Another trend in being a successful teacher leader is our ability to find leadership in unexpected places. We need to be able to open our eyes to see that leadership doesn’t always look the way we think it looks. Too often we put on blinders in our profession and stick to what we know works, afraid to step out of our comfort zone. Danielson, as quoted in Katzenmeyer and Moller (2009), states, “teaching is basically a ‘flat’ profession, in which a teacher’s responsibilities can remain the same from the first day of teaching until retirement regardless of the level of expertise gained over the years” (p. 4). This mindset pummels our profession as teachers, for whatever reason, cannot see beyond their four walls and are reluctant to look no further than the mirror to find a leader in their classroom. We learned and discussed how leaders can be found from the front, middle or back of the flock, and may sometimes surprise us. When we walked around campus and had to interview a stranger, we were able to see just how true this idea is. I met a young man who was the first of his family to go to college as the rest of his family had worked on their family farm their whole lives. He was determined, after the passing of his father, to go to school to learn so he could bring his knowledge back to his family’s business and improve the farm and ultimately their lives. Stories like this surround us every day in our classrooms. As teacher leaders, we need to be on the lookout for those students who may not show us on every single assignment or in every decision they make, they have what it takes to be a leader. This quiet leadership, the ability to lead by following, disguises some people’s ability to be a leader in certain situations, but doesn’t diminish the fact that it is there. Teacher leaders, as we have discussed, have this ability to find these qualities in our students by giving the opportunities to succeed over and over again.