



Teacher Leadership: Distributive Leadership

The actual practice of teacher leadership takes on the appearance of a distributive or democratic leadership model. Spillane, Hallett, & Diamond (2003) explain it as, “how leadership practice is distributed among positional and informal leaders as well as their followers” (p.16). Carr (1997) contends that true distributive leadership can only occur when teachers begin to understand how the school functions beyond the classroom, such as budgeting and scheduling. As you look to grow, strengthen, and empower teacher leaders, identify school functions that are most important for teacher leaders to understand in order to participate in and become more informed decision makers within the school.

Identify 5 functions that all teacher leaders should become familiar with. Also, explain why each function is important in a distributive leadership model.

Function	Explanation of Function	Why it is important?
Function 1		
Function 2		
Function 3		
Function 4		
Function 5		

The information from this activity will be used in a corresponding activity.

Carr, D. A. (1997). Collegial leaders: Teachers who want more than just a job. *The Clearing House*, 70, 240-242.

Spillane, J. P., Hallett, T., & Diamond, J. B. (2003). Forms of capital and the construction of leadership: Instructional leadership in urban elementary schools. *Sociology of Education*, 76(1), 1-17.