MOVING BEYOND READY TO TEACH, PROGRESSING TOWARD TEACHER LEADERSHIP

Preparing Pre-service Candidates for Teacher Leadership

EDTPA

Ready to Teach

TEACHER LEADERSHIP FOR SCHOOL IMPROVEMENT: THE BOTTOM LINE

The teacher leader concept is not about training teachers to become school administrators, nor about "teacher power." Instead, it is about empowering teachers to take a more active role in school improvement.

Yuejin Yu and George Patmor

Murray State University

COLLABORATION
LEADERSHIP
VISION
EXPERTISE
TRANSFORMING
TEACHERS' ROLES

GEORGIA AND TEACHER LEADERSHIP

Teacher Leader Endorsement

Tiered Certification- The Lead Professional

Teacher Leader Programs

Participate with Teach to Lead

GACE TEACHER LEADERSHIP ASSESSMENT

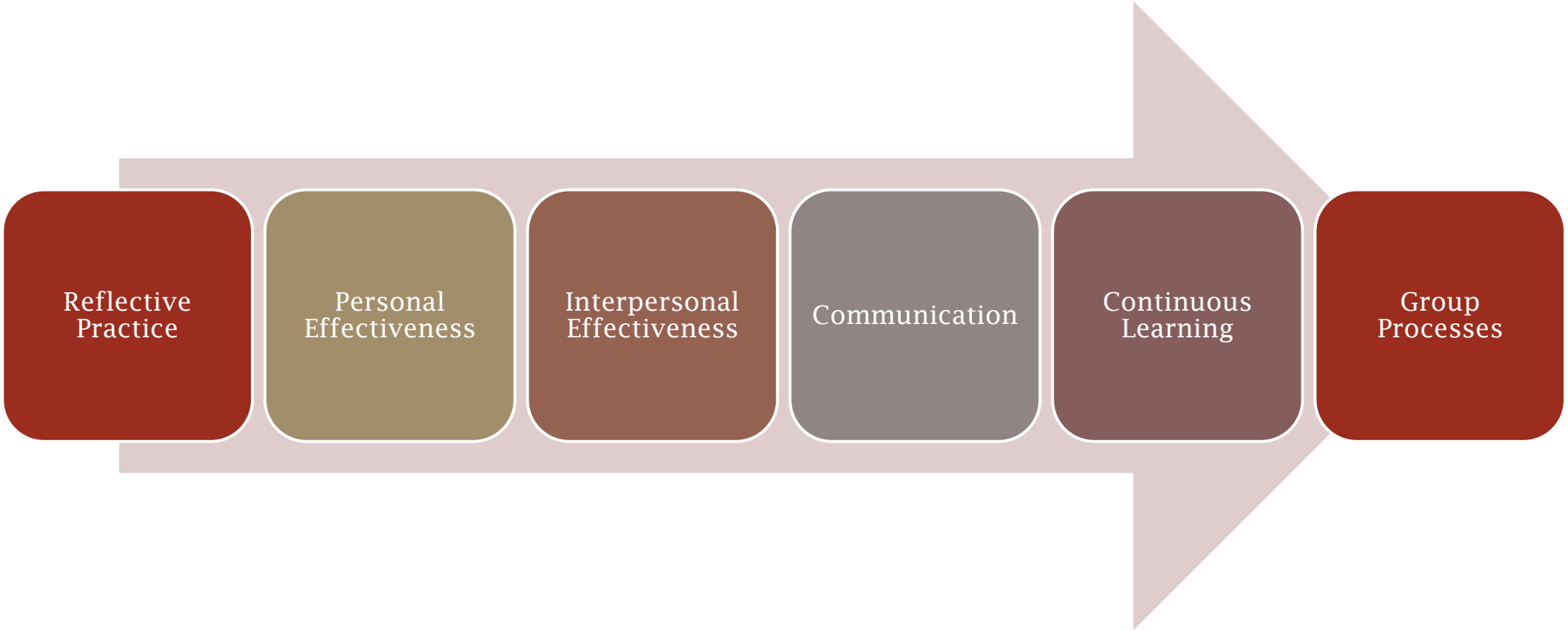
assesses the critical leadership roles that teachers play in contributing to student and school success.

- Measures leadership in 6 areas (tasks)
- Performance-based
- Aligned to Georgia Teacher Leadership Program standards
- Written responses
- Uploading artifacts

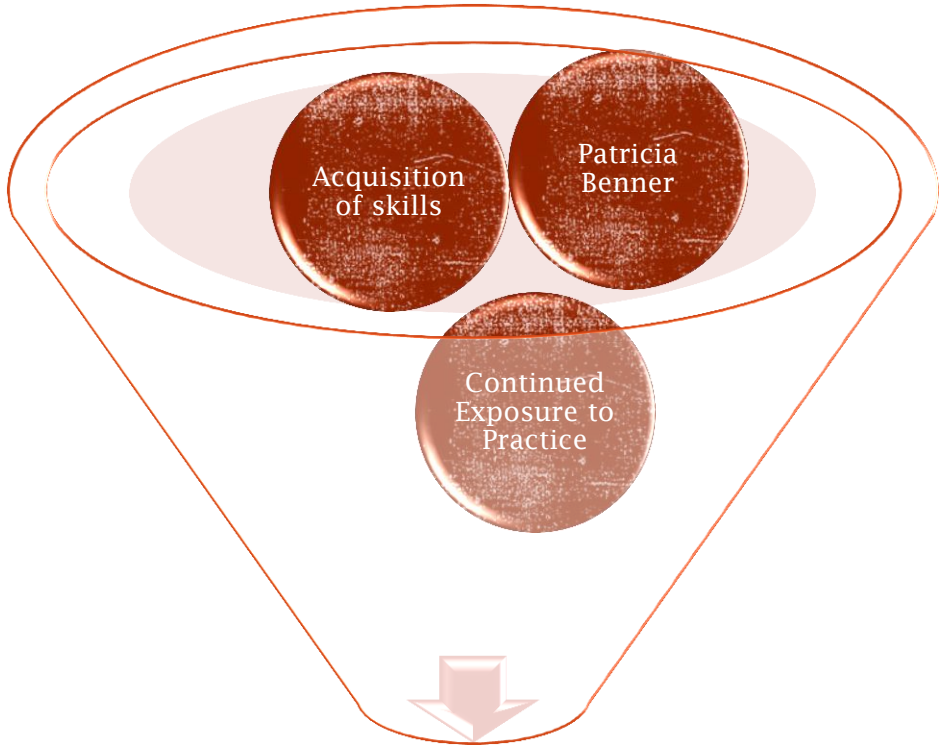
A NATIONAL PERSPECTIVE

CORE BELIEFS & THEMES

TEACHER LEADER COMPETENCIES



THEORETICAL FRAMEWORK



Novice to Expert

RELATIONSHIP BETWEEN THE EXPERIENCES DURING PRE-SERVICE CANDIDACY PREPARATION PROGRAMS AND TEACHER LEADER PERFORMANCES IN ACTUAL PRACTICE

- **Teacher leader knowledge, skills, dispositions**
- **Professional Organizations and Associations**
- **Clinical Practice/Practicum/Residency**

  ***year-long experiences**
- **Professional Learning**

  ***presentations**

PROFESSIONALIZING THE PROFESSION

Undergraduate Research & Action Research

Communities of Practice

Conversation Circles

COLLABORATE WITH US

Start the conversation

Post your questions on our conference Padlet!
There will be a Q & A session at the end of the day.

http://bit.ly/certconf

THANK YOU

Developing Teacher Leaders

Elaine Tinholt, Assistant Professor of Education
Covenant College

Beginning the Process Early On...

The Millennial Mindset

Millennials draw upon their purpose and passion to understand “why” something is being done, not just “what” is being done.

Millennials are seeking more opportunity to voice their ideas and views, and advocate for themselves, rather than to silently comply with whatever directives are handed down.

-Victor Lipman, Forbes Magazine

Supporting Teacher Candidates to Develop Content Knowledge and Professional Dispositions

- Freshman/Sophomore Year:
  - EDU 121 Introduction to Teaching
- Junior Year:
  - Junior Block Field Experience (Spring Semester)
- Senior Year:
  - Senior Field Experience (Fall Semester)
  - Clinical Practice (Spring Semester)

Evaluation Standards Related to Field Experience and Clinical Practice

Standard 1: Professional Knowledge
Standard 2: Instructional Planning
Standard 3: Instructional Strategies
Standard 4: Differentiated Assessment
Standard 5: Assessment Strategies
Standard 6: Assessment Uses
Standard 7: Positive Learning Environment
Standard 8: Academically Challenging Environment
Standard 9: Professionalism
Standard 10: Communication

“Know yourself to improve yourself.”

-Auguste Comte

Fall of the Senior Year

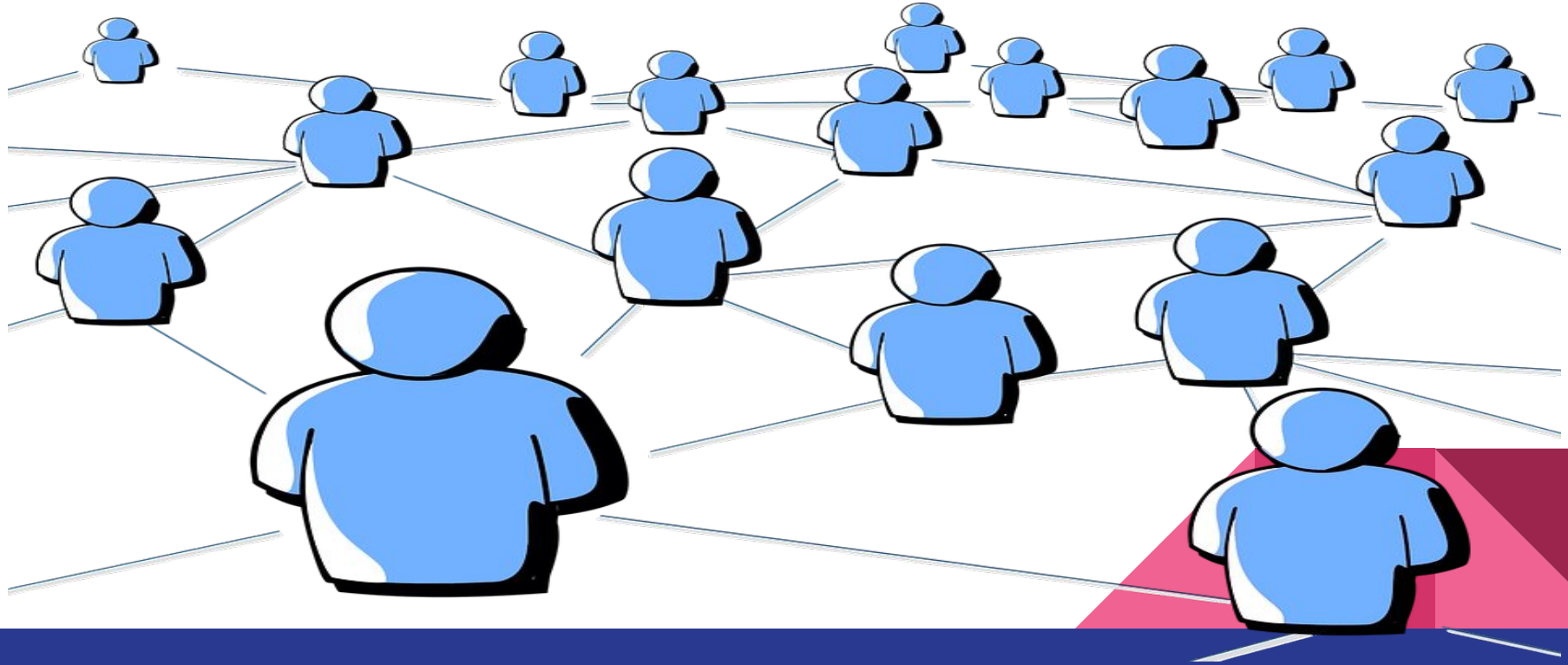
- Prior to the start of Senior Field Experience, Teacher Candidates complete a self evaluation and select 3 Performance Standards to enable their College Supervisor to offer support throughout the practicum.

- At the conclusion of Senior Field Experience, Teacher Candidates assess themselves on all 10 Performance Standards.

Spring of the Senior Year

- Prior to Clinical Practice, Teacher Candidates and Mentor Teachers spend an entire day engaged in professional development at the Covenant College Partnership Meeting.
  - Teacher Candidates use the 10 Performance Standards to create a personal reflection
  - Teacher Candidates and College Supervisors meet to discuss the upcoming practicum
- During Clinical Practice
  - Midterm Self Assessment
- After Clinical Practice
  - Reflective Conference

Offering Ongoing Support...to Grow Professionally



Teacher Leader

Identification and Opportunities

Mrs. Michele Dodge, NBPTS, EdS
Cherokee County School District Teacher
Reinhardt University Adjunct

Teacher Leaders Need:

- Opportunity
- To Be Creative
- Trust, Sense of Value
- Control
- Feelings of Success

Opportunities

The first mindset must be that every teacher has the potential to be an expert in something.

Without this mindset, one is simply choosing, often by their own opinions and preferences who would be a leader. When in fact, the best leaders are those that can work along with others and are respected by their peers for their “expertise.”

Be Creative

- The best ideas, the deepest thoughts happen in downtime. Teacher Leaders use this think time to be creative in their thinking.
- Many schools have the common practice of giving the solutions to problems for the teachers to implement.
- Teacher Leaders are creative thinkers and get excited about solutions that are applicable to their students. These solutions are often more effective.

Trust, Sense of Value

- Teacher Leaders need to know that their solutions are valued, that the administrators trust their judgment.
- Teachers want to share what they do best, they want to inspire others with their work.

Control

- Teacher Leaders need to work independently. I often see “leaders” chosen that really are “followers.”
- Leaders are not those that take a list and are able to apply it and check off the boxes.
- Leaders are those that can take the list, analyze it and apply it appropriately. (This often can get mixed up with them not following directions.)

Feelings of Success

- The freedom to succeed or fail.
- is a risk. It is risky to share with educational colleagues that all are experts in something.
- There must be a safe place to attempt to lead with the freedom to share failures. This then allows corrections to be made that produces success.

References

- Katzenmeyer and Moller, (2009). *Awakening the Sleeping Giant*
- Colucci, (2014). *The Four I's of Teacher Leadership*. Education Week Teacher.
- Harrison and Killon, (2007). *Ten Roles for Teacher Leaders,* Educational Leadership.