In *Turning Good Teachers into Great Leaders*, Terry Dozier explores what makes recognized teachers great leaders and what advice these teachers would give to other teachers to improve their leadership influence. Dozier starts out with a 2003 study conducted by the Center for Teacher Leadership at the Virginia Commonwealth University School of Education that surveyed 300 of the most accomplished teachers. These teachers were considered accomplished primarily if they were members of the National Board for Professional Teaching Standards Network Advisory Committee, the Southeastern Virginia NBCT Network, or the electronic mailing lists of the National Teacher Forum and the Virginia Teacher Forum. Teachers were surveyed with questions such as how they viewed themselves, what leadership roles they aspire to fill, and what skills they feel are necessary to be effective leaders.

The survey found that these teachers were confident in their leadership abilities, engaged in many leadership roles, lacked training in new roles they were asked to assume, desired new leadership roles, and that these teachers wanted training to help them become more effective in policymaking. Many of these implications reflect that teacher leaders recognize themselves as leaders, and often strive to be efficient in their leadership roles. These implications also reflect that many of these teachers feel that although they are leaders, they lack the ability to give input on certain policies and influence change in this way. However, this does not mean that teachers cannot influence change at all. Dozier provides personal accounts from various teacher leaders, and their recommendations on how to influence change, become a stronger leader, and encourage more leadership amongst teachers. These teacher leaders suggested joining with other teachers to accomplish a goal, use data to fuel a reform or initiative that you are driving, communicate and build relationships with other teachers and board members to learn their purpose and mission so that you may work together to benefit each other, use your sphere of influence to help create smoother and more effective transitions, seize opportunities that present themselves, learn the language of the system and people you are working with, and fight for what you are passionate for.

As a future teacher, I do not want to limit myself to just the classroom. I want to be able to influence my peers, my superiors, and ultimately work towards improving the public school system’s policies and curriculums. I will want to become an accomplished teacher, but I know that I cannot do that by simply jumping in and hoping for the best. This article is encouraging to read because it guides me through what other accomplished teachers have found effective and what they have found ineffective so that I may be educated and equipped in my leadership roles as a future educator.