The Delaware Teacher Leadership Initiative: Growing and Supporting Educator Leadership

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Competency: Leading Our Professions

Competency Progression Levels:

• Level 1: Foundational
• Level 2: Mobilizing and Power Building
• Level 3: Agenda Driving
Competency: Leading Our Professions

Competency Themes:

• Builds capacity for continual improvement and learning
• Shows educational leadership and understands union’s role in student learning and leading our professions
• Advocates for policies and strategies that positively impact our professions and student learning
• Analyzes and applies research, policies and trends to determine potential impact on our professions and student learning
Session Outcomes

With the content from this session you will:

• Learn about new strategies that impact our professions and student learning
• Discover how to build alliances that positively impact our professions and student learning
• Develop a culture of professionalism within your affiliate that illustrates the association’s commitment to continuous learning
Jot Thoughts

• On your notepads answer the following question: What does “quality professional development” look like?
• Share your ideas with participants at your table
• Each table shares one idea with the whole group
What our members said

There was a need for more professional development that is:

• Differentiated to meet the needs of individual educators
• Focused on deepening content knowledge and expanding instructional strategies
• Prolonged with an opportunity for practice and feedback
What DSEA Believes . . .

DSEA strongly believes that instructional quality and student learning can be significantly improved building by building by providing high quality, sustained professional development with educators taking the lead.
A Partnership is Born

• DSEA joined with Schools That Lead, a nonprofit organization committed to advancing powerful student learning in district and charter schools.

• DSEA applied to NEA for a GPS Grant to support our partnership

• The GPS grant was awarded in October 2015 and will support our joint efforts to launch a new cohort of 30-40 teachers in the Schools That Lead’s Teacher Leadership Initiative by recruiting and providing partial tuition for up to 25 DSEA members.
Recruiting Our Members

SCHOOLS THAT LEAD
Advancing Powerful Student Learning

Schools That Lead is a nonprofit organization staffed with experienced and energetic educators committed to advancing powerful student learning for all. The Schools That Lead program develops instructional leaders within and across schools, bringing a deep focus on instruction at all levels. Key to this work is developing teacher and school leaders with the knowledge, skills and dispositions to build the social capital of their organizations.

The work of the Schools That Lead Teacher Leadership Initiative is to:

- Advance powerful student learning
- Through engaging teachers in pursuit of their goals for instruction
- With efficiency to support sustainability and scaling

To realize these ends, teacher leaders, working in cohorts of 30 to 40, receive intensive supports over a two-year span learning and growing with peers about what powerful student learning looks like, how they can grow their own practice, and how they can support the growth of like-minded teachers in their school. Each year, a small team of peer teachers in each school receives supports as well in order to create a plan unique to that school for scaling the work.

Click here to learn more about what teachers are saying about TLI.

Want more information about how you can participate?

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Recruiting Districts

Red Clay Consolidated School District
Recruiting Additional Partners

The NEA Foundation

Carnegie Foundation for the Advancement of Teaching

Bank of America

Delaware Community Foundation

Connecting people who care
Advancing Professional Advocacy

The research is clear. Teachers have the greatest in-school impact on student learning. And we know that we have very effective teachers in every school. These teacher leaders deserve the opportunity to learn how to work with adults and to teach colleagues how to improve their practice so that they can affect student achievement beyond their own classrooms to classrooms across their schools, districts and the state.
Building Human and Social Capital

We believe that when individual teachers are good at their jobs (high human capital) and also regularly talk to one another about their instruction (high social capital), schools best serve the adults and students in them. Through the Teacher Leadership Initiative, we strengthen the individual teacher’s knowledge, skills, and dispositions to engage in study and dialogue with peers in their schools about effective teaching and learning.
Shared Learning Framework

POWERFUL STUDENT LEARNING

Conditions for a Learning Culture:
- Trust
- Curiosity
- Community

Supports for a Learning Culture:
- Leadership Development
- Improvement Science
Shared Learning Framework

• **Common Aim:** Teachers select Student Learning Questions aligned with rigorous academic standards to study student learning

• **Evidence:** Teachers work together to gather evidence of student learning based on selected Student Learning Questions

• **Reflection:** Teachers use the evidence gathered to reflect on student learning

• **Ownership:** Teachers use evidence to assess where students are relative to the aim and determine next steps

• **Agency:** Learners – adults and students – persist in efforts to improve student learning
The Innovation: A Focus on Student Learning

- Maintains sharp focus on evidence of student learning instead of teacher action
- Centers on a single Student Learning Question instead of a checklist of “look for's”
- Acknowledges each unique classroom context by supporting teacher choice and interest
- Creates shared expectations for student learning through the Student Learning Rubric
A Focus on Student Learning

In a culture of trust, curiosity and community ...

Ownership

The teacher examines the Student Learning Rubric and identifies an area of interest.

Common Aim

Alone or with a peer, the teacher selects a Student Learning Question.

Evidence

Teacher asks peer to gather data on Student Learning Question using Data Collection Tools.

Agency

Teacher determines appropriate next steps and works to advance student learning in the selected area.

Reflection

Teacher and peer review the evidence. Using the Focus on Student Learning Protocol, peer listens and asks questions to aid teacher in reflection.

Transforming Outcomes:

The Social Capital required to Advance Powerful Student Learning
Examining the Student Learning Rubric

In a culture of trust, curiosity and community, and courage ...

Ownership

<table>
<thead>
<tr>
<th>Student Learning Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicing</strong></td>
</tr>
<tr>
<td><strong>Student Creativity</strong></td>
</tr>
<tr>
<td><strong>Academic Discourse and Student Collaboration</strong></td>
</tr>
</tbody>
</table>

The teacher examines the Student Learning Rubric and identifies an area of interest.
Selecting a Focus Area

In a culture of trust, curiosity and community ...

Common Aim

Alone or with a peer, the teacher selects a Student Learning Question.

Sample Student Learning Questions used to focus classroom observations on student learning

- What questions do students ask that indicate that they are reflecting or inquiring during their learning?
- How are students supporting one another’s thinking and learning?
- To what extent are students using evidence to justify their claims?
- In what ways do students demonstrate their knowledge and understanding of the content?
- Where is student thinking most evident?
- How and when do students initiate or adapt activities or projects to enhance their understanding?
- How are students working together in groups purposefully?
- When are students most and least engaged?
- How do students explain what they are learning and why?
- What does student-to-student interaction sound like?
- How do students contribute to the learning?
- How many voices are heard during discussion?
- How is student thinking made visible?
- How and when do students build on other students’ ideas?
- What happens when students are lost or confused?
- What happens when students make mistakes?
- How do students demonstrate their understanding of performance standards?
Using Evidence

In a culture of trust, curiosity and community ...

Sample Data Collection Tools

The host teacher chooses one Student Learning Question and the observer uses one of the tools below (or one that they create together) to collect data mapped to the selected Student Learning Question.

**Tool 1**)

**Student Learning Question:** When are students most and least engaged during this class?

<table>
<thead>
<tr>
<th>Time/Activity</th>
<th>Engagement: Student behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:10 Opening of class</td>
<td>19/23 students eyes on teacher; widespread laughter in response to teacher humor</td>
</tr>
<tr>
<td>1:15 Mini-lecture</td>
<td>12/23 students with inattentive behavior lasting more than 10 seconds: 2 students texting under desks, 7-8 making eye contact with each other, 2 passing notes and giggling</td>
</tr>
<tr>
<td>1:25 Small group activity/&quot;mystery text&quot;</td>
<td>1 student looking around the classroom; in each group, most students leaning in to get closer to their group</td>
</tr>
<tr>
<td>1:45 Debrief</td>
<td>All students except one following the student speakers with eye contact; 18/23 students raised hand to make a contribution to discussion</td>
</tr>
</tbody>
</table>

**2)**

**Student Learning Question:** What questions to students ask to indicate that they are reflecting or inquiring during their learning?

<table>
<thead>
<tr>
<th>Student</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dylan</td>
<td>“I did that problem a different way. Can I show you?”</td>
</tr>
<tr>
<td>Kyra</td>
<td>“So if it’s two units on this side, how can we tell how many units it is on that side?”</td>
</tr>
<tr>
<td>Josefina</td>
<td>“I don’t get it. What page is that on?”</td>
</tr>
<tr>
<td>Aldo</td>
<td>“Can you explain it to me a different way?”</td>
</tr>
<tr>
<td>Ben</td>
<td>“But can we divide the lengths a different way?”</td>
</tr>
<tr>
<td>Santiago</td>
<td>“Oh, that’s cool. Did anyone else do it like that?”</td>
</tr>
<tr>
<td>Stephanie</td>
<td>“I’m not sure about my thinking here. If I subtract from this side and add to that side, does that make sense?”</td>
</tr>
</tbody>
</table>
Committing to Improvement

In a culture of trust, community and curiosity...

Agency

Teacher determines appropriate next steps and works to advance student learning in the selected area.
Scaling The Work

Each teacher who completes the Teacher Leadership Institute works with a total group of 12 peers, providing direct supports to four teachers who in turn, each work with two teachers.
Scaling the Work

• One Teacher Leadership Institute completer works closely with 12 teachers a year, forming a group of 13.

• Each additional TLI completer in the same school works with another 12 teachers.

• Thus in one school with four TLI completers, in the course of one year, 52 teachers would be reflecting on student learning.
Scaling the Work

Keeping the in-school working groups small helps to:

– Ensure fidelity to the model,
– Build trust among participants, and
– Promote learning within groups to share across groups
What’s Next?

Sharing this program and the student learning data with educators and other education stakeholders like you to inspire and promote educator leadership and increased student learning.
Think, Pair, Share

• Complete the reflections worksheet
• Hand up – find a partner
• Share with your partner:
  – One idea you discovered
  – One of your next steps
Questions???
Session Outcomes

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Please complete the evaluation for this breakout session!