Introduction
Educators are expected to collaborate in teams for continuous improvement. Leading these teams means leading peers and equals. Why are some teachers chosen for peer-leadership? Why do they accept the role? How do they handle challenges? Is leadership training needed?

Methods
Teachers in Central Texas were asked these questions via an online survey distributed through teacher networks, utilizing snowball sampling. They responded either as Team Leader or Team Member.

Results
Leaders: Factors in Selection for Role

Members: Why not Leading?

- Not at all
- Definitely, Probably, Maybe

- Already Doing Plenty
- Can’t Take on an Extra Task
- Another "Groomed" for role
- Wasted, did not get
- Why Not Asked
- Lack People Skills
- Others More Qualified

Response to Challenges: Leader’s View

- Knew What to Do
- Had to Figure it Out
- Didn’t Occur
- Handled Poorly
- Avoided/Ignored

Would Training Help?

- Very, Probably, Maybe
- Waste of Time

Leaders: Factors in Selection for Role

- Content Knowledge
- Willingness and Availability
- Grooming/Preparation
- People skills

Listening to Challenges: Leader's View

- Personal Emotional Issues
- Compliance with Policies/Procedures
- Personal Behaviors
- Pedagogical/Teaching Guidance
- Parent/Stakeholder Issues
- Content Knowledge/Basic Competence

Conclusions
- In a system that demands collaboration, a teacher’s simple availability and willingness are as important as inherent skill in their selection as leaders. In short, they are picked to lead as much because of their acquiescence as their skill.
- Those electing to be supporting members do so willingly; they feel qualified to lead but are already contributing in other ways and cannot take on the extra work.
- Leaders handled most challenges without prior experience or training and had to “figure out” most of the challenges they faced.
- Every suggested type of training garnered support from respondents with on-going support being most positive.

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Further Information
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