

PART I

Looking at Teacher Leadership

“Each of us has a different conception of just what is meant by teacher leadership,” Roland Barth observed in his groundbreaking and user-friendly monograph, included here, “The Teacher Leader.” Each of us, it would seem, *still* does. The selections in Part I are not intended to offer the “one-best” definition of teacher leadership. However, in a distinctive but complementary way, each of these pieces provides a view of teacher leadership that represents some of the best thinking on the subject that has emerged over the past ten years.

To open this section, Elizabeth Wiley’s “Surprising Outcomes or Why Do They Read *Macbeth*?” (from Donaldson and Marnik’s *As Leaders Learn*) turns the question of what *is* teacher leadership into perhaps a better question all teacher leaders—past, present, and future—must ask: Can I make a difference?

Ann Lieberman and Lynne Miller’s work represents the voices of teacher leadership advocacy. We have chosen to excerpt their chapter “What Research Says About Teacher Leadership” from their book, *Teacher Leadership*, because the chapter selectively reviews empirical studies as well as theoretical and interpretive work, which adds to the knowledge base and provides a “foundation for understanding the power, promise, and perplexities of teacher leadership” (p. 31).

“Teachers as Leaders: Emergence of a New Paradigm” is taken from a resourceful book by Frank Crowther, Stephen S. Kaagan, Margaret Ferguson, and Leonne Hann and presents an operational definition of teacher leadership that has stood up over time. The framework for teacher leadership they present derives from research in diverse school settings. As such, this selection provides, as the authors contend, compelling and thoughtful “confirmation of a capacity for professional leadership that has been obscured in the literature on educational leadership.”

2 Uncovering Teacher Leadership

Marilyn Katzenmeyer and Gayle Moller's chapter, "Honoring the Uniqueness of Teacher Leaders," is excerpted from their prophetically titled book *Awakening the Sleeping Giant*. This chapter focuses less on what and how—technical and instrumental issues—of teacher leadership than squarely on the "who" question—the value of knowing "who I am" as a teacher leader. Finally, Laura Reasoner Jones ends Part I not with a "definition" of teacher leadership but perhaps more aptly, a mind-set for others to emulate. "I'm Not Like You" is an honest self-appraisal showing the humility of teacher leaders who recognize how much they still can and do learn from others.