

add*Ed Research

What do teachers and professors think about teacher leadership in special education for students with extensive support needs?



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SUMMARY

This study asked teachers about teacher confidence, engagement, and preparation to perform six core teacher leadership competencies (TLCs) including: a) implementing inclusive practices, (b) supervising educational assistants, (c) collaborating with interdisciplinary colleagues, (d) adapting and developing individualized curricula, (e) creating and maintaining family relationships, and (f) acting as a school- and/or community-based resource.

Additionally, professors were asked about the TLCs and their programs ability to prepare teachers to engage in them.





METHOD

- **Researchers administered an online survey for teachers and professors.**
- **Teachers were asked about their engagement, confidence, and training in TLCs.**
- **Professors were asked about their expectations of engagement and confidence in their training programs.**

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FINDINGS

- **Professors viewed the TLCs as very relevant to the teaching practice**
- **Teachers had high self-confidence and reported moderate to high engagement in each of the TLCs**
- **Teachers rated their training programs low in TLC preparation**
- **Professors were moderately to highly confident in the TLC preparation of their training programs.**
- **Teachers reported highest engagement in “adapting and developing individualized curricula” and “family relationships”, and lowest in “acting as a school or community resource” and “implementing inclusive practices”**



EDUCATOR TAKE-AWAYS

- **Gain an understanding of the TLCs as a frame for the unique roles teachers of students with extensive support needs perform**
- **Gain an understanding of how teachers think about TLCs in practice**
- **Understand the gaps and needs in pre-service and in-service training among the TLCs as identified by teachers and professors.**



**Shurr, J., Bouck, E. C., McCollow, M. M. (2021).
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