Teacher-Powered Schools: Leadership from the Ground Up

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15 Areas of Collective Autonomy

Introduction

Teacher-powered schools are emerging in states across the US and are empowering a monumental shift towards a new paradigm in the American public education system. These schools offer compelling evidence that educators can and do develop schools that inspire powerful student learning, improve teacher engagement, and take a hands-on approach to tackling social justice issues.

teacher-powered.

adjective

1. Collaboratively designed and implemented by teachers

2. Teachers having collective autonomy to make the decisions influencing the success of a school, project, or professional endeavor

teacherpowered.org

Methods

For this capstone, I conducted a comprehensive review of existing literature on teacher-powered schools. Literature included in my review consisted of academic journal articles, books, podcasts, and various other grey literature.

Program

1. Learning Program
2. School Level Policy
3. Professional Development
4. Determining Assessment
5. Broadening Assessment

Personnel

6. Selecting Colleagues
7. Evaluating Colleagues
8. Transferring or Terminating Colleagues
9. Setting Tenure Policy
10. Selecting Leaders

Administrative

11. Budget
12. Staff Pattern
13. Compensation
14. Work Hours
15. Schedule

Conclusion

1. Teacher-powered models are not one size fits all. Schools are designed based on the needs of the students and community.
2. There are a number of ways teachers gain autonomy (charters, pilot schools, leadership goodwill, etc.)
3. A teacher-powered structure requires ongoing attention. Professional development is highly critical.
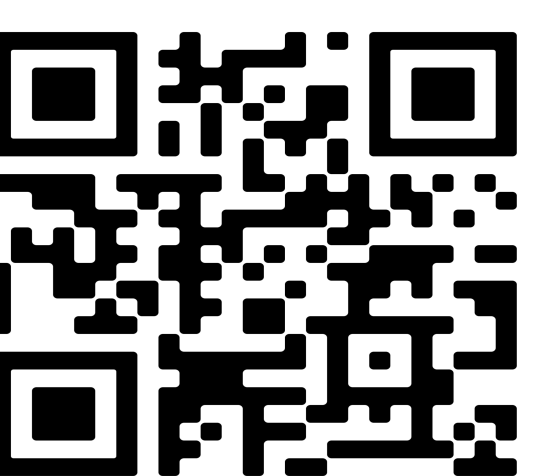
Acknowledgements

I would like to thank my wonderful husband and two children for their patience and understanding so I could complete this Master's degree.

I am grateful for my two advisors, Dr. Pauline Strong and Dr. Zachary Elkins for their thoughtful guidance throughout this project. I am also beyond grateful for the leadership and wisdom of each of my professors.

Thank you to my fellow cohort members who joined me on this journey and provided constant laughter, support, and camaraderie.

References

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Want to know more?

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