Unite, Inspire, Lead
Empowering Educators for Success

Educator-Powered Schools

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A joint project of Education Evolving & Center for Teaching Quality

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#teacherpowered
While many school systems push authority upwards to administration and accountability for results downwards onto individual teachers, *Trusting Teachers* shows us what can happen when authority and accountability are brought together and teachers have a seat at every table.

Linda Darling-Hammond
Professor at Stanford University School of Education
"Trusting Teachers with School Success: What Happens When Teachers Call the Shots offers a compelling look at the breakthrough possibilities of teacher leadership. The next generation of schools can be places of real innovation and creativity if we will truly trust teachers."

Dennis Van Roekel
President
National Education Association
This lively account of what it looks like in schools that have tried *Trusting Teachers* is a must read.

Deborah Meier
Senior Scholar at NYU’s Steinhardt School, and 45-year educator in K-12 public schools in New York City (East Harlem) and Boston (Roxbury)
Trusting Teachers is a fantastic contribution. We need ways to press the case for reform without alienating our great teachers, without turning them into the enemy, the problem, and the object of our disdain. This book describes one way to celebrate, engage and empower them.

Michael Petrilli
Executive Vice President
Thomas B. Fordham Institute
Unleashing the collective wisdom of teachers is the best hope for improving our public schools. This provocative, sensible and practical book offers concrete evidence that it can be done and, in fact, is being done. And now that we have already tried virtually everything else, let's do the right thing and turn teacher-run schools from the exception into the norm.

Adam Urbanski
President of the Rochester (NY) Teachers Association
Vice President of the American Federation of Teachers,
and Founding Director of the Teacher Union Reform Network
teacher-powered schools
student-centered learning

a project of

CTQ | CENTER FOR TEACHING QUALITY
TEACHERS TRANSFORMING TEACHING

&

education | evolving
COMPETENCY: Leading Our Profession

• Competency progression level(s)
  – Level 1: Foundational
  – Level 2: Mobilizing & Power Building
  – Level 3: Agenda Driving

• Themes we will address today
  – Advocates for policies and strategies that positively impact our professions and student learning
  – Shows educational leadership and understands union’s roles in student learning and leading our profession
  – Analyzes and applies research, policies and trends
90 Teacher-Powered Schools in 15 states... *and counting*
Views on Teacher Powered Schools

Education Evolving, 2014

- 85% Good idea
- 78% Good idea
- 9% Bad idea
- 6% Bad idea
- 7% Unsure
- 16% Unsure

PUBLIC

TEACHERS
10 Areas of Autonomy

- Selecting colleagues
- Transferring and/or terminating colleagues
- Evaluating colleagues
- Setting staff pattern
- Selecting leaders
- Determining budget
- Determining the salaries and benefits of colleagues, including leaders
- Determining learning program and learning materials
- Setting the schedule
- Setting school-level policies
5 Additional Areas of Autonomy

- Determining tenure policy (if any)
- Determining professional development
- Determining whether to take, when to take, and how much to count district/EMO/authorizer assessments
- Assessing school performance according to multiple measures (not only mean proficiency scores)
- Determining work hours
What would teachers do if they had the autonomy not just to make classroom decisions but to collectively—with their colleagues—make the decisions influencing whole school success?

Can we trust autonomous teachers to make good decisions?
Characteristics of High Performing Organizations

- Accept Ownership
- Innovate
- Share Purpose
- Collaborate
- Lead Effectively
- Function as Learners
- Avoid Insularity
- Motivate
- Assess Performance
Teachers’ decisions are driven by: Authority / Autonomy + Accountability
Practice #1

Share purpose, which always focuses on students as individuals, and use it as the basis of decisions aimed at school improvement.
Practice #2

Participate in collaboration and leadership for the good of the whole school, not just a classroom.
Practice #3
Encourage colleagues and students to be active, ongoing learners in an effort to nurture everyone’s engagement and motivation.
Practice #4

Develop or adopt learning programs that individualize student learning.
Practice #5

Address social and discipline problems as part of student learning.

We used raw data from a survey about teasing and bullying and graphed it!
Practice #6

Broaden the definition and scope of student achievement and assessment.

TAGOS Leadership Academy, Teacher-powered School
Janesville, WI
Practice #7

Encourage teacher improvement using 360-degree, peer- and self-evaluation methods as well as peer coaching and mentoring.
Practice #8

Make budget trade-offs to meet the needs of students they serve.
Challenges
"Alfred, your mother and I think it would be a good idea for you to knock about on your own for a while—just on the estate, of course."
Association Leaders Can Support Teachers By:

- Telling everyone your mission is to support teacher leadership
- Put your organizing and negotiating expertise to work
- Help teachers navigate troubled waters
- Share your wisdom about how collaboration works
To access resources visit:

TEACHERPOWERED.ORG

• Steps to Creating a Teacher-Powered School
• Discussion Starters
• An Inventory of schools
• Virtual community
• And more!

and follow us at

@TEACHERPOWERED
TWITTER CHAT
Wednesday, 3/02
@ 7:30 ET

#TEACHERPOWERED
Educator-Powered Schools
Conversion to Teacher Powered: From Theory to Practice

David Briley
Teacher, Reiche Community School, Portland, Maine
Teacher Ambassador, Teacher-Powered Schools Initiative
Portland Education Assoc., Maine Education Assoc.
Conversion to Teacher Powered: From Theory to Practice

Reiche Community School
Portland, Maine
Our Story

✧ 2004 – 2009 → Title 1 Initiatives

✧ 2009 – 2010 → Admin relocated & Reiche worked through options for new leadership

✧ 2010 – 2011 → Year of Exploration

✧ 2011 – 2012 → First year of being Teacher Led

✧ Spring of 2012 → Defining and refining roles of Lead Teachers and Committee Members

✧ 2012-2015 → Leadership Rotation

✧ 2015- → Sustainability
Our Students:

- 420 Students
  - ~ 20 Students per classroom
- 78% Free & Reduced Lunch
  - ~ 15-16 Students per classroom
- ELL 43% with 41% of ELL are IELD
  - ~ 8 ELL & 3 IELD students per classroom
- 50% of K Students attend PreSchool
  - ~10 Students per classroom
- At least 32 Homeless during the year
Reiche Community School
Values and Beliefs

March 2011

• We believe our staff possesses the ability to lead collaboratively to move the school forward and maximize student learning
• We believe that Reiche is a welcoming, nurturing and safe learning environment
• We believe all staff are responsible for all students and all students are responsible to all staff
• We believe in educating the whole child - social, emotional, nutritional, physical as well as educational
• We value, embrace and celebrate the unique talents and diverse culture of our entire Reiche Community- students, staff, and parents. It enriches us all
• We believe that we can inspire all students to love learning
Reiche’s Governance Structure

**Instructional Leadership**
- Data Team
- Goal Setting
- Monitor: Grade Level Teams, ELL, RTI
- Assessments

**Enrichment Committee**
- Screening
- Scheduling
- Implementation of Enrichment Activities

**Leadership Team**
- Lead Teachers, Committee Chairs, PTO, PEA

**Professional Development**
- Planning and Implementation of Weekly PD, Danielson Framework, Best Practice

**Climate Committee**
- Safety and Routines, Social-emotional Programming, Community Building Activities

**Goal Setting Monitor:** Grade Level Teams, ELL, RTI Assessments

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How our governance structure provides opportunities for teacher voice

- Grade Level Teams
- Facilitate Meetings
- Whole Staff Discussions
- Chairs and Co-chairs
- Professional Development
- Lead Teachers
- Union Representation
Feedback Loop

<table>
<thead>
<tr>
<th>Timestamp</th>
<th>What will you take away from today’s professional development?</th>
<th>How will what you learned today affect your teaching?</th>
<th>What supports do you need to do this work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/2014 12:08:53</td>
<td>That our pre and post tests have been effective in informing our teaching in reading and writing.</td>
<td>To continue to improve and communicate with our peers.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>It’s really nice to hear what the other grades have been working to develop in their students, so that I can try to use a common language and build on those expectations, particularly with informational texts which 2nd and 3rd have been working on, and which we</td>
<td>I am really feeling energized about the new rubric for</td>
<td></td>
</tr>
</tbody>
</table>
Data...Helps us Keep the Focus on Students
Current Work

Working

1. Meet all students
   - Interactive learning
   - Follow directions
   - Specialists work w/ kids earlier
   - Kids engaged
2. Everyone seen
   - Small group
   - Right kids are moving (those ready)
   - Others get time
   - Kids engaged
3. Kids get what they need
   - Targeted skills
   - Kids engaged
4. Small groups
   - Teachers are having more fun.
   - Progress
5. Kids engaged
   - Meet other teachers
   - Higher kids being challenged
   - Can draw connections

No Bueno

1. Inconsistent staffing:
   - Planning responsibilities
   - No plan time
   - Can we plan w/ EdTechs
2. Materials (budget, availability)
   - Flexibility in scheduling
   - EdTech support pulled
3. Scheduling
   - (specialists taking time, rushing, etc.)
   - Lowest not being seen enough (as in previous years)
   - Inconsistencies (absences, flow of routine, holidays, etc.)
   - Reassessing / Redistribution of skills, planning
4. Afternoons are tough
   - Not on their game
5. Scheduling
   - Big group when people get pulled
   - Big groups — less impact
6. LLI students only 3 days
   - Hard time of day transitions
   - Too long?
   - Planning time
   - How do we assess?
   - What math look like?
7. Inconsistencies (absences, field trips, etc.)
   - Phonics in class
   - Thursday / Friday isn’t enough
Sustainability

Core Values
What matters most for the students?

Empowered Teachers
How can we strive to innovate?

Culture of Respect, Trust and Transparency
Keep building!

Collaboration with Stakeholders
Partnerships, Partnerships, Partnerships...
Collaboration

Parents

Community Partners

Union
PEA, MEA

Thought Partners at the National Level
TURN, Teacher-Powered Schools, NEA, NCTL
Educator-Powered Schools
The Feasibility of Creating a Teacher-Powered School in the Columbus City School District

Tracie L. Helmbrecht, NBCT
Ohio Education Association
Description of Challenge

1. Identify the problem
2. Engage in research about your policy challenge
3. Formulate or adapt a policy OR implement a current policy
4. Evaluate the results

2 Sources of Evidence (Appendix A)
- Interviews with Association President and Deputy Superintendent
- Professional visit to a teacher-powered school in the state and interviews with current staff & students; as well as in-depth interview with founding administrator of the schools
Plan of Implementation

Policy Advocacy

Original action plan address the needs of:

- teacher empowerment ➔ higher teacher retention and morale
- student empowerment ➔ higher student achievement & morale
- collaborative learning community
- more and better learning (focusing on Standards-Based Grading)
- consistent best and differentiated instruction
- social justice for teachers and students

Implementation of the action plan:

- Determine if there is “buy-in”
- Determine the implications of a new policy on Master Agreement
- Reach out to Hughes STEM and set up school visit
- Attend TPS conference/increase knowledge base
- Research and understand ORC and OAC
- Research and understand TPS steps
Plan of Implementation

Policy Making

Implementation of the action plan:

- Secure appropriate location within the district
- Network with various colleagues to secure a core team of teacher leaders
- Determine appropriate and agreed uponautonomies of the school
- Make formal presentation to the BOE Innovation and Reform Committee
- Work on securing professional leave for core teacher leader team and teacher leader determined administrator (1 year)
- PD for core teacher leaders—transparency policy, SBG and social justice elements of curriculum

Step-By-Step Guide to Create a TPS
Policy Leadership Pathway
Guiding Questions
Policy Implementation & Policy Making

Create an action plan
1. Continue learning about TPS and begin to build a team.
2. Determine a collaborative leadership model and continue to learn how SBG can fit into the TPS instructional practice. (autonomies, mission and vision)
3. Continue to build external support within the district leadership and developing community partnership as part of the leadership and learning model.
4. Develop core teacher leader team through PD and conferences.
5. Next steps...

This Action Plan only encapsulates the Stage One “Forming” and Stage Two “Storming” of the Steps to Create a Teacher Powered School. This is because without these first stages completed, it is impossible to project how the next three stages will need planned. Once the core teacher team has been created, we can move to the development stages 3-5, “Norming”, “Performing”, and “Transforming”.
Policy Leadership Pathway
Guiding Questions
Policy Implementation & Policy Making

Power Mapping (Who needs to be at the table?)
BOE, CEA, Innovation and Reform Committee, Reform Panel, Core Teaching Team, others?

Defining Success
OUR SCHOOL!
Policy Leadership Pathway
Guiding Questions

Policy Implementation & Policy Making

• Engaging with Stakeholders
  – The policy makers: BOE, CEA, School teacher leaders, etc.
  – Community: What do students/families **want** and **need**? Business partners?
  – Political Advocacy: Are there codes we need to advocate for change or need a waiver?

• Identify appropriate and effective instructional practice
  – Mastery Learning, Layered Curriculum, Choice Menus, Social Justice Focus
  – More and Better Learning Focus: Standards-Based Grading

• Communication Needs
  – Email, face-to-face meetings, Twitter chats
  – Video conferencing, Google Docs
Policy Leadership Pathway

Guiding Questions

My reflective practice

- FORMING
- STORMING
- NORMING
- PERFORMING
- TRANSFORMING
Appendix B

Evidence of Policy Leadership Pathway
Appendix C

Bibliography


Appendix C

Bibliography

www.teacherpowered.org

Teacher-powered schools: Steps to creating a teacher-powered school, 2015.
Teacher-powered schools: A mini-anthology, 2014
Teacher-powered schools: Generating lasting impact through common sense innovation, 2014.
Contact Information

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Session Outcomes

The content from this session can be used in the following ways in your current position/role:

– Educators and association leaders can introduce educator-powered schools to colleagues and members as a strategy to improve their professions and student learning.

– Association leaders can apply four strategies to support teachers who are ready to take on this work.

– Educators and association leaders can draw on the specific examples from the session, and the access the research and tools at www.teacherpowered.org, to design educator-powered proposals.
Please complete the evaluation for this breakout session!