

Expert teacher leaders
are perhaps our most
important resource for
improving student
learning.

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The highest-achieving
nations make substantial
investments in teacher
quality.

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Many accomplished teachers have the desire & capability to provide professional support to their colleagues & prefer to continue working in the classroom rather than becoming administrators.

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Existing norms in
teaching tend to impede
rather than encourage
teacher leadership.

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Teacher leaders lack
opportunities to learn
and exercise new skills.

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Teachers are not often
given time away from
their classroom to
assist their colleagues.

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There are few formalized career options that provide expert teachers additional professional growth & compensation.

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We are underutilizing the potential for our existing teacher leaders to contribute to our schools.

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Many accomplished
educators either leave the
profession or leave the
classroom prematurely.

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The working conditions
that matter most to
accomplished teachers
are **autonomy,**
mastery & purpose.

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Teacher leaders seek opportunities to make informed decisions & to assume the level of responsibility for classroom instruction that is commensurate with the level of accountability to which they are held.

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Teacher leaders want to
improve constantly and
to become experts in
their field.

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Teacher leaders want
their work to serve the
complete & complex
needs of students as
human beings.

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Expert teachers want to help students become self-determinant, ethical, fulfilled and productive members of society, who contribute as both workers and citizens.

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