Module 4 Reflection:

Building a Culture of Shared Growth and Reciprocal Leadership

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My leadership philosophy rejects the traditional hierarchy where experience is the sole qualifier for leadership. As noted in the Teacher Leader Model Standards (Standard I), leadership is about fostering a "collaborative culture to support educator development and student learning" (Teacher Leadership Exploratory Consortium, 2011, p. 9). I believe in an organic, informal leadership model where even a first-year teacher can offer valuable feedback to a 20-year veteran. This reciprocal approach mirrors Glickman's Collaborative Supervisory Approach, where the supervisor and teacher are equal partners in problem-solving (Glickman et al., 2017, p. 106). By maintaining a flexible structure rather than rigid "positions," I ensure that leadership is a fluid behavior that adapts to a teacher's current capacity and expertise.

To sustain this flexibility, I will utilize structural factors like professional social capital. The Ohio Teacher Leader Framework (2025) identifies "Structural Factors" such as professional development and time as necessary conditions for success (p. 4). I plan to reward high levels of engagement by offering funding for conference travel and leadership academies. This addresses the "Professionalism and Ethics" component of the Ohio Framework by investing in teachers who actively seek to "advance instruction and student learning" beyond their own classrooms (Ohio Department of Education & Workforce [ODEW], 2025, p. 7).

While I recognize Glickman's warning about combining formative assistance with summative evaluation (Glickman et al., 2017, p. 273), I must operate within state-mandated evaluation structures. My strategy is to ensure that formative feedback never stops, even within the summative cycle. However, I will shift the primary source of formative growth to the peer group. By normalizing "I wonder" statements/style, similar to what we saw in the Teacher Labs (2017) model, teachers can receive continuous,

low-stakes coaching from peers, while my role remains the formal administrative anchor required by the district.

Standard 5 of the TLMS requires leaders to "model principles of self-awareness, reflective practice, transparency, and ethical behavior" (Standard 5B) (p. 58). I will operationalize this by forming a "Leadership Advisory Team" of trusted teachers who are encouraged to provide me with constructive, critical feedback. While individual teacher evaluations are private, I believe my own principal evaluations should be publicly shared with my staff. By identifying my shortcomings and presenting "specific, measurable goals" for my own improvement, I model the very accountability I expect from my teachers. This mirrors the Action Research cycle: identifying a problem, gathering data (teacher feedback), and implementing a plan for change (Glickman et al., 2017, p. 367).

In managing group development, I recognize that "dysfunctional roles" such as the Blocker or Aggressor can derail a collaborative culture (Glickman et al., 2017, p. 310). My approach is a case-by-case intervention. For most, a private, direct conversation regarding the behavior's impact is the first step. However, if a teacher's history suggests that dialogue is no longer a catalyst for growth, I will utilize creative redirection or reassignment. This aligns with Glickman's (2017) "Directive Informational" approach, where the supervisor provides clear alternatives when a teacher is unable or unwilling to solve a problem themselves (p. 315).

By modeling vulnerability, providing flexible leadership opportunities, and grounding my feedback in reciprocal professional respect, I will move my school toward a "Democratic and Moral Society" (Glickman et al., 2017, p. 282). My goal is a building

where every teacher, regardless of tenure, feels empowered to act as a leader for the benefit of "our kids."

References

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