



**CENTER FOR
TEACHING QUALITY**
TEACHERS TRANSFORMING TEACHING

PRESENTATION FOR National Academies Teacher Advisory Council
DATE June 5, 2014

Teacher Leadership for 21st Century Teaching and Learning:

The why and how

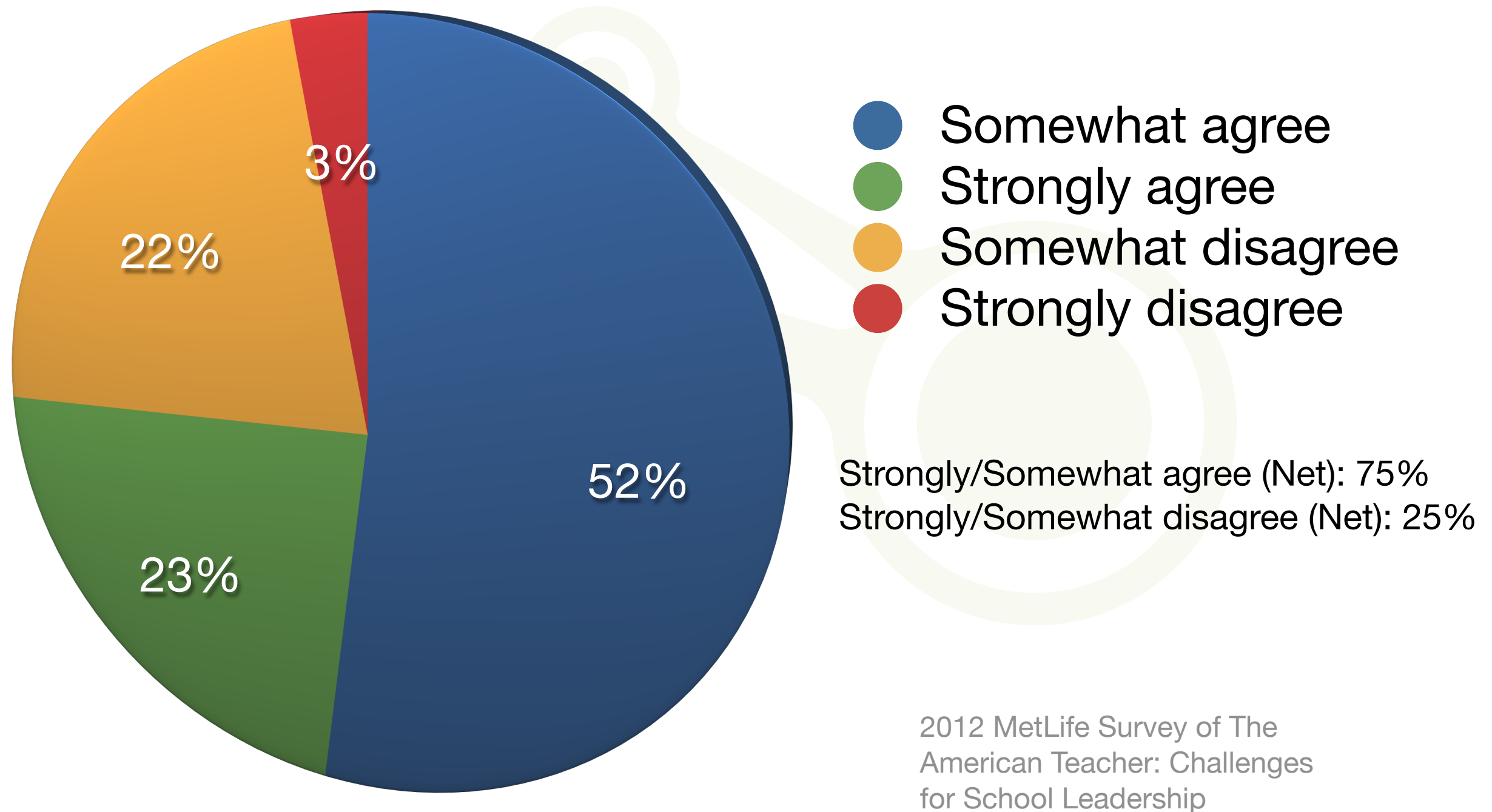
Why teacher leadership

- ◉ Long-term school improvement is built on dynamic collaboration among teachers, administrators, and parents (& students)*
- ◉ Students score higher on achievement tests when their teachers have opportunities to work with each other colleagues over a longer period of time**
- ◉ Teachers are looking for opportunities to lead w/o leaving -- and principals need for them to do so

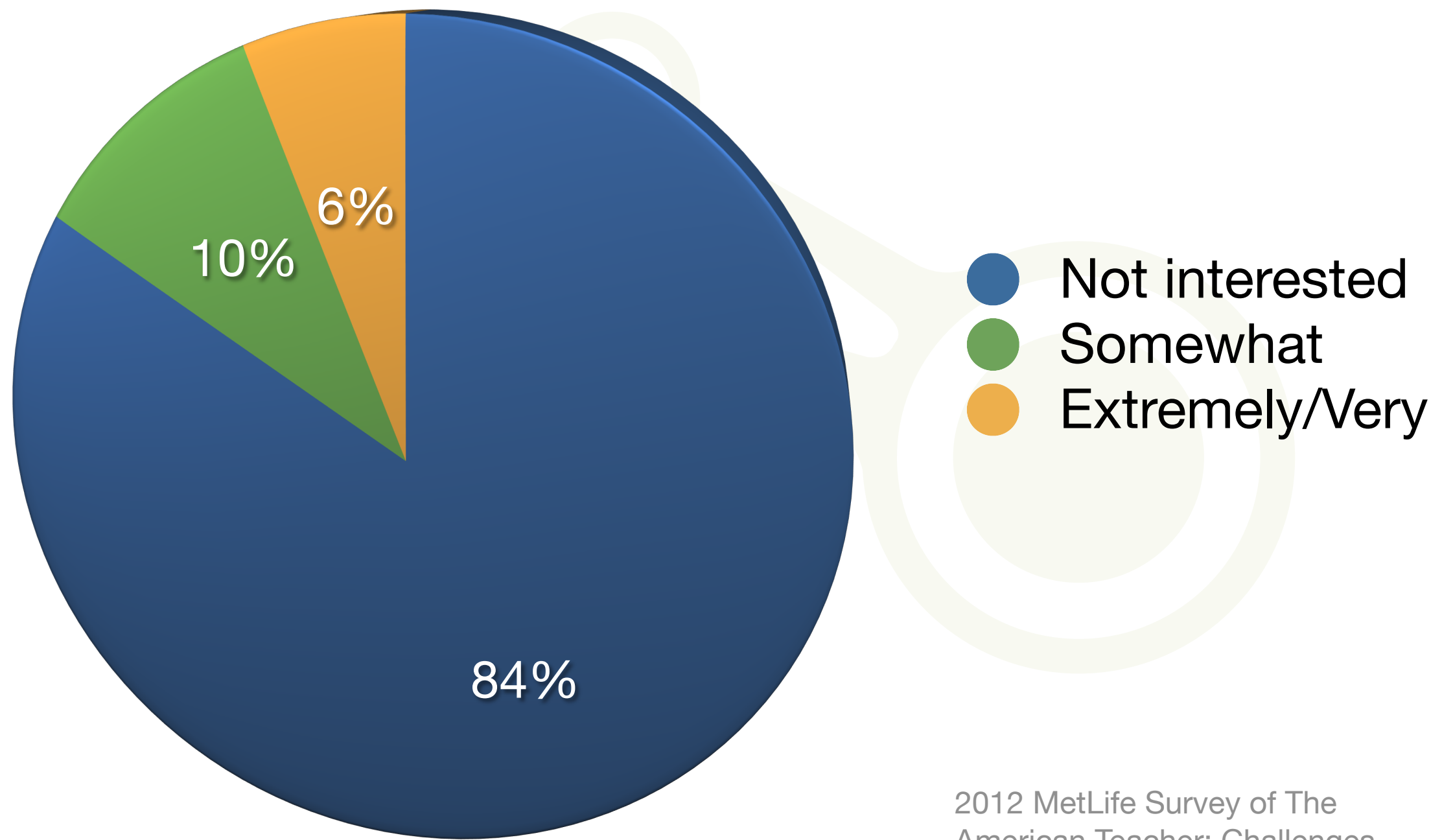
*Bryk (2002); Goddard (2007); Leena (2011); Adams (2014)

**Jackson & Bruegmann (2009)

Q: The job of the principal has become too complex

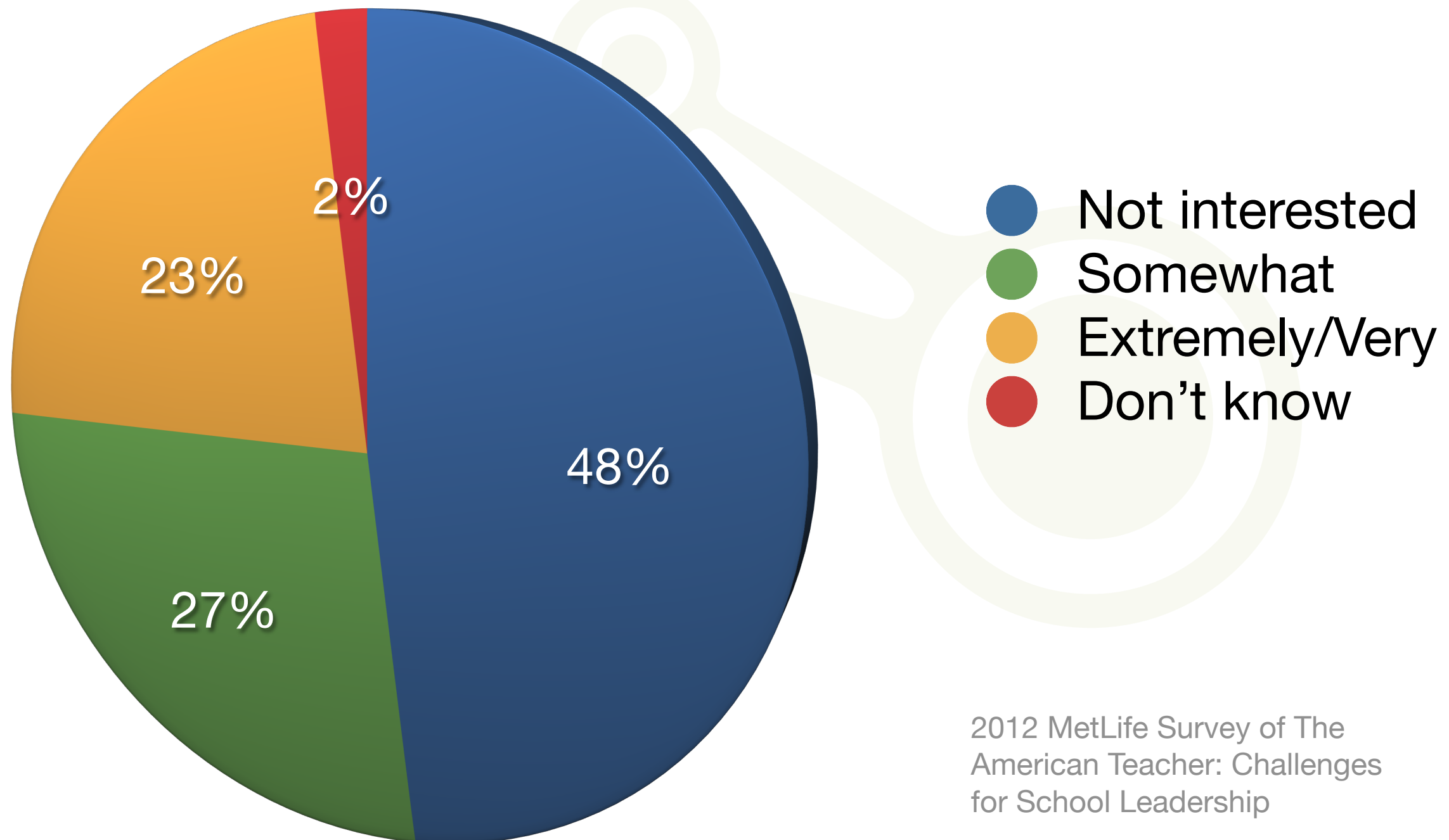


Q: Teachers interested in becoming principals



2012 MetLife Survey of The
American Teacher: Challenges
for School Leadership

Q: Teachers interested in teaching AND leading (hybrid roles)



And then there are the top-performing nations

2012 Program for International Student Assessment (PISA)

#	Reading-Overall	Rank	Mathematics	Rank	Science	Rank
1	China: Shanghai	570	China: Shanghai	613	China: Shanghai	580
2	Hong Kong	545	Singapore	573	Hong Kong	555
3	Singapore	542	Hong Kong	561	Singapore	551
4	Japan	538	Taiwan	560	Japan	547
5	South Korea	536	South Korea	554	Finland	545
6	Finland	524	China: Macau	538	Estonia	541
36	USA	481	USA	498	USA	497

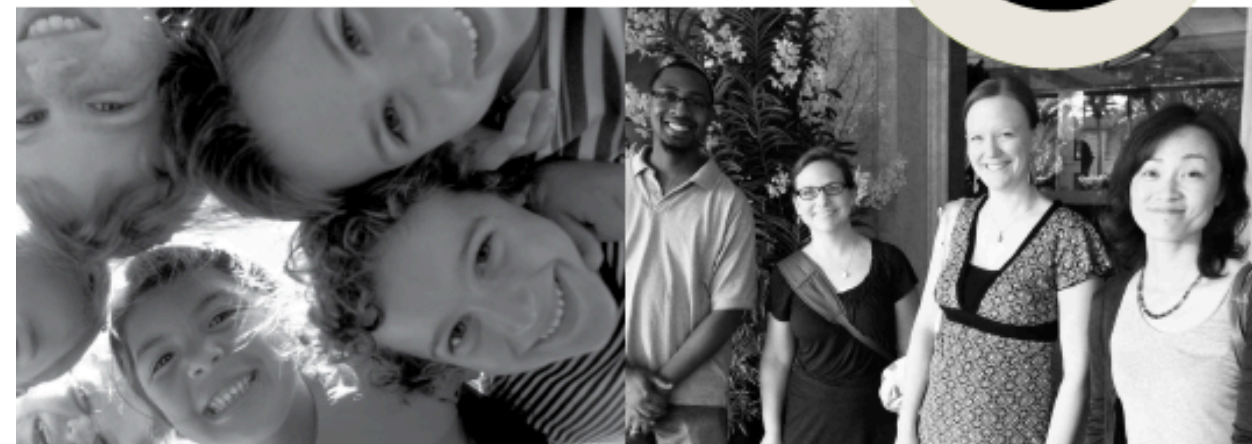
What do top-performing nations do to invest in teachers

- ◉ Fully paid university-based teacher education, year-long “student teaching,” with focus on pedagogy AND research skills
- ◉ Fewer standardized tests - and more emphasis on teachers developing and scoring own assessments
- ◉ Teachers teach about 9-18 hours of lessons per week, remaining time for lesson study and leadership
- ◉ Teachers rewarded for spreading expertise

Lessons from CTQ-Global

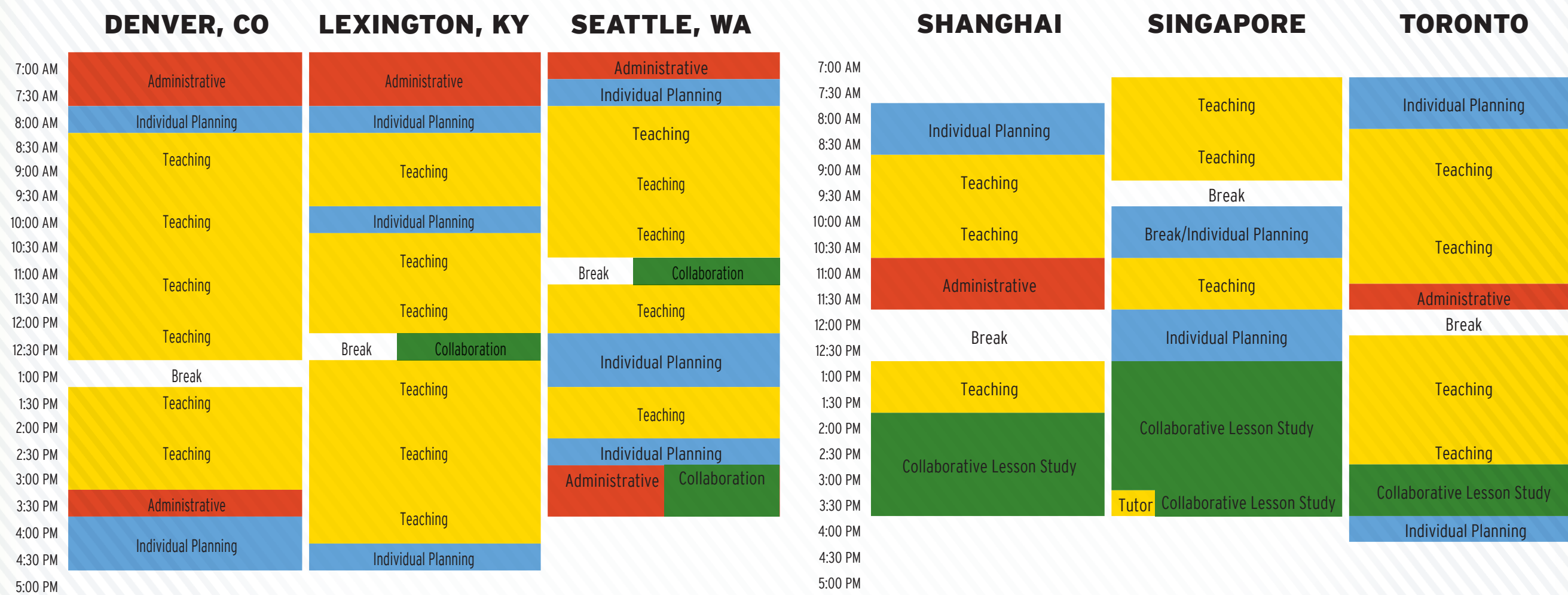
- ◉ Research skills taught in pre-service
- ◉ Highly coherent PLSs
- ◉ Inquiry-based -- not data driven -- PD
- ◉ Flexible work schedules = creativity
- ◉ Administrators who teach
- ◉ Time to lead

A Global Network of Teachers
and Their Professional
Learning Systems



TIME FOR PROFESSIONAL LEARNING IN SIX GLOBAL CITIES

Typical Teacher Schedules



NOTE

Teaching schedules represent the typical experiences of the CTQ-Global TeacherSolutions team and their colleagues. These are estimates and are not intended to represent all teachers in their respective school systems.

- Most teachers work at least 50 hours a week, well beyond their contract days.
- In Shanghai and Singapore, teachers teach students 10 to 18 hours a week.
- In the U.S and Canada, teachers teach students 25 to 32 hours a week.
- Singapore and Shanghai schedule additional time for teachers to engage in collaborative learning.

Classroom Teaching

Administrative Tasks

Individual Planning

Collaborative Lesson Study

**“WHEN I VISITED SHANGHAI
CLASSROOMS I SAW TEACHERS
FOCUSED ON NOT JUST THE WHAT
OF INSTRUCTION, BUT THE HOW
AND WHY**

- **Rachel Evans, CTQ-Global teacher leader, Seattle Public Schools**

**“MOST OF OUR TEACHER QUALITY
IDEAS COME FROM THE U.S.
THE U.S. JUST DOES NOT EXECUTE
ITS OWN IDEAS VERY WELL.”**

- Ee Ling Low, National Institute of Education, Singapore

Removing barriers to teacher leadership

- ◉ Pre-service and PD programs prepare teachers to lead
- ◉ School leadership programs prepare administrators to develop teacher leaders



- ◉ State and local policies encourage school districts to reallocate resources for TL

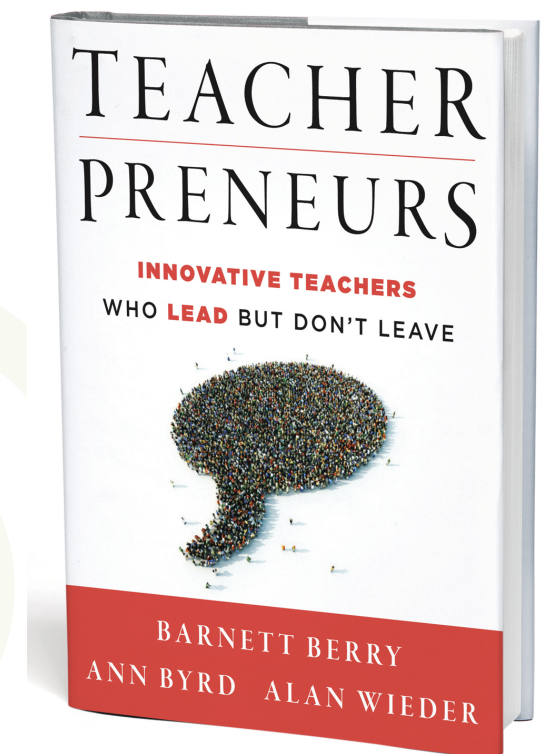
Removing barriers to teacher leadership

- Evaluation and compensation place a premium on teachers who spread their expertise
- Principals are assessed and rewarded for creating school cultures that allow for teacher leadership
- Accountability systems encourage risk taking on the part of principals and teachers



How do teachers learn to lead successfully?

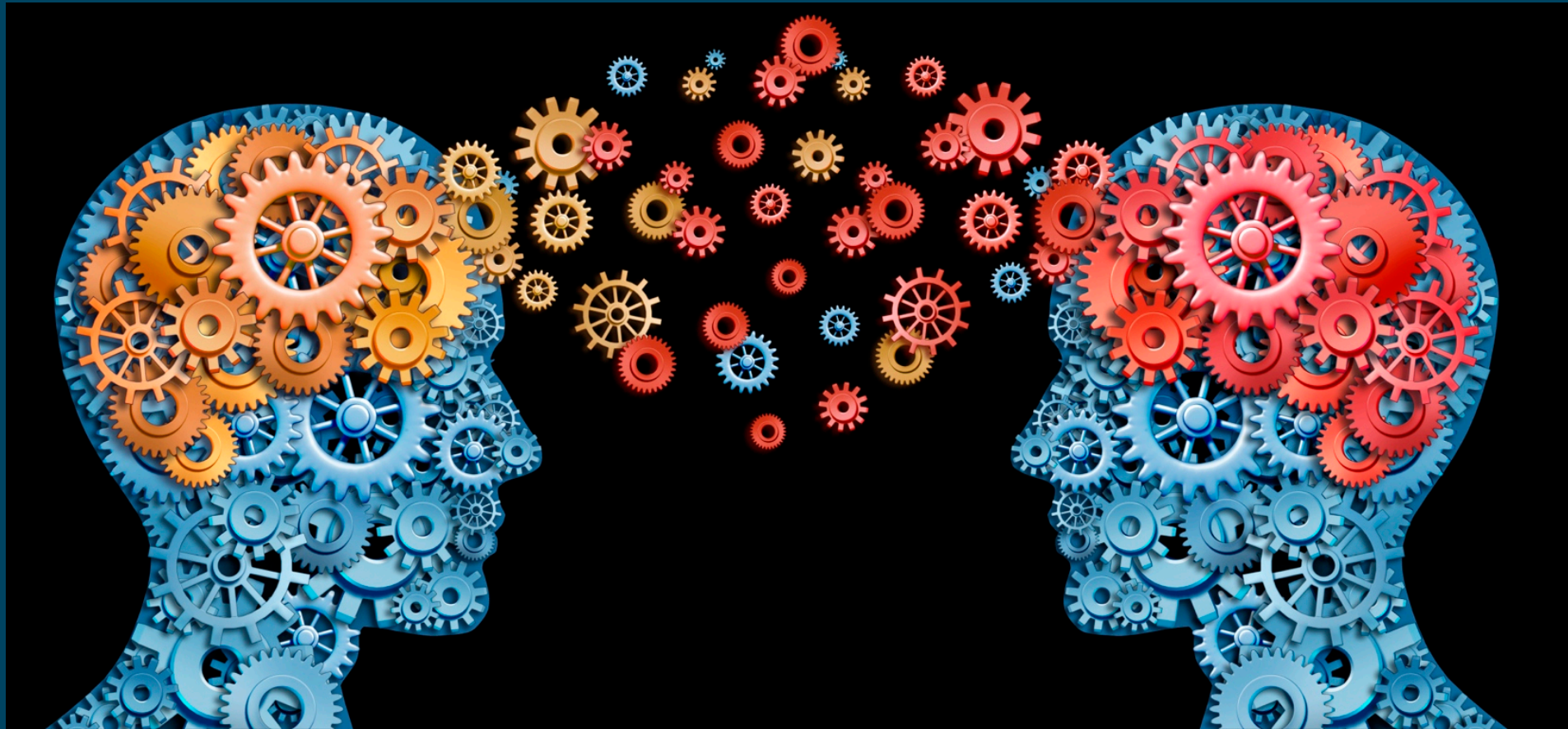
- ◉ Reciprocal mentoring
- ◉ “Externships”
- ◉ Safe places to test out ideas and plans
- ◉ Going public with their ideas
- ◉ Time to “travel”
- ◉ Lead with listening



Lori Nazareno-CTQ Teacherpreneur



“There are at least 1 in 3 teachers in America who can do what I have done — under the right the conditions.”



BLURRING THE LINES OF THOSE WHO TEACH & THOSE WHO LEAD



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WE TRANSFORM EDUCATION BY ELEVATING
TEACHERS' BOLD IDEAS AND EXPERT PRACTICES.





In honor of Teacher Appreciation Week 2014, teachers took to social media to set the record straight about what #TeachingIs:

5,316
USES OF #TEACHINGIS



James E. Ford
@FordCMStoy

#TeachingIs a revolutionary act! By facilitating learning you're sparking a rebellion against an enemy called ignorance.

8 May 9:46am



1,354
CONTRIBUTORS



APPEARED IN NEWS FEEDS
7.9 MILLION TIMES



3,139,665
PEOPLE REACHED



THANK YOU TO OUR PARTNERS:

[Alliance For Excellent Education](#) • [EdSurge](#) • [Education Week Teacher](#) • [Fund for Teachers](#) • [Hope Street Group](#)
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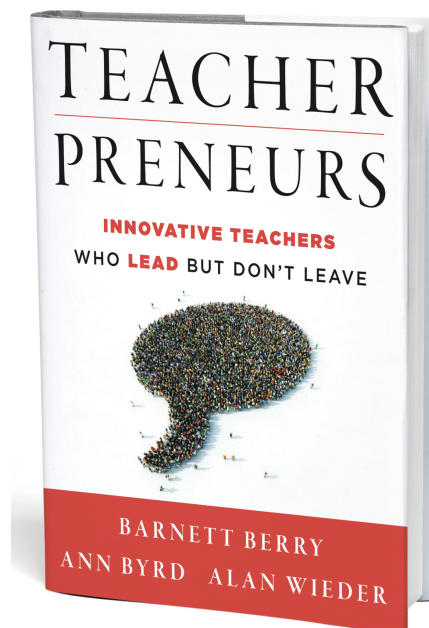


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