

HUMANITIES

SFUSD ELA Teacher Leadership

Teachers who choose the path of teacher leadership...become owners and investors in their schools rather than mere tenants.

- Roland Barth

Why Teacher Leadership?

Teacher Leadership cultivates a critical resource for change and improvement in schools. In alignment with the indicators of effective teaching identified in the CA Standards for the Teaching Profession, "51% of teachers have a leadership role in their schools, such as department chair, instructional resources, teacher mentor or leadership team member" (MetLife Survey of the American Teacher. 2013). Teachers in the 21st century want teamwork and support and professional opportunities that include leadership opportunities. York-Barr and Duke describe

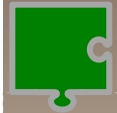
teacher leadership as, "...the process by which teachers, individually or collectively, influence their colleagues, principals and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement." In SFUSD, the ELA Teacher Leadership initiative is one that builds on the existing leadership experiences and expertise of our practitioners and seeks to strengthen internal capacity across sites to move the needle forward on the implementation of SFUSD's ELA PK-12 Core Curriculum.

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"Leadership should be born out of the understanding of the needs of those who would be affected by it."

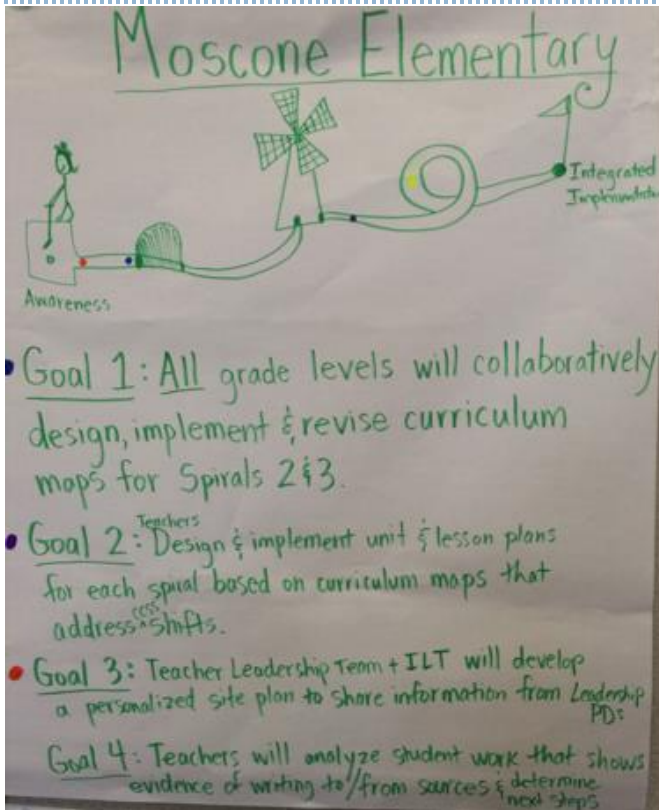
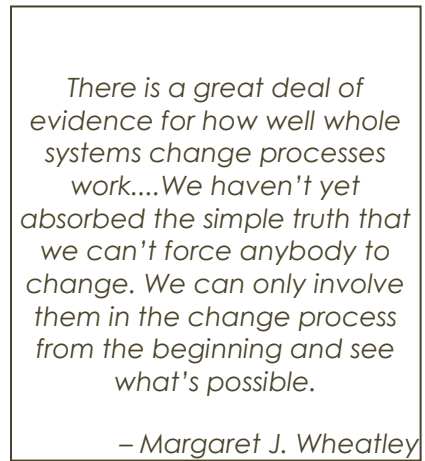
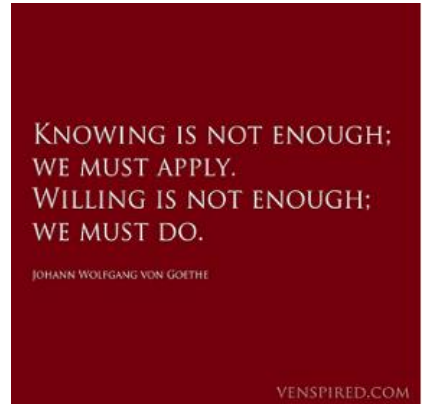
- Marian Anderson

Roles of Teacher Leaders:

Teacher Leaders:

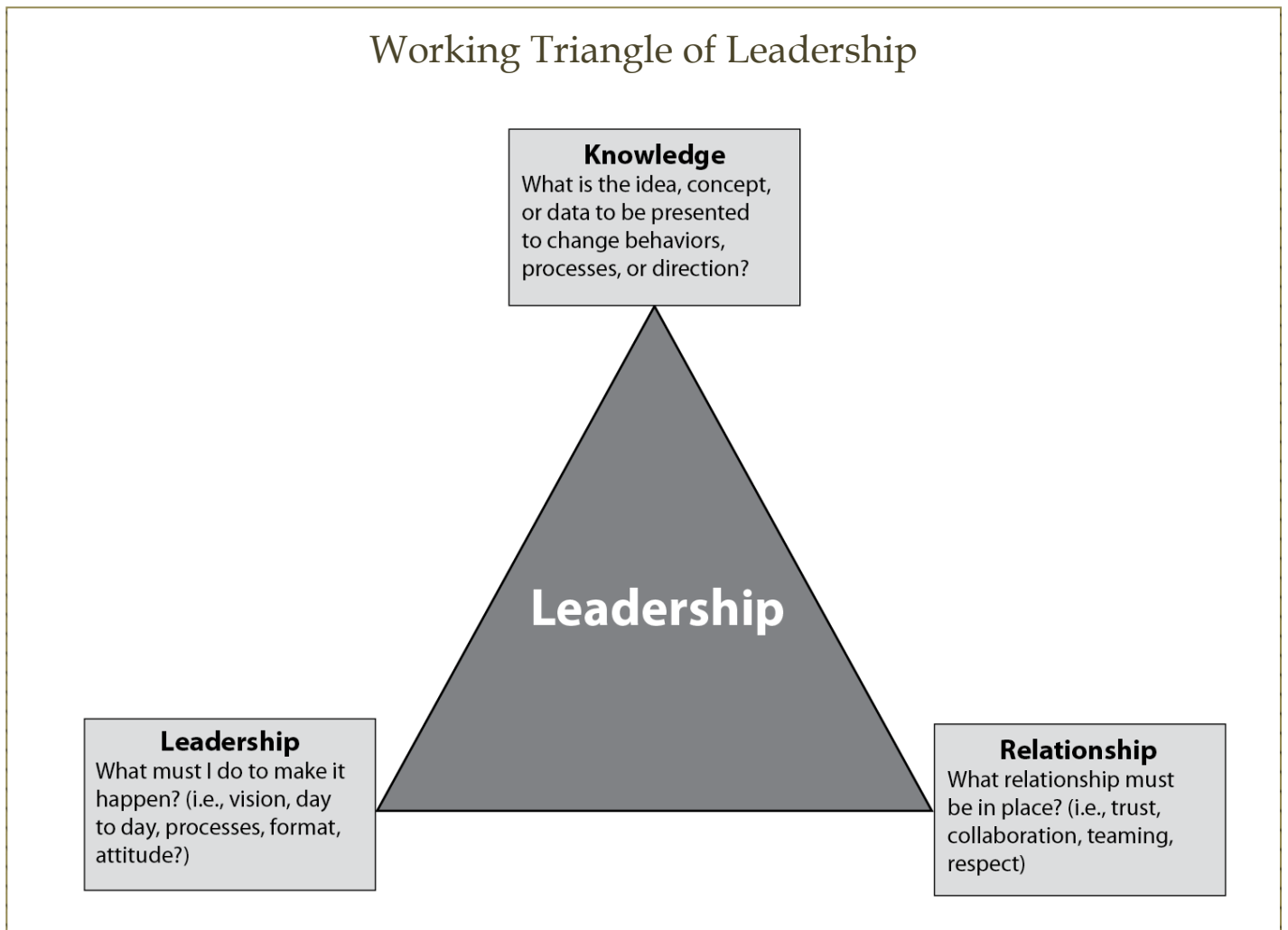
- ◆ Facilitate professional learning opportunities among staff members. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.
- ◆ Understand how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment to ensure consistent curriculum implementation throughout a school.

- ◆ Help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.
- ◆ Lead conversations that engage their peers in analyzing and using student data and work products to strengthen instruction.
- ◆ Are catalysts for change, visionaries, who are never content with the status quo but rather are always looking for a better way to address the needs of students.
- ◆ Are learners who model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.



Administrative leadership and teacher leadership are complementary concepts that ideally work together.





School Culture

School culture and context can facilitate leadership when the following characteristics are present:

- A schoolwide focus on learning, inquiry, and reflective practice.
- Encouragement for taking initiative.
- An expectation of teamwork and shared responsibility, decision making, and leadership.
- Teaching professionals being valued as role models.
- A strong sense of community among teachers that fosters professionalism.

Site Roles and Relationships

Teacher leadership also is nurtured through roles and relationships when:

- Colleagues recognize and respect teacher leaders who have subject-area and instructional expertise.
- High trust and positive working relationships exist both among teacher peers and with administrators.
- Teacher leadership work that is central to the teaching and learning processes (as opposed to administrative or managerial tasks) is routinely assigned.
- Teacher-leader and administrator-leader

Continued...

(Continued from page 3)

domains are clearly defined, including their shared leadership responsibilities.

- Interpersonal relationships between teacher leaders and the principal flourish.

Tips for Effective Teacher Leadership Enactment

To encourage teacher leadership, be sure to do the following:

- Value and respect the role and work of teacher leaders.
- Embrace change and allow data-driven, research-based risk taking.
- Provide affirmation for teachers' leadership tasks.
- Promote and facilitate collaboration.
- Provide technical support for teacher leaders.
- Support teachers in their leadership tasks.
- Involve faculty in decision making.

And be careful *not to do* the following:

- Withhold, control, or limit power from teachers who are involved in decision making appropriate to their experience, knowledge, and expertise.
- Devalue the work and efforts made by teacher leaders.
- Place teachers in isolated rather than in collaborative situations.
- Focus on micromanaging the details instead of providing the big picture and supporting the larger goal.

What is Teacher Leadership?

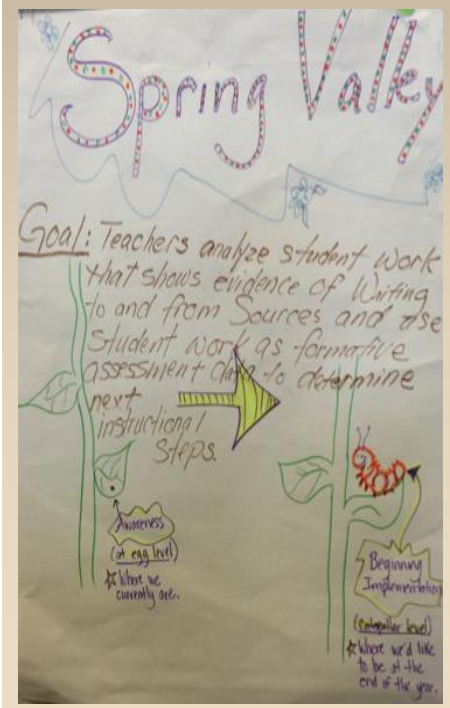
Teachers typically define career satisfaction in terms of their ability to be of service to others and make a difference in the lives of their students (McLaughlin & Lee, 1988). Similarly, the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students. Studies have shown that teachers do not subscribe to traditional definitions of leadership as "higher" or "superior" positions within the organizational hierarchy (Devaney, 1987). Instead, teachers view leadership as a collaborative effort, a "banding together" with other teachers to promote professional development and growth and the improvement of educational services (Troen & Boles, 1992).

Today, leadership roles have begun to emerge and promise real opportunities for teachers to impact educational change—without necessarily leaving the classroom. Teachers are now serving as research colleagues, working as advisor-mentors to new teachers, and facilitating professional development activities as master teachers. Teachers also act as members of school-based leadership teams, instructional support teams and leaders of change efforts (Livingston, 1992). In addition, teachers are forging a number of new and unique leadership roles through their own initiative by developing and implementing programs they personally believe will result in positive change (Troen & Boles, 1992).

Teachers Are Learners



Our Teachers At Work



A Conceptual Framework for Teacher Leadership

1

TEACHER LEADERS

- Respected as teachers
- Learning oriented
- Leadership capacities

2

LEADERSHIP WORK

- Valued
- Visible
- Negotiated
- Shared

3

LEADERSHIP

- Supportive culture
- Supportive principal and colleagues
- Time
- Resources
- Development opportunities

4

MEANS OF LEADERSHIP INFLUENCE

- Maintain a focus on teaching and learning
- Establish trusting and constructive relationships
- Interact through formal and informal points of influence

5

TARGETS OF LEADERSHIP INFLUENCE

- Individuals
- Teams or groups
- Organizational capacity

6

INTERMEDIARY OUTCOME OF LEADERSHIP

- Improvements in teaching and learning practice

STUDENT LEARNING

Teacher Leader Differentiators

- ◆ Believe in transformative capacity of schools
- ◆ Are aware of research and literature on teacher quality and teacher learning
- ◆ Engage in and share action research strategies
- ◆ Allow all voices to be heard
- ◆ Lead instructional change
- ◆ Know how to LISTEN
- ◆ Expert knowledge and confidence to impart to others
- ◆ Build capacity in colleagues
- ◆ Credibility with colleagues
- ◆ Facilitate and support others' learning
- ◆ Just as effective with adults as with students
- ◆ Think 'we' vs. 'I'
- ◆ Awareness of effective teaching practice
- ◆ See "Big Picture"
- ◆ Teaching extends beyond classroom
- ◆ Always forging new ways to enhance education & learning
- ◆ Read environment
- ◆ Build trust/community
- ◆ Lead by example
- ◆ Understand adult learning theory

Achieving Our Goals



SFUSD English Language Arts Teacher Leadership

Teachers are Talking...

"What I had previously considered an encumbrance I now recognize is a path toward clarity and understanding how everything works together. That's huge, guys!"
- High School Teacher Leader

"I am BEYOND THRILLED about the revamp of the Unit Planning Template AND the Sample Interdisciplinary Curriculum Map!"
- Elementary Teacher Leader

"The new interdisciplinary curriculum map - I think that is the best tool I've seen come out of the Teaching and Learning department."
- Elementary Teacher Leader

I loved the information regarding the microaggression behaviors. As teachers, we rarely are called out on or are aware of our own biases, because we are usually trying so hard to not be biased, that it can easily lead to microaggressive behavior, as we fail to consider the cultural background of our students.
- High School Teacher Leader

"Being aware of microaggressions - how my own prejudices and biases affect my students."
- Elementary Teacher Leader

"Valuable planning!"
- Middle School Teacher Leader

"A takeaway - knowing that I can incorporate my social studies curriculum into my curriculum maps."
- Middle School Teacher Leader

"I took away that we need to backwards plan for the student learning outcomes that we want our students to be doing independently. I love that we can use all of our resources and not necessarily just follow one curriculum."
- Elementary Teacher Leader

"I need to make sure my Essential Questions are in the forefront of my planning. Kind of a "lighthouse" for me to frame the daily mini lessons around (if I understand EQ correctly). Help students keep in mind what all our real goals with writing are. To mix metaphors, help students see the forest from the trees."
- Middle School Teacher Leader

"I will be checking out the ELD tool kit, and explore the Humanities website and ELA website links more now that I have bookmarked them. I also loved the poem, and will use it for modeling my instruction on similes and metaphor."
- Elementary Teacher Leader

"We all have to know the difference between theme and topic."
- Elementary Teacher Leader