



**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

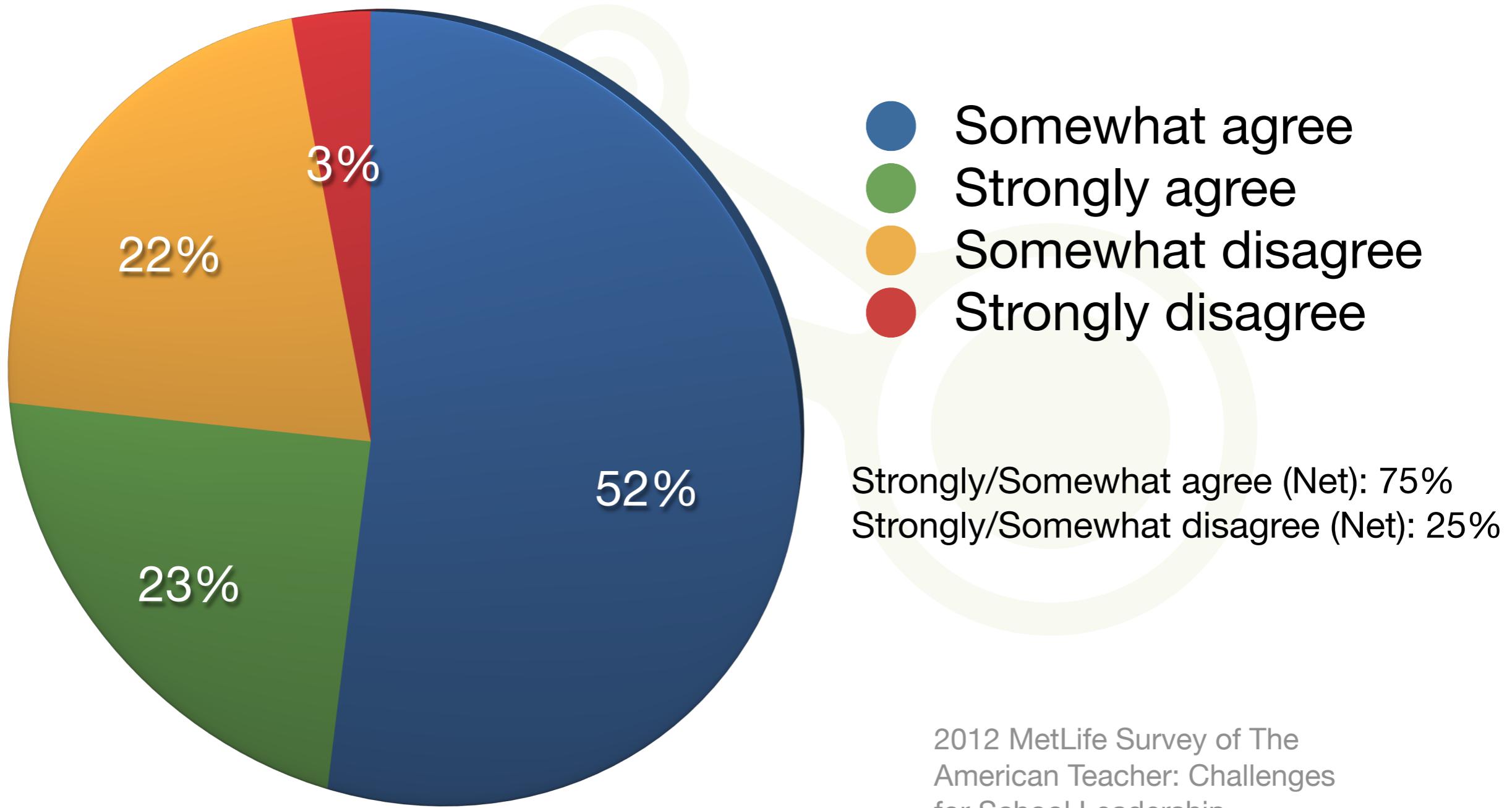
Why teacher leadership

- 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

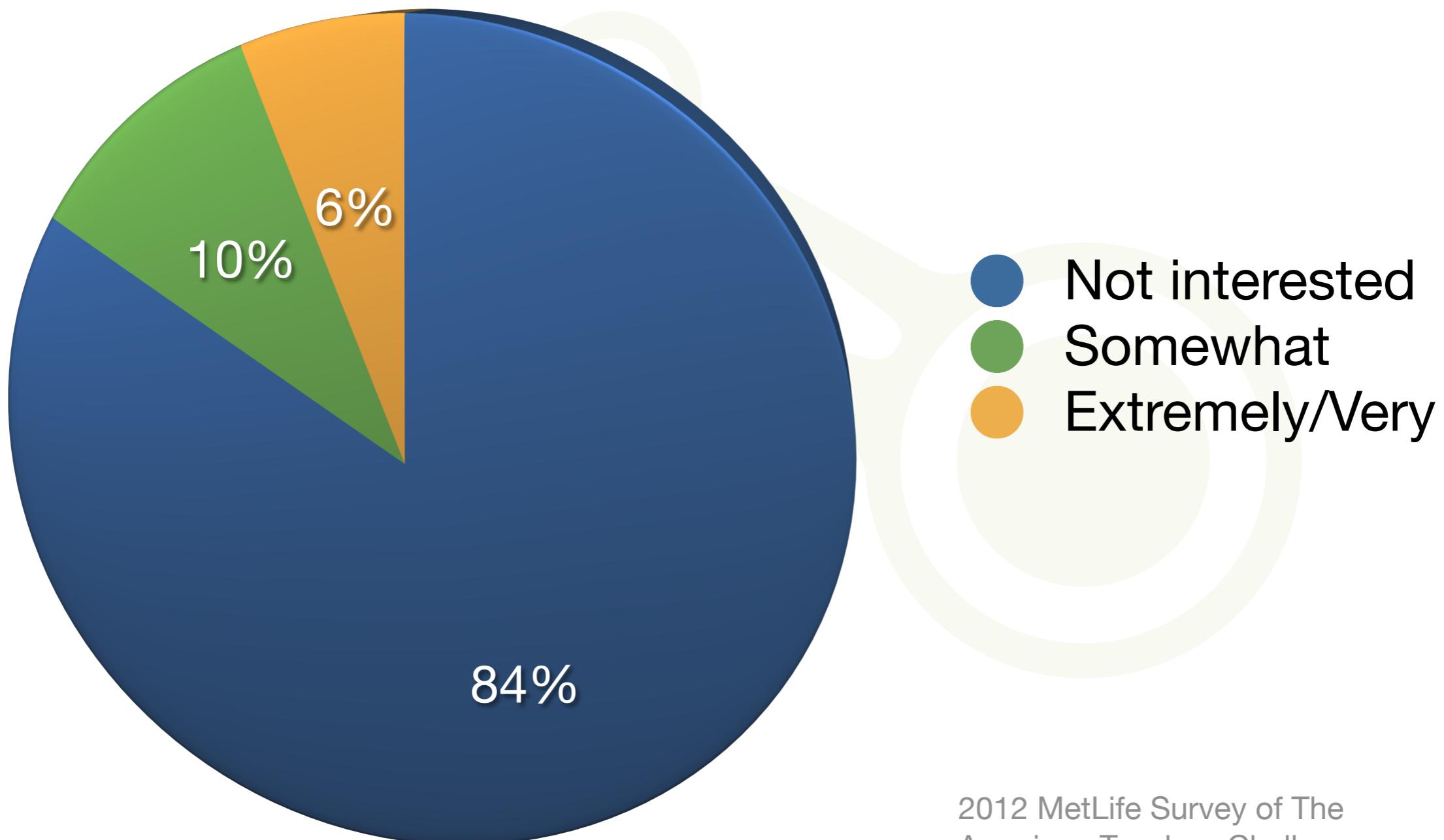
*Bryk (2002); Goddard (2007); Leena (2011); Adams (2014)

**Jackson & Bruegmann (2009)

Q: The job of the principal has become too complex

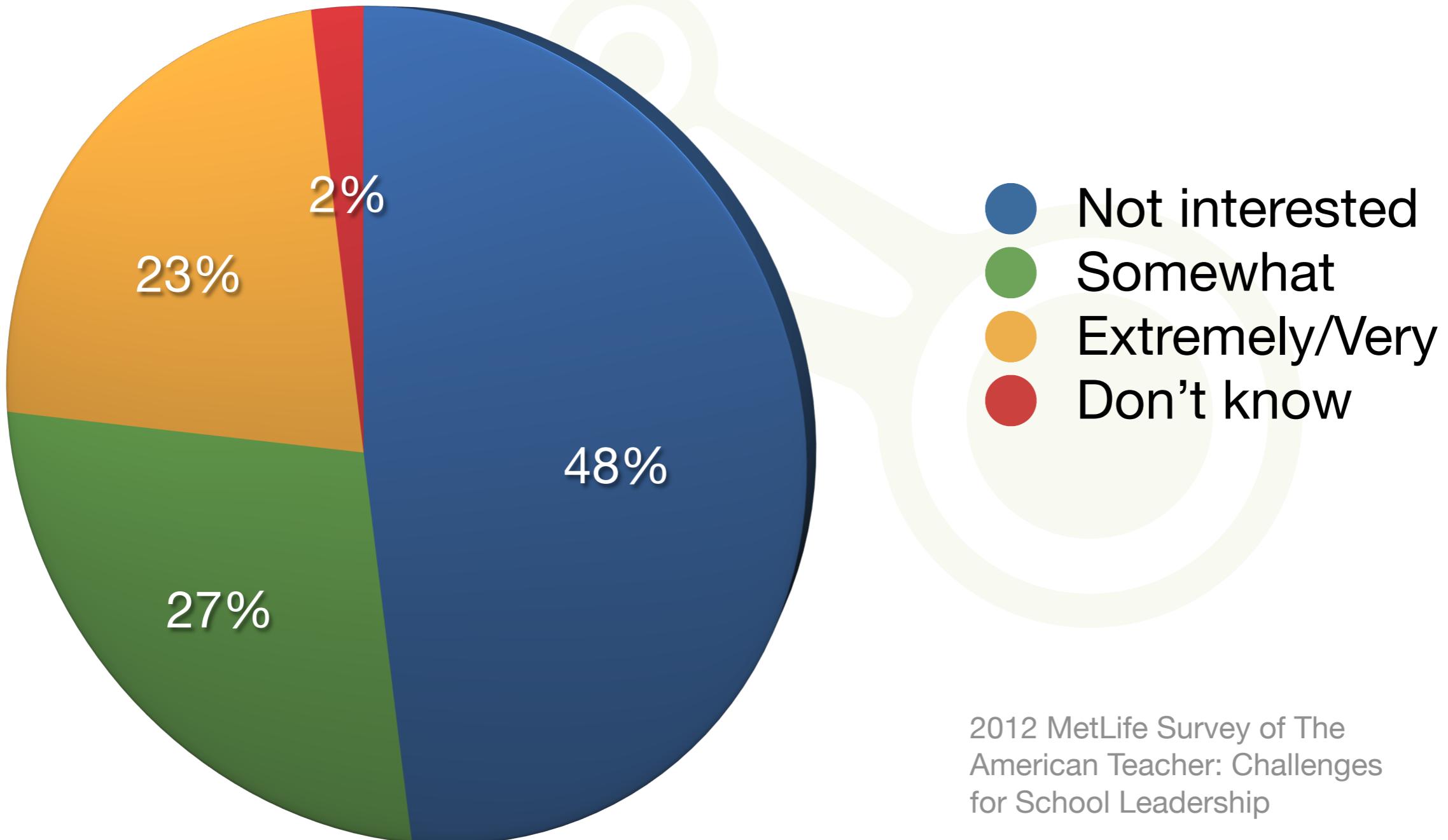


Q: Teachers interested in becoming principals



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)

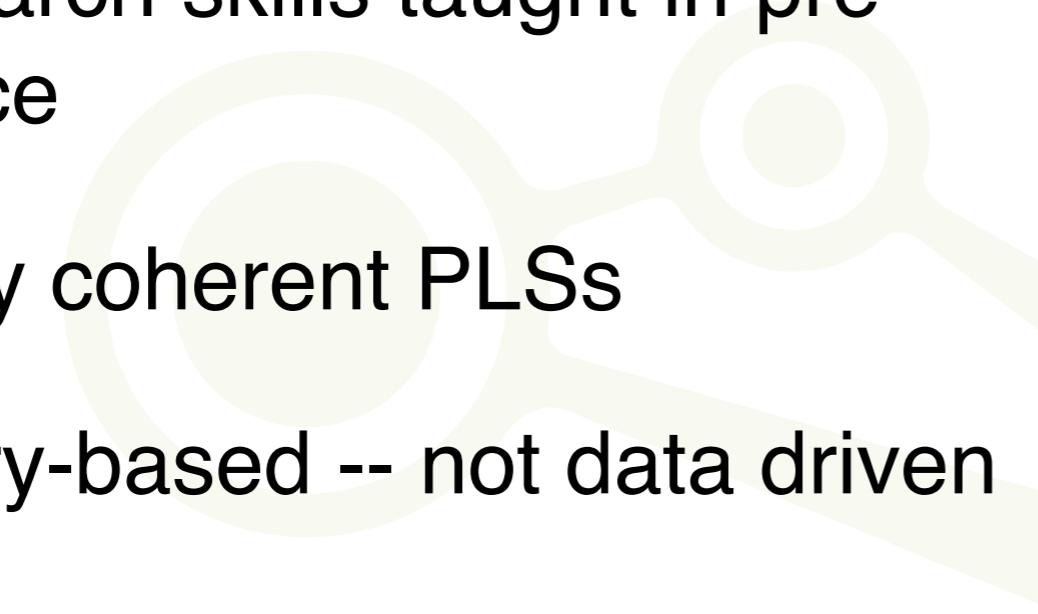
| # | Reading-Overall | Rank | Mathematics | Rank | Science | Rank |
|----|------------------|------|------------------|------|------------------|------|
| 1 | China: Shanghai | 570 | China: Shanghai | 613 | China: Shanghai | 580 |
| 2 | Hong Kong | 545 | Singapore | 573 | Hong Kong | 555 |
| 3 | Singapore | 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 PLSSs
- Inquiry-based -- not data driven -- PD
- Flexible work schedules = creativity
- Administrators who teach
- Time to lead

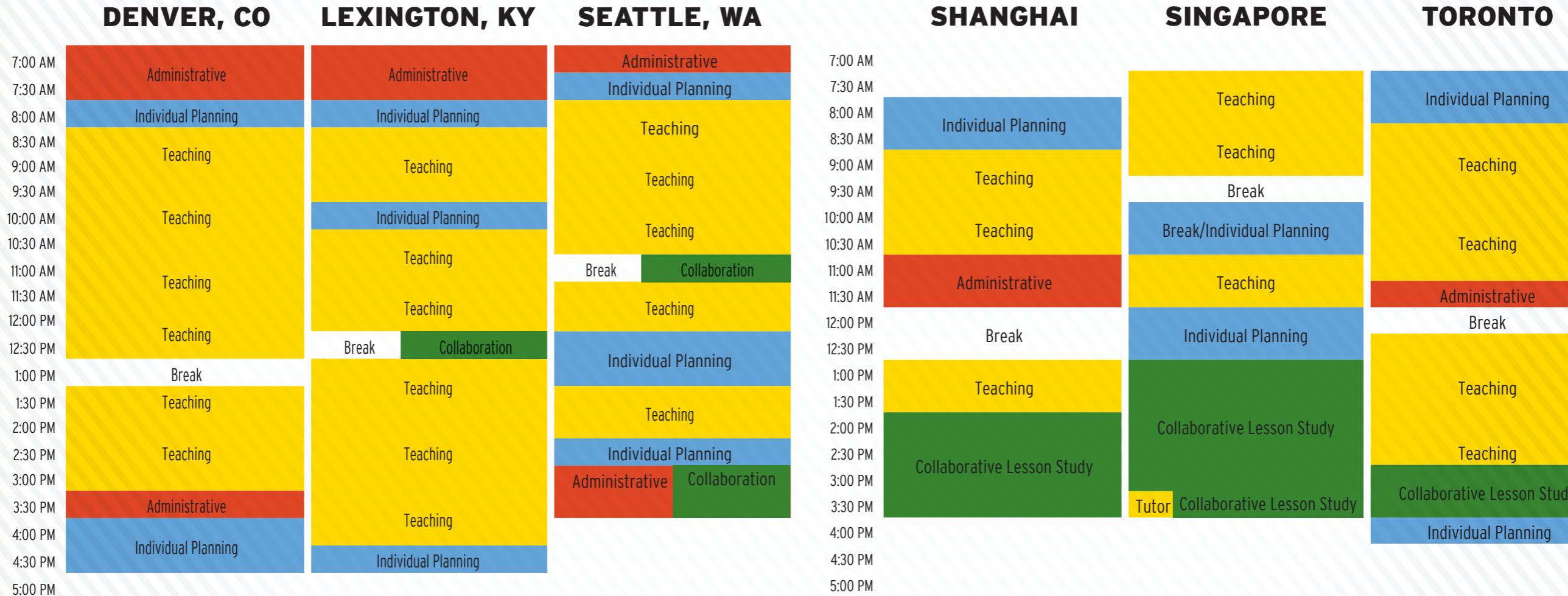


A Global Network of Teachers
and Their Professional
Learning Systems



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

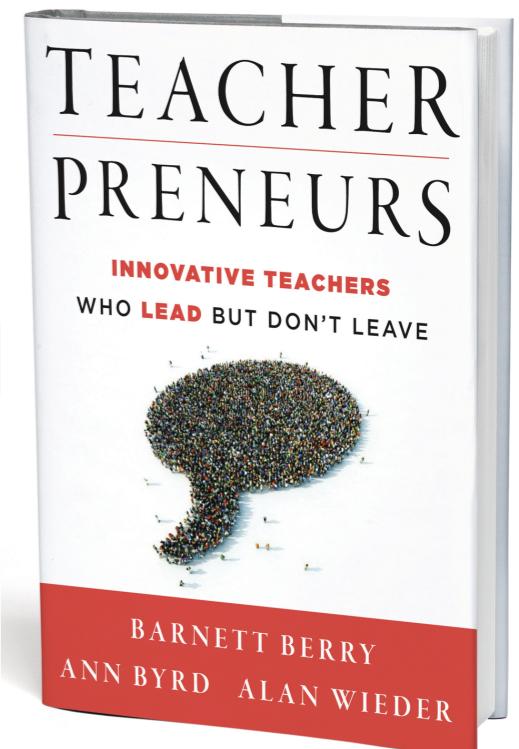
- Evaluation and compensation place a premium on teachers who spread their expertise
- Principals are assessed and rewarded for creating school cultures that allow for teacher leadership



- Accountability systems encourage risk taking on the part of principals and teachers

How do teachers learn to lead successfully?

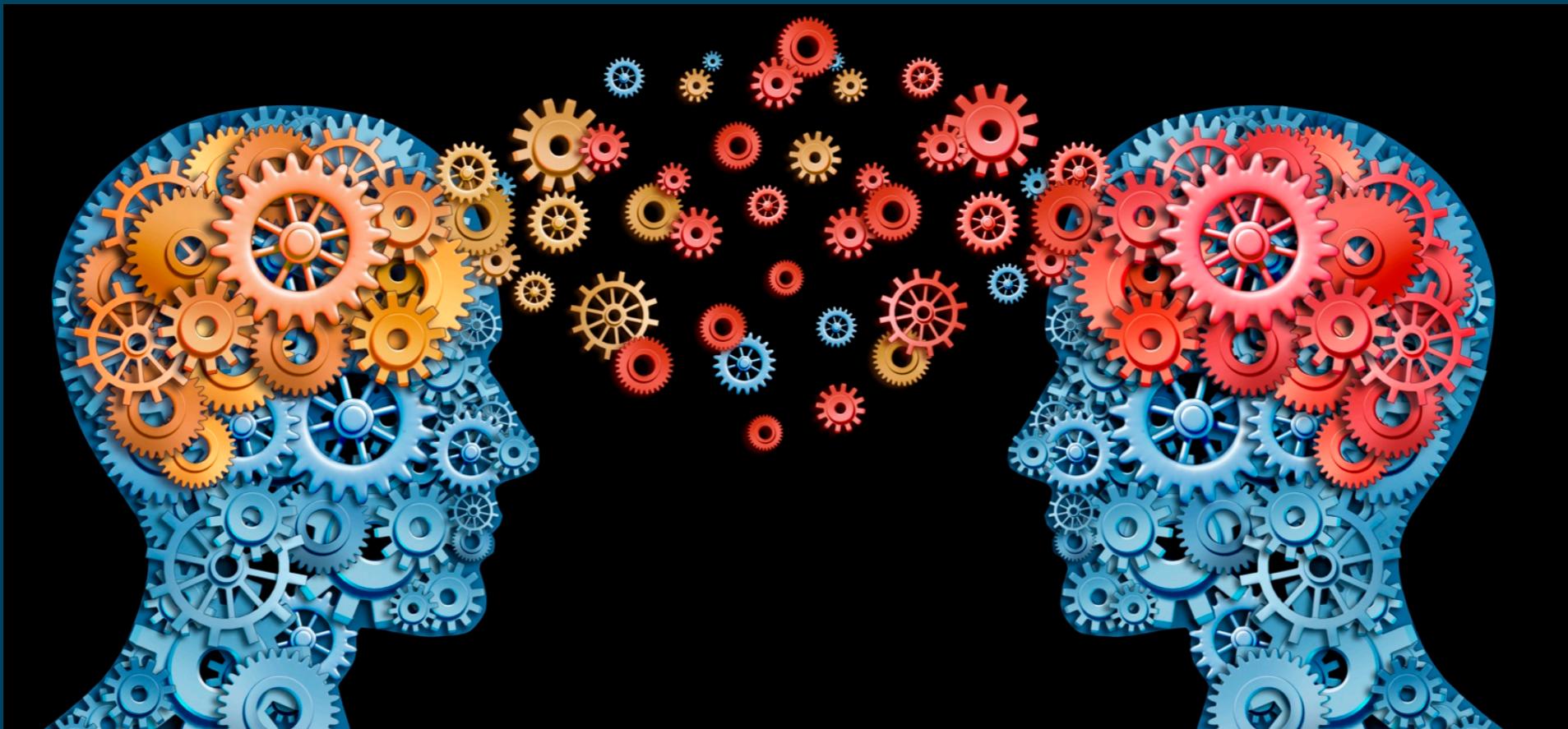
- Reciprocal mentoring
- “Externships”
- Safe places to test out ideas and plans
- Going public with their ideas
- Time to “travel”
- Lead with listening



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
@FordCMStay

#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

dgammill3 25 days ago


#teachingis watching your students become teachers themselves

Michael Fagioli @mjfagioli

#TeachingIs celebrating successes and encouraging through failures, often on different sides of the same room.

LallaTPierce @LallaTPierce

#TeachingIs Facilitating, not disseminating; coaching, not preaching; guiding, not forcing.
#ccss

Kayla Sparks @reflectedsparks

#TeachingIs a lifestyle choice. Tough days are capped with reflection, research, and rededication.

Rob Kriete @Rob_Kriete

#teachingis collaborating, sharing, and learning WITH our students daily to make their education meaningful and fun!
pic.twitter.com/Bo6sJGE3Kr

THANK YOU TO OUR PARTNERS:

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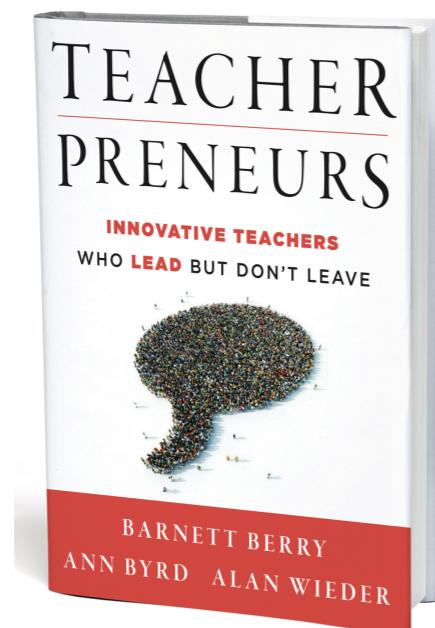
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Get involved...

Connect with teacher leaders in the CTQ Collaboratory:

www.teachingquality.org



On Twitter:

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- @teachingquality
- #teacherpreneurs