Teacher Leaders:
Creating an Environment for Growth

New Teacher Center Symposium
San Francisco, CA
February 13, 2017

Karen L. Beattie, Ed.D.
Chisholm Elementary School
“The staffroom needs to be a professional community of scholars working together to maximize each other’s success.”

Who are we?

- Turn and talk
  - Name
  - Role
- Share and snap
• Engage
• Collaborate
• Contribute
• Reflect
Learning Intentions

- Examine the research supported best practices for developing collaborative teaching environments.
- Explore system structures for developing teacher leaders.
Success Criteria

- You will begin development of a plan to systematically develop teacher leaders that includes research supported best practices for developing collaborative teaching environments.
THREE MUSKETEERS – THINK, GROUP, SHARE

- What does it mean to be a “Teacher Leader”?

- What are the ways in which teachers can take leadership roles?
Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests.”
What is the status of “Teacher Leaders” at your school/district?
“…teachers must be seen as “inventors” and principals must become leaders of leaders, who “create conditions” in which teachers thrive. If they do so, students can thrive too. And reforms can go beyond being flashes in the pan.”
The 8 Conditions That Make a Difference®

<table>
<thead>
<tr>
<th>Self-Worth</th>
<th>Engagement</th>
<th>Purpose</th>
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<tr>
<td>Belonging</td>
<td>Fun &amp; Excitement</td>
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Self-Worth Statements

- I feel **valued** for my unique skills and talents. 73%
- Staff respect each other. 71%
- Our school celebrates the accomplishments of the staff. 59%
- I am recognized when I try my best. 56%

*Teacher Voice* Report 2010-2014, Quaglia Institute for Student Aspirations and Teacher Voice and Aspirations International Center.
Teachers can…

- Seek out a mentor
- Participate in service learning
- Join online PL

Administration can…

- Learn hopes & dreams
- Develop staff mentoring program
- Safe conversations
- Structure time for staff to share

Teacher Voice* Report 2010-2014, Quaglia Institute for Student Aspirations and Teacher Voice and Aspirations International Center.
Engagement Statements

- I enjoy working here. 83%
- Building administrators are open to new ideas. 67%
- Staff work in a collaborative manner. 72%
- Meaningful PD opportunities exist for me. 54%
- Setting yearly goals with my supervisor is important to me. 63%

Teacher Voice* Report 2010-2014, Quaglia Institute for Student Aspirations and Teacher Voice and Aspirations International Center.
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<th>Administration can...</th>
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<tr>
<td>➢ Incorporate interests into teaching</td>
<td>➢ Schedule time for people</td>
</tr>
<tr>
<td>➢ Try something new</td>
<td>➢ Share your successes and failures</td>
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<td>➢ Share goals with others</td>
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*Teacher Voice* Report 2010-2014, Quaglia Institute for Student Aspirations and Teacher Voice and Aspirations International Center.
Purpose Statements

- I see myself as a leader. 79%
- My colleagues see me as a leader. 61%
- I have a voice in decision making at school. 53%
- I believe I can be successful. 97%
- I feel confident voicing my honest opinions and concerns. 59%
- I am excited about my future career in education. 69%
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<th>Administrators can…</th>
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<td>Seek and accept leadership roles</td>
<td>• Invite Teacher Voice</td>
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<tr>
<td>Maintain a spirit of optimism</td>
<td>• Provide support</td>
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<tr>
<td>Focus on “why I teach”</td>
<td>• Dialogue on the future of education</td>
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THREE MUSKETEERS – THINK, GROUP, SHARE

- Do you think the research represents your school/district?
- Why or why not?
- What area do you think your school/district is strongest in? Weakest in?
ACTION PLAN

What three things/conditions would you focus on to create a more collaborative environment this year?
District Goal

VCS will recognize and support teacher leaders in their professional growth resulting in increased job satisfaction and student achievement.
BUILD THE CULTURE
and THEY WILL COME!
Volusia READS!

Colleague Circles: Networking Nights (C2N2...ya gotta have an acronym!)

#2016WIL
What is your goal for Teacher Leaders in your school/district?
The Chisholm Story

- Historical community school
- Multiple administrators
- 39 teachers (1-30 years experience)
- 80% - 10 years or more at Chisholm
- 68% of students living in poverty
- Consistent high academic achievement
- FORGOTTEN
Summer 2015

- Appointment and Transition
- School Leadership Team
- Needs Assessments

If all teachers implement engaging instruction based on the Florida Standards, then academic achievement will increase for all students.
Chisholm will ensure all teachers are recognized and supported as teacher leaders.
BUILD THE CULTURE
and THEY WILL GROW!
### The 8 Conditions That Make a Difference®

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The Sleeping Giant

“Introducing the power of targeted, good feedback, and evidence of results.”

Waking the Sleeping Giant of Faculty Capacity. Ann Myers and Jill Berkowicz, Education Week, October 2016.
The Chisholm Focus

- Relationships
- Transparency
- Opportunities
- Professional Learning
- Collaboration
- Responsiveness
- TEACHER VOICE

#2016WIL
Professional Learning

- School Improvement Plan
- IMPACT Teams
- Florida Standards
- Engaging Instruction
- Foundations of Visible Learning
- Student Voice
- Building and Developing Visible Learners
ACTION PLAN

What are your next steps?
Closing thoughts
ACTION PLAN

What are you still wondering about?
Want to continue the discussion?

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