

The Power of Teacher Leader Networks

Statewide Equity Conference

July 31, 2019

Session Objectives

- To provide an example of an equitable Teacher Leader Network
- To engage in professional activities to spark interest in network possibilities
- To establish Teacher Leader Networks that promote equity

Networks Around Us



- Find two people in this room who do not work in your district or organization
- Introduce yourselves and share contact information
- Share what teacher leader opportunities exist in your location
- Share an interesting fact about yourself

Teacher Leadership - Why a Network?

- Share out – You have just begun the process of building a teacher leader network.
- A network clarifies the value of teacher leadership to a district or organization in the minds of the teacher leaders themselves.
- Teacher Leader Standards exist in at least 17 states
 - [State with Teacher Leader Standards](#)
 - [Teacher Leader Model Standards](#)
- New Jersey has adopted the Teacher Leader Model Standards and has created the NJ Teacher Leader Network.

Teacher Leader Model Standards

- NJ Standards
 - Domain I – Fostering a collaborative culture to support educator development and student learning
 - Domain II – Accessing and using research to improve practice and student learning
 - Domain III – Promoting professional learning for continuous improvement
 - Domain IV – Facilitating improvements in instruction and student learning

How Could Teacher Leader Model Standards Promote Equity?

- NJ Standards (continued)
 - Domain V – Promoting the use of assessments and data for school and district improvement
 - Domain VI – Improving outreach and collaboration with families and community
 - Domain VII – Advocating for student learning and the profession
- How could these guide teacher leadership in districts or networks of teachers?
- How could they promote equity? Turn and Talk with your partners.

Federal/State Grant Support for Partnership

- BTLC Summary
 - Building Teacher Leader Capacity Grant to Support Beginning Teachers Grant - \$540,000.00 over three years [BTLC Grant](#)
 - 100% funded by Improving Teacher Quality Partnership (ITQP) Title II, Part A, Subpart B of NCLB Act of 2001

BTLC Philosophy

- Student improvement requires excellent teachers
- New, excellent teachers benefit from strong mentors to improve retention
- Strengthening mentor programs will help mentors have the tools necessary to retain high quality teachers

Partners In Change

- How the Kean-Plainfield-Scotch Plains-Fanwood Teacher Leader Network (KPSTLN) originated
- Our Program Components – [KPS TLN Components](#)

Why This Diverse Partnership?

- Two demographically different districts with the same evaluation/improvement model for teachers (Danielson Framework)
- Proximity (Neighboring districts)
- Both have established relationships with Kean University
- Relationships existed across faculties
- What better way to improve equity than to have partners with complementary stakes in the game?

Outcomes of BTLC

- Modules – Mentor teachers developed based on CBT Strategies, Co-Teaching, Questioning and Discussion Techniques, Phonemic Awareness and the list continues.
- Greater role of mentor teachers in both districts and Kean University (97% of participating teachers took on leadership roles)
 - PD Examples – teachers continue to refine modules for relevant uses
 - Mentoring pre-service as well as cooperating and new teachers

Unexpected Outcomes of BTLC

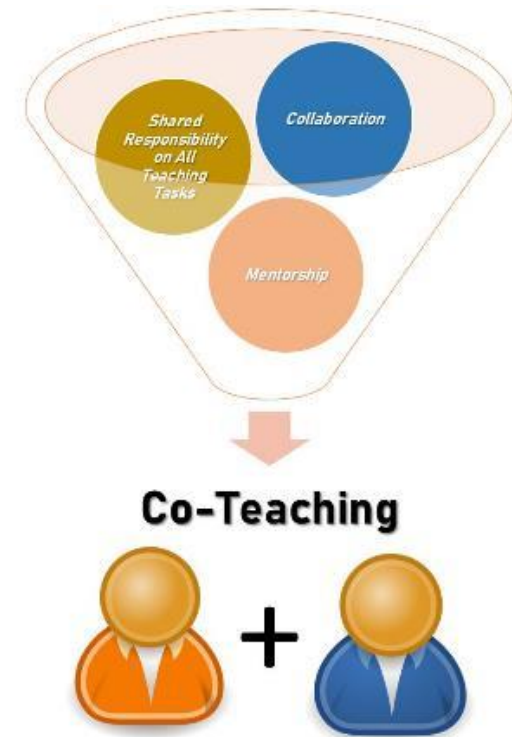
- CBT and PLC Courses – Teachers evaluated as unexpected meaningful
- Mentor Teachers felt recognized, respected and surprised by their importance as leaders in their districts and to Kean
- Unanticipated directions of growth
 - Dissemination events, such as Educational Thought Leaders Conference (ETLC) at Kean

Issues of Equity

- Equal representation in all facets of implementation
 - Meetings locations
 - Teacher leader presenters
 - Agendas set by Kean with input from all partners
- Classroom observations provided context
- Partners' Council provided institutional comparisons
 - Professional Development
 - Relationship with Unions
 - Substitute Challenges/Participation

Module 1 - Co-Teaching Strategies

- One Teach – One Assist
- Station Teaching
- [Alternative Teaching](#)
- Team Teaching
- One Teach – One Observe
- Relationships matter
 - With Co-teachers
 - With Aides/Paras
 - Network within a network



Co-Teaching Strategies In Action

- Parallel Teaching
- Split into two groups, but make sure you are in the group with your partners.
- Parallel Teaching is one example of a co-teaching strategy to maximize the teacher-student ratio.
 - Benefits reticent learners
 - Strengthens the power of the teacher – Each gives 100%
 - Helps with assessment for following independent work
- In what ways could your partnerships address issues of equity?

Module 2 - Questioning and Discussion Techniques



Shalonda and Kim use partner share to explain what KPS TLN has meant to them.

Discussion Norms for Active Listening

- Before – Be Prepared, Have an Open Mind
- During – Participate, Take Turns
- After – Reflect on what you learned



Active Listening In Action



- Active Listening

- Take in information from another person, restate their opinion, and process information to learn
- **Hot Topic Activity** – Each person has the opportunity to speak and first summarizes what the previous person says
- Back to your partnerships – How will you convince your colleagues in your organization that your partnership will improve equity?

Other Modules Available

- KPS TLN Modules: [BTLC Modules](#)



CBT Strategies - Mindfulness

- What is Mindfulness?
 - Mindfulness is a way of being aware of what is happening within us and around us, with a clear focus of attention on the moment-to-moment experiences that enable us to be fully present for life.
 - Cultivating mindfulness means we develop the ability to sense life deeply and observe our experience as well.



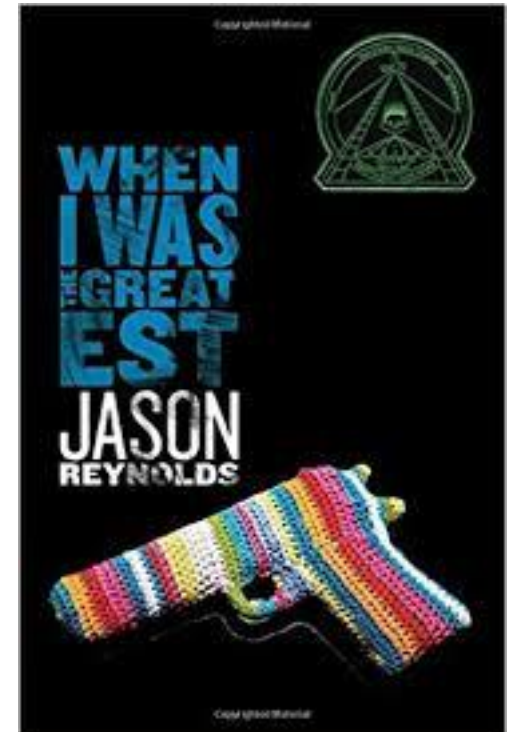
Mindfulness Meditation



WATERFALL MEDITATION

Interdistrict Book Club

- Why a book club for adults?
- Context for *When I was the Greatest*, by Jason Reynolds
- Two partnership groups work together. Listen to the passage.
- Questions: How often do we bring kids' lives into our classrooms (intentionality and engagement)? How do we help educators develop sensitivity to students' vulnerabilities?
- How do you feel about your new colleagues now?



KPS TLN Sustainability

- Teacher, Administrator, Central Office Staff Turnover
 - Even one person continues the path
- Even one person now has an impact
- Partners' Council
 - Professional development opportunities (including presenting at conferences)
 - Consideration for all grant opportunities
 - Maintaining the Partners' Council with quarterly meetings

Start Your Network

- Brainstorm ways you could establish relationships with your new colleagues from other districts or organizations.
- Examples: Skype Pals across teachers; Sharing professional development opportunities, etc.
- Write your ideas and the three organizations together on this document: [Contact Information and Ideas for your Network](#)

Network With Us

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