Challenges on the Path to Teacher Leadership

Presenter Names: Melissa Collins, Jesse Parsley, and Terry Vest
Leading Our Profession

• Indicate all of the competency progression level(s).
  – Level 1: Leadership Skills
  – Themes
  – Example: Manages budget development and business policy
  – Example: Manages Risk
Presenter: Melissa Collins, Ph.D.

- Currently a third grade teacher at John P. Freeman Optional School in Memphis, Tennessee
- She is an advocate for public education, believing that teachers must have a voice in shaping policy and practice.
- As a member of the America Achieves and Teach Plus fellowships, Melissa has advised Secretary Duncan’s senior advisors, became active with Raise the Bar Parents, and advocated for the Common Core State Standards. She also serves on the Teach Plus Fellows Alumni Policy Advisory Committee.
- As a National Board Certified Teacher, Melissa has mentored several teachers through the NBCT process
- She is the recipient of several awards and honors, including: the Horace Mann Teacher Excellence Award, Presidential Award for Excellence in Mathematics and Science Teaching, the National Science Teaching Association Sylvia Shurgrue Award, and West Tennessee Teacher of the Year.
Presenter: Jesse Parsley

- Currently a 7th grade Mathematics and Special Education Teacher at the Milford Central Academy in Milford, Delaware.
- During his 11 years in Delaware education, Jesse has taught Business and Accounting, Mathematics, and Special Education.
- Jesse participates in the Delaware Math Coalition’s Leadership Cohort, The Vision Network’s Teacher Leader Initiative, and was selected to the 2014 Delaware Dream Team and the Vision 2015 Educator Support and Development Committee.
- He has worked with the Delaware State Education Association (DSEA) serving as a member of the CCLEAR Cadre (Common Core Leaders Educating and Advocating for Reform) and with NEA’s Common Core Work Group for the Mid-Atlantic Region.
- His work as an America Achieves Fellow, involves advancing the teacher profession ensuring that teachers have a voice.
- Jesse has earned his B.S. degree in Business Administration and M. Ed. in Elementary Education from Wilmington University.
Presenter: Terri Vest

- Currently teachers 9-12 English, Social Studies and Psychology at Twinfield Union School in Plainfield, Vermont. Also teaches Psychology online through Vermont Virtual Learning Cooperative, a virtual high school.
- During her 35 years in teaching, Terri has taught kindergarten, first grade, second grade, and 7-12.
- Terri is a life-long member of the NEA, joining as a student member. As an NEA member, Terri has served on the Human and Civil Rights Committee as well as several ad hoc committees.
- Terri was a 2011 recipient of the Horace Mann Award for Teaching Excellence and is an NEA Foundation Global Learning Fellow. She is also an America Achieves Teacher Fellow and a Hope Street Group National Fellow. She has been a NBCT since 1999.
- Terri currently serves on the board of directors of the National Board for Professional Teaching Standards.
Who would you want on your team?

Form partners at your table and write a list of people in your state who might be useful contacts for political action.
Educational Issues

- What educational issues keep you up at night and why?
  - Discuss within your group
  - Share as a whole group
Advocate for your Profession

• Know and understand the issues
  – Research
  – Data and Statistics
• Avoid discussing money
• Be passionate
• Share a personal classroom story
Educational Issues

• Consider a challenge or dilemma you face in your work as a teacher leader, advocate for teacher leadership, or development of teacher leaders.

Discuss in your group

Share in your group
Consultancy Protocol

• **Roles**: Facilitator, Time Keeper, Presenter, Reporter

• **Presentation (4 minutes)** The presenter gives an overview of the dilemma with s/he is struggling. The presenter ends by framing a question for feedback from the group.

• **Clarifying Questions (4 minutes)** The group asks clarifying questions. The questions have brief, factual answers.

• **Probing Questions (4 minutes)** The group asks probing questions of the presenter. These questions should help the presenter clarify and expand his/her thinking. The presenter may respond, but the group does not discuss the presenter’s responses.

• **The Group Talks (10 minutes)**

• **The group talks with each other about the dilemma presented. The presenter does not speak, but does listen and take notes.**

• **Reflection (3 minutes)** The presenter reflects on what s/he heard and on what s/he is now thinking, sharing with the group anything that particularly resonated for him or her.
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Advocate for your profession by talking to policy makers [You can visit legislatives on Capitol Hill]
  – Share your story [You can write an op-ed or blog]
  – Be an active teacher leader [You can start a program at your school to benefit students. You can join a fellowship to receive additional training. You can become more active in the union]
Please complete the evaluation for this breakout session!