

A bold move forward:

Consortium outlines new standards for teacher leaders.

By Joellen Killian

No school or system will succeed based on the leadership of a single hero leader. Deep change requires all parties to work collaboratively, and teacher leaders are vital to establishing a collaborative school culture. Explore Learning Forward's commitment to developing and supporting teacher leaders through the lens of several foundational principles.

Model standards advance the profession.

By the Teacher Leadership Exploratory Consortium

Read key excerpts from the recently released Teacher Leader Model Standards, designed to codify and support teacher leadership. These standards can be used to prepare experienced teachers for leadership roles and to reinforce higher education's role in preparing preservice teachers to become members of professional learning communities.

5 stages on the path to equity:

Framework challenges urban teachers' deficit thinking.

By Sonia James-Wilson and Michele Hancock

A partnership between the Rochester (N.Y.) City School District and the University of Rochester led to an urban teacher leadership academy that emphasizes equity as a means to improved student results. Researchers developed a five-stage empowerment trajectory as a framework for sustaining teacher leadership development programs.

Boston shifts learning into high gear:

Certificate program accelerates student learning by building teacher capacity.

By Jill Harrison Berg, Lesley Ryan Miller, and Phomdaen Souvanna

A partnership to develop teacher leaders in Boston Public Schools ties professional learning directly to district priorities. The Boston Teacher Leadership Certificate capitalizes on the expertise of Boston's experienced teacher leaders to bolster the system's capacity to accelerate learning for all students.

TAs join the team:

UK expands role of teaching assistants in the classroom.

By Jill Morgan and Betty Y. Ashbaker

In the United Kingdom, a 2003 National Agreement has allowed teachers to devote more time to teaching and learning, and at the same time opened up more roles for teaching assistants to support teachers. These changes have had an impact on classroom teachers and the leadership roles they play.

A ladder to leadership:

Ohio steps up to strengthen teachers' collaboration and coaching skills.

By JoAnn Hobenbrink, Marlissa Stauffer, Ted Zigler, and Angela Uhlenhake

With Ohio's new teacher career lattice that includes teacher leader as one of the top tiers, teacher leadership is in the spotlight at district and state levels. Supported by the Ohio Department of Education and The Wallace Foundation, educators at Ohio Dominican University instituted a pilot program for a teacher leader endorsement.

When nice won't suffice:

Honest discourse is key to shifting school culture.

By Elisa MacDonald

Teacher leaders carefully guide teachers beyond polite interactions to create safe and productive learning environments. Teachers must be willing to expose their struggles and failures with their colleagues, and colleagues must be willing to tell the truth, or teams will go through the motions of collaborative inquiry but never see results.

Peer? Expert?

Teacher leaders struggle to gain trust while establishing their expertise.

By Melinda Mangin and Sara Ray Stoeltinga

The nonsupervisory nature of the teacher leader role creates a paradoxical challenge. To gain teachers' trust, teacher leaders de-emphasize their status as experts and avoid delivering hard feedback, but this undermines the work of improving instruction. How can the teacher leader be both a trusted colleague and a resource for instructional improvement?

Why I want to be a teacher leader.

By LaNaye Reid

A teacher in Texas chronicles her journey to leadership. Among the lessons she learns along the way is that today's teacher leader must develop a new skill set as well as a passion for learning, a commitment to collaboration, and a shared vision of the organization.

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- Notes to assist authors in preparing a manuscript are at www.learningforward.org/news/jsd/guidelines.cfm.

features

SMART partners:

Texas district transforms learning through goals and collaboration.

By Rick Albritton, Terry Morganti-Fisher, Jan O'Neill, and Sigrid Yates

With the help of an external partner, Gilmer (Texas) Independent School District works to embed the SMART goals process into its culture so that it becomes “the way we do things around here.” Structures, systems, and policies support ongoing implementation and monitoring, letting the district’s administrators, principals, and teachers own the change.

A second set of eyes and ears:

Observation protocol boosts skills for teachers of ELL students.

By Vicky Giouroukakis, Audrey Cohan, Jacqueline Nenchin, and Andrea Honigsfeld

University partners equip content teachers with strategies and skills to help ELL students become successful through school-based professional learning and intentional follow-up. The external partners served as teachers’ eyes and ears, prompting discussions and suggestions about how best to meet the challenges facing ELLs.

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Cultural proficiency:

The right facilitator can help teachers make meaningful change to their instructional practice.

By Sarah W. Nelson and Patricia L. Guerra

Selecting a diversity professional developer requires consideration of several factors.

Collaborative culture:

Tackle challenges and build relationships using tools for meaningful conversations.

By Susan Scott and Angela Brooks-Rallins

To reduce teacher turnover, a concerned educator works to improve the culture of her district.

From the director:

Encourage teachers to step up to leadership roles.

By Stephanie Hirsh

We need to look around and be deliberate about inviting teachers to serve in leadership roles.



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 in August 2011 *JSD*:
 New standards for
 professional learning