange:** professional learning collaboration plus communication strategies (in person, online and in print)
- **Sharing practices:** De-privatization of practice and (co)development of quality content in actionable resources



Benefits for Student Learning

- Student Learning
- Student Engagement
- Development as Learners & Leaders
- Student Achievement/Attainment



Challenges Encountered by TLLP Teacher Leaders

1. Time (and workload)
2. Managing dynamics of TLLP project team
3. Gaining commitment and overcoming resistance from others potentially involved/affected
4. Practical, technological, financial and logistical challenges in project delivery



98% of previous TLLP projects indicate elements of sustainability

| What aspects of your TLLP project sustained after the end of the TLLP funding? | # | % |
|--|-----|-------|
| Implementing the learning/strategies/tools | 198 | 81.5% |
| Learning | 182 | 74.9% |
| Collaborating with colleagues to develop and/or improve teaching practices | 170 | 70.0% |
| Sharing the learning/strategies/tools | 160 | 65.8% |

Multiple responses were allowed, thus resulting in more than the number of total respondents (243) or 100%.



What is Value of TLLP?

- **Professional Value: Self-Directed, Experienced Teacher-Led:**

“... it was a wonderful time in our career to have that ability to kind of research or try new ideas in the classroom. It was just so rejuvenating.”

- **Educational Value: Innovative & Effective Practices:**

“The impact of the TLLP is much greater than a regular professional development because you do something that you believe in and then you get to try and say well is it doing what I think it is, and when it does it’s an unbelievable feeling.”

- **Financial Value:** Average of \$14,000 per project.

“Lives were changed, tears shed, friendships made, seeds were planted and walls were taken down”.

Thank You!

