EDSE 490: Special Topic: Teacher Leadership in Linked Learning Pathways: The Changing Role of Teachers

Participants examine the key elements and principles associated with the Linked Learning field that are transforming the role of the teacher. Participants will examine the vital roles of teachers in the Linked Learning pathways and how those roles affect not only pathway continuous improvement, but also how they directly affect student achievement in schools where the central commitment is to ensuring student achievement and the outcome that all students are prepared for both college and career.

Possible Topics:
- Principals and Teacher Leaders
- Instructional leadership and Administrative Leadership: Principals and Teacher Leaders
- The Intersection of Teacher Leadership, Classroom Instruction, and the Common Core State Standards
- National Standards for Teacher Leadership
- Teacher Quality and Evaluation
- Structuring Effective Data Collection and Decision-Making
- Using Data for Continuous Improvement
- Communities of Practice
- Practices of Improvement:
- Teacher Collaboration
- Teacher Teams
- Teacher Coaching
- Developing Partnerships

Required Text:

M.L. Krovetz & G. Arriaza (2006). Collaborative Teacher Leadership: How Teachers Can Foster Equitable Schools. CA: Corwin Press. ISBN: 9781412905022

Possible Resources:
1. Wenger-Traynor, Etienne and Beverly Wenger-Traynor. (2015.) *Communities of practice: A brief introduction.* (http://wenger-trayner.com/wp-content/uploads/2015/04/07-Brief-introduction-to-communities-of-practice.pdf)
2. ConnectEd (2013). *Community of Practice Continuum*. (https://edpolicy.stanford.edu/sites/default/files/Community-of-Practice-Continuum.pdf)
3. Inger, Morton. (1993) *Teacher Collaboration in Secondary Schools*. National Center for Research in Vocational Education, Berkeley, California. (http://ncrve.berkeley.edu/CenterFocus/CF2.html)

4. Thiel, David (2009). *A Process to Build High-Performance Teams.* http://www.di.net/articles/a-process-to-build-high-performance-teams/

5. National School Reform Faculty. Website. *NSRF Protocols*. http://www.nsrfharmony.org/protocols.html

6. Lankford, Hamilton, et. al. (2014). Who Enters Teaching? Encouraging Evidence That the Status of Teaching is Improving (pp. 444-453). *Educational Researcher*. http://edr.sagepub.com.ezp-prod1.hul.harvard.edu/content/43/9/444

7. Jewell-Sherman, Deborah (November 11, 2015). What Keeps Principals Up At Night? *Education Week* http://www.edweek.org/ew/articles/2015/11/11/what-keeps-principals-up-at-night.html

8. Grassa-O'Neill, Mary (November 11, 2015). How To Combat Principal Churn. Education Week http://www.edweek.org/ew/articles/2015/11/11/how-to-combat-principal-churn.html

9. Behrstock-Sherratt, E. & Coggshall, J. G. (2010). Realizing the promise of Generation Y: The influx of young teachers into our schools presents both challenges and opportunities. *Educational Leadership, 67*(8), (pp.28-34). http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=50303074&site=ehost-live&scope=site

10. Coggins, C., Zuckerman, S., & McKelvey, L. A. (2010). Holding on to Gen Y: Offering a second career stage that values teacher effectiveness can motivate young teachers to stay in the classroom. *Educational Leadership, 67*(8), (pp. 70-74). http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=50303083&site=ehost-live&scope=site

11. Bambrick-Santoyo, P. (2013) Stone soup: The teacher leader's contribution. *Educational Leadership* (October 2013) (pp. 46-49). http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=90424727&site=ehost-live&scope=site

12. Neumerski, Christine. (2013). Rethinking Instructional Leadership, a review: What do we know about principal, teacher and coach instructional leadership and where should we go from here? *Education Administration Quarterly,* 2013 *49,* (pp. 310-347). http://eaq.sagepub.com.ezp-prod1.hul.harvard.edu/content/49/2/310.full.pdf+html

13. Jackson, Audrey: Putting my beliefs into practice: Principal leadership makes the difference. In Coggins, C, Peske, H., & McGovern, K. (2013*). Learning from the experts: Teacher leaders on solving America's Education Challenges (*pp. 92-94). Cambridge, MA: Harvard Education Press.

14. Danielson, C. (2006). Chapter 6: Teaching and learning. In *Teacher leadership: That strengthens professional practice* (pp. 84-104). Alexandria, VA: Association for Supervision and Curriculum Development.

15. Ball, D. L., & Forzani, F. M. (2011). Building a common core for learning to teach: And connecting professional learning to practice. *American educator, 35*(2), 17-21; 38-39. http://eric.ed.gov/?id=EJ931211

16. Dewey, J. (1903). Democracy in education. In *John Dewey, The middle works, 1899-1924. Volume 3: 1903-1906* (pp. 229-239). Carbondale, IL: Southern Illinois University Press.

17. Mitchell, L. S. (1951). Growth of teachers in professional maturity. *Our children and our schools* (pp. 323-338). New York: Simon and Schuster.

18. Kirp, David L. (2014) Rage against the common core. *The New York Times.* http://www.lexisnexis.com.ezp-prod1.hul.harvard.edu/hottopics/lnacademic/?verb=sr&csi=6742&sr=HEADLINE(Rage+Against+the+Common+Core)%2BAND%2BDATE%2BIS%2B2014

19. Teacher Leadership Exploratory Consortium (2010). Teacher Leadership Standards. http://www.teacherleaderstandards.org/index.php

20. Curtis, Rachel (2013). Finding a new way: Leveraging teacher leadership to meet unprecedented demands. Washington, D.C.: The Aspen Institute. http://eric.ed.gov/?q=ED541444&id=ED541443

21. Sacks, Ariel. (2013). The problem-solving power of teachers. *Educational Leadership* (October 2013) (pp. 18-22). http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=90424722&site=ehost-live&scope=site

22. Jaquith, A. (2013) Instructional capacity: How to build it right. In *Instructional Leadership* (October 2013) (pp. 56-61). http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=90424729&site=ehost-live&scope=site

23. Dukeshire, Erin (2013). Not my parents' profession: Today's teachers need career ladders. In Coggins C, Peske, H., & McGovern, K. *Learning from the experts: Teacher leaders on solving America's Education Challenges* (pp. 111-114). Cambridge, MA: Harvard Education Press.

24. Coggins, C, Peske, H., & McGovern, K. (2013). Chapter 6. Building school leadership that facilitates great teaching. In *Learning from the experts: Teacher leaders on solving America's Educational Challenges.* (pp. 87-104). Cambridge, MA: Harvard Education Press.

25. Fullan, M. G., & Stiegelbauer, S. (1991). Chapter 6: Planning, doing, and coping with change. In *The new meaning of educational change* (2nd ed., pp. 94-113). New York: Teachers College Press.

26. Fullan, M. G., & Stiegelbauer, S. (1991). Chapter 7: The teacher. In *The new meaning of educational change,* 2nd ed. (pp. 117-143). New York: Teachers College Press.

27. Connally, Kaylin (January 11, 2016). How Will ESSA Influence States' Teacher Quality Efforts. *New America EdCentral.* http://www.edcentral.org/essa_teacherquality/

28. Sawchuck, Stephen (January 5, 2016). ESSA Loosens Reins on Teacher Evaluations, Qualifications. *Education Week.* Volume 35 Issue 15 Pp. 14-15

http://www.edweek.org/ew/articles/2016/01/06/essa-loosens-reins-on-teacher-evaluations-qualifications.html?qs=Essa+Loosens+Reins+on+Teacher+Evaluations,+Qualifications

29. Polakow-Suranski, Shael (January 13, 2016) Teach Your Teachers Well. *The New York Times* Op Ed Page 21

30. http://www.nytimes.com/2016/01/13/opinion/teach-your-teachers-well.html

31. Campanile, Carl (January 8, 2016) Now Students Will Be Grading Their Teachers. *The New York Post*.
http://nypost.com/2016/01/08/now-students-will-be-grading-their-teachers/

32. Strauss, Valerie (December 23, 2012) "The Fundamental Flaws of 'Value Added' Teacher Evaluation. *The Washington Post.* https://www.washingtonpost.com/news/answer-sheet/wp/2012
https://www.washingtonpost.com/news/answer-sheet/wp/2012/12/23/the-fundamental-flaws-of-value-added-teacher-evaluation/

33. Troen, V., & Boles, K. C. (2003). Chapter 6: The millennium school: A total approach to solving the fundamental problems of elementary education. In *Who's teaching your children? Why the teacher crisis is worse than you think and what can be done about it* (pp. 141-186). New Haven, CT: Yale University Press.

34. Coggins, C, Peske, H., & McGovern, K. (2013). Chapter 4: Building a performance-driven profession. In *Learning from the experts: Teacher leaders on solving America's Educational Challenges* (pp. 69-82). Cambridge, MA: Harvard Education Press.

35. Goldstein, Dana (2014). Chapter 8: "Very disillusioned": How teacher accountability displaced desegregation and local control.

36. Goldstein, Dana (2014) Chapter 9 "Big, measurable goals: A data driven vision for millennial teaching. In *The teacher wars: A history of America's most embattled profession*. New York, New York: Doubleday.

37. Boudett, Kathryn (2013) Chapter 10 How we improve in Data Wise. (pp 205-219) Cambridge MA: Harvard University Press
Boudett, Kathryn (2013) Lessons from the Data Wise Project, *Harvard Education Letter*, HGSE *May/June 2013* http://hepg.org/hel/article/567

38. Koretz, D. (2008) Chapters 1-3 in *Measuring Up: What educational testing really tells us* (pp. 1-34) Cambridge, MA: Harvard University Press **(iPac)**

Possible Assignments:
- Choose **one** of the three areas of focus in Section 1 of the *Community of Practice Continuum* (Focus on Student Learning and Use of Data; Share Beliefs, Commitment, and Common Practices; or Collaborate Effectively and Turn Words in Action). Based on established research and your own

experiences, propose a process for *how* a pathway team can progress from emerging to sustaining for that area of focus.

- Propose a comprehensive list of student and staff data to collect in your pathway, and a yearly calendar of when each type of data will be collected. Explain who will collect the data, where the information will be kept, how information will be communicated, and how it will be used to inform systematic improvement in student outcomes.
- Analyze your pathway's current professional collaboration practices and data-driven decision making processes. Explain the pathway's strengths, weaknesses, and opportunities for growth. Propose and justify goals and next steps.
- Create a presentation that teaches others in your pathway about process mapping, appropriate metrics, and continuous improvement as it relates to Linked Learning and improving student outcomes.
- **Present one "Thought-Provoker" to the class on a scheduled date during the semester (on line assignment).**
- Each Thursday by midnight, three designated students will post on the Discussion Forum a page-long (250 word) thought-provoking mini-essay they have written. Your "T-P" should focus on something you have found, learned, or thought deeply about regarding teachers, leadership and power, a significant aspect of your visit with your assigned Teacher Leader, something you read beyond the assigned texts (a thoughtful blog post, provocative news or journal article, etc.), or an experience which clarified your own perspective on key issues in the course. The 250-word mini-essay should be your own composition, but you are strongly encouraged to add links to other relevant material, pertinent quotes from the readings, or other items.
- Each student in the course must, by Sunday night, comment on-line on one of the three posted
- T-Ps. You may address something that was particularly meaningful to you, add your own experience or analysis, refer to another reading that is applicable, or pose a burning question that arose for you.
- The comments must be respectful, but we welcome robust discourse as we, together, grapple with big topics and big challenges.
- *Establishing New Relationships*. Create a sample letter and phone script that introduces your pathway to a potential external partner and asks to schedule a meeting to discuss possible collaboration. Also produce a handout or brief pamphlet for potential partners that explains the purposes and benefits of collaboration, and the different roles that external partners can play. Lastly, create a list of actual local organizations, position names, and contact information that your pathway can contact.
- *Interview an Existing or Potential Pathway Partner*. Interview an existing or potential pathway partner with the aim of learning more about how pathway partners can improve student outcomes, either directly or indirectly. Record and edit your interview or create a professional presentation of what you learned. You might discuss some or all of the following, or come up with relevant topics on your own:
  - Practice sharing pathway goals and academic standards with a non-educator, and eliciting ideas on how the standards apply to the interviewee's authentic job tasks.
  - Ask for a history of how the interviewee became involved with the pathway, including what motivates him/her to stay involved.
  - Discuss ideas and best practices for getting other busy professionals involved.
  - Ask about the skills and knowledge that the person most wants to see in high school graduates, and why. How are partnerships related to that vision?

- ***Pathway Professional Development Handbook.*** Adapt existing materials on pathway partnerships to create a "how-to" handbook that is specific to the pathway you currently work in, or are planning to work in. The audience of handbook is teachers who are new to the pathway. The handbook is not limited to, but can include the following:
    - An explanation of the purposes of partnerships with industry, community, and post-secondary partners
    - A description of the roles and responsibilities of the pathway advisory board and other partners
    - An explanation of a pathway teacher's role in building and maintaining external partnerships
    - A list of current advisory board members and/or a list of potential board members (actual organization names and positions from your community)
    - A brief history of the accomplishments that external partners have made possible in your pathway, school, and/or district so far
    - A yearly schedule of events that relate to external partners (board meeting dates, student exhibitions, fundraising events, etc.)

SWOT Analysis. Perform a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of your current pathway partnerships and advisory board. Collect evidence to support your analysis and present your conclusions in a professional presentation for your pathway leadership.

Write a Research Paper that explores <u>one</u> of the following teacher leader-related topics. The paper must be no longer than 2000 – approximately 8 pages.

- **Teacher leaders' role in instructional improvement, curriculum development, and student achievement:** After reviewing current research and professional journals, discuss opportunities (and specific situations) in which teachers have initiated or influenced curricular and instructional decisions. Discuss the barriers teachers have faced and the supports they have received as they work to change improve education. You may choose a domestic or international example.

- **Teacher Career Paths:** Consider the teacher career paths that are highlighted in journal articles (particularly in popular journals such as *Educational Leadership, Kappan* and *Education Week* or blogs and other commentaries on education websites). Review the roles and take a critical look at them. Which roles seem doable given the current educational climate and budget constraints in the US? Which ones seem as if they can be brought "to scale"? Is there a role that you would particularly like to take in a school? What is that, why are you interested in this role, and how would you propose establishing yourself in that role?

- **Interview a Teacher Leader, conduct a day-long observation at the Teacher Leader's school, and write a paper analyzing the Teacher Leader's role and impact. The paper must be no longer than 2000 words – approximately 8 pages.**
- Using both the Teacher Leadership Standards developed by the Educational Testing Service (ETS), students in this course will develop an interview protocol to use in an interview with a teacher leader -- that is, a teacher who holds a formal leadership position; a teacher who exercises considerable instructional, professional, or organizational influence through informal means within

her or his school; or a teacher who exerts leadership in domains outside the school. Students will choose from a list of already-identified teacher leaders.

- An extended visit to the teacher leader's school is essential and must be completed by **?** You must observe a lesson taught by the teacher, interview the teacher about her experience with leadership and her formal or informal leadership role, and if the role is specific (such as team leader) observe her/him as he/she accomplishes that role. In addition, you must interview at least one school administrator, spend a significant period of time in communal areas of the school (i.e. the front office, the teacher workroom, the library, the cafeteria). This assignment will involve your spending one full day or two half days at the school site.

- Subsequently, each student will write a paper that uses one of the Teacher Leadership Standards to analyze the teacher's leadership activities and describes the effects of the teacher's role on the teacher, her/his colleagues, the school and children. The maximum length is 2000 words (approximately eight pages). An additional four to five single-spaced pages of particularly salient excerpts from the interview must accompany the paper, and you should refer to (and cite) these excerpts in your paper.