

Developing Teacher Leadership through Collaboration

Naidu & Wagner, Orange City Schools



Herding Cats

Essential Questions

1. What is teacher leadership?
2. What types of leadership activities/roles are available in schools?
3. How do PLCs and action research work together to build strong teacher leaders?
4. How do schools support or promote teacher leadership? What is the LEAs role in supporting teacher leadership?



Essential Question #1

What is teacher leadership?

This I Believe

- Take 3 minutes to write about teacher leadership.
- Stand up and find a partner
- One reader and one listener.
- The listener can ask questions – clarifying, more detail, etc.
- Switch roles
- Share new perspectives with larger group



How do we build teacher leaders?

Bottom-up
Or
Top Down?



Unless the top-down approach is handled with extreme sensitivity, it is not likely as the other strategies to lead commitment of the part of principals and to profound improvement in the school....Unless a top-down approach facilitates the creation of a community of leaders, it is not likely to stand the test of time. (Mitchell and Sackney, 2012)



Essential Question #2

What types of leadership activities/roles are available in schools?

Big Rocks



Promoting Teacher Leadership

- Developing Relationships in Support of Teacher Leadership
- Recasting Leadership
- Building Strong Relationships with Teachers
- Rethinking Conceptions of Power
- Fashioning Supportive Organizational Structures
- Working to Promote Teacher Leadership
- Promoting Professional Development

Pockets of Excellence

“I’ve become more and more convinced that, in education, we don’t benchmark enough. We find thousands of wonderful classrooms, pockets of excellence sprinkled around the country, but we rarely see those classrooms being studied and replicated. We rarely see the systematic spread of best practices.”

~Ellen Keene, Mosaic of Thought

Essential Question #3

How do PLCs and action research work together to build strong teacher leaders?

Inquiry Oriented PLCs

- Combines the best of both Professional Learning Communities and Inquiry or Action Research
- Model is well suited for use with data coaching model on which the Ohio Improvement Process (OIP) is based but is flexible enough to handle broader questions.



What does it look like?

PLCs meet to:

“...learn from practice through structured dialogue and engage in continuous cycles through the process of action research”



Teacher Leadership Curriculum

A. Developing an understanding of the whole school

1. Understanding how schools work
2. Understanding professional responsibilities of leaders
3. Developing a deeper understanding of leadership

B. Working productively with others

4. Developing more effective interpersonal skills
5. Learning to coach/mentor others
6. Facilitating productive collaboration



Teacher Leadership Curriculum

C. Deepening the instructional capacity of colleagues

7. Designing and implementing high-quality professional development

8. Recognizing, assessing, and supporting quality instructional practices with colleagues

9. Program evaluation on teacher leaders

D. Leading school improvement

10. Developing and sustaining professional learning communities

11. Leading change

12. Teacher leader research

13. Teacher leadership research

14. Promoting equitable schools for students and families



Action Research Steps

1. Wonder: What did we notice?
2. Collect data: What information supports our wonderings?
3. Analyze the data: Why does that happen?
4. Make improvements in practice: How can we use this to make the experience richer for students?
1. Share learning: How do we tell the story?



Wonderings

- How can I differentiate instruction and use our district's adopted math program?
- How can I use my word wall in a literacy center to make it more meaningful for students?
- How can I better communicate with my middle school students' parents?
- How can I incorporate higher level questions into class discussions, have students recognize them and answer them as such?

Dana and Yendel-Hoppey,
(2008)



Reflection Question

How will engaging in this process help to build strong teacher leaders?



Essential Question #4

How do schools support or promote teacher leadership? What is the LEAs role in supporting teacher leadership?

Do your school structures provide true leadership opportunities?

- Cultural Factors
 - Risk taking
 - Democratic norms
 - Teachers as professionals
- Structural Factors
 - Mechanisms for involvement in school governance
 - Mechanisms for proposing ideas
 - Time for collaboration
 - Opportunities for skill acquisition



Opportunities to Take Initiative

- I never propose a new idea because I know it will be shot down.
- Every now and then, my colleagues and I muster the courage to make a proposal to the administration; these have received some consideration.
- I feel that ideas I have would be welcomed by administrators.
- Teachers are actively encouraged to propose new ideas; sometimes there is even funding available to support their implementation.



Providing Support at the LEA Level

Stand Up-Hand Up-Pair Up

For each question – try to come up with three answers:

- What type of support do you currently provide?
- What additional support might be needed?



The Orange Story: Increased student achievement through structured teacher leadership opportunities

Literacy Leaders

Each One Reach One- After School Intervention Program

District and Building Data Leadership teams







	EORO Participants Average OAA Gain from 2013 to 2014	Non Participants Average OAA Gain from 2013 to 2014
Grade 6 Math	(6 students) +17.2 average points gain	(4 students) -3.5 average points gain
Grade 6 Reading	(8 students) +14.5 average points gain	(7 students) +13.8 average points gain
Grade 7 Math	(8 students) +62.0 average points gain	(5 students) -10 average points gain
Grade 7 Reading	(8 students) +74.6 average points gain	(4 students) +14 average points gain
Grade 8 Math	(10 students) +34.5 average points gain	(4 students) +39.5 average points gain
Grade 8 Reading	(11 students) +30.5 average points gain	(4 students) +23.75 average points gain
	+39.14 Average gain in score for students who were invited and participated in the program	+12.21 Average gain in score for students who were invited to participate but chose not to participate in the program

How do we know it is working?

- ◆ Program evaluation
- ◆ Student impact
- ◆ Staff response
- ◆ Program growth

District and Building Data teams- Orange City Schools

Focus of the PLC:

Learn how to use data at every level of the system

- Teacher

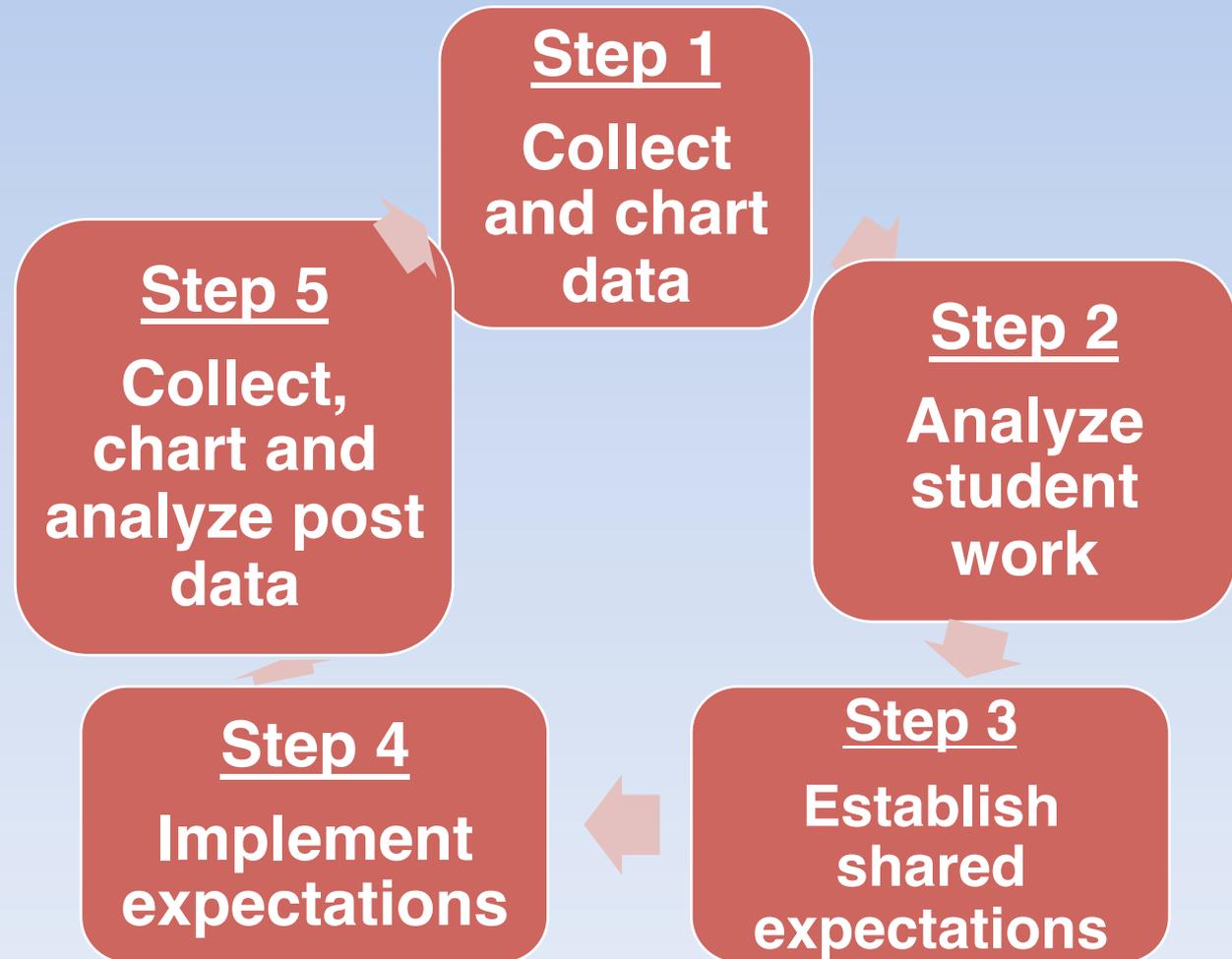
- Building

- District

Learn about a connected infrastructure

What We Know: Teacher Leadership- data teams

Bill Daggett
Linda Darling-Hammond
Rick DuFour
Richard Elmore
Michael Fullan
John Hattie
Robert Marzano
Brian McNulty
Vivian Robinson



Achievement



This grade combines two results for students who took the state tests. The first result answers the question – How many students passed the state test? The second result answers the question – How well did students do on the state test?

COMPONENT GRADE

Coming in
2016

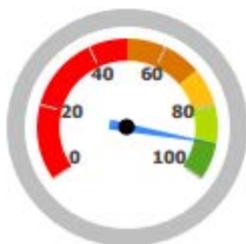
GRADE

A

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are six levels on the index and districts receive points for every student in each of these levels. The higher the achievement level the more the points awarded in the district's index. This rewards schools and districts for improving performance.

Performance Index

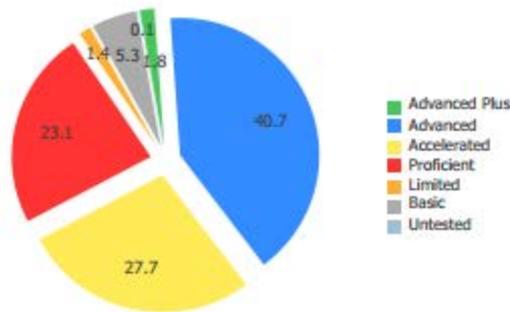


90.2%

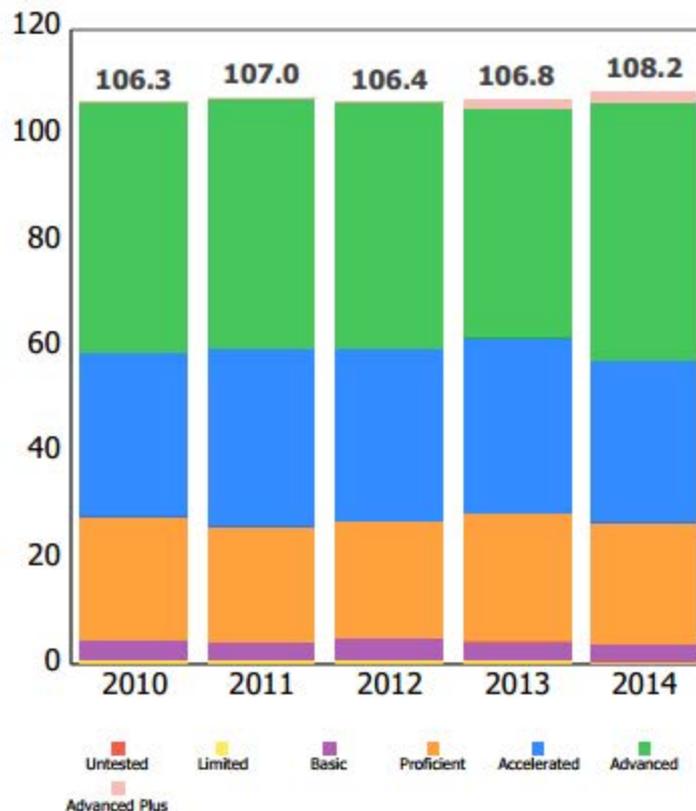
108.2 of a possible 120.0

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	1.8	x	1.3	=	2.3
Advanced	40.7	x	1.2	=	48.8
Accelerated	27.7	x	1.1	=	30.5
Proficient	23.1	x	1.0	=	23.1
Basic	5.3	x	0.6	=	3.2
Limited	1.4	x	0.3	=	0.4
Untested	0.1	x	0.0	=	0.0
				=	108.2



Performance Index Trend



Report Card 2013-2014

Annual Measurable Objectives (AMO)/Gap Closure

	2012-2013	2013-2014
District	B	B
Moreland	F	B
Brady	C	B
OHS	A	B

Student Support Services: Report Card-Special Education and At-Risk

2013 - 2014 Report Card for Orange City School District

 View Printable Report Card

Overview

Achievement

Progress

Gap Closing

Graduation Rate

K-3 Literacy

Prepared for Success

Progress



This is your district's average progress for its students in math and reading, grades 4-8. It looks at how much each student learns in a year. It answers the question – Did the students get a year's worth of growth? Did they get more? Did they get less?

For more detailed data on Progress and Value-Added, [click here](#).

COMPONENT GRADE

Coming in 2016

GRADE

A

Overall

This measures the progress for all students in math and reading, grades 4-8.

GRADE

A

Gifted Students

This measures the progress for students identified as gifted in reading, math, and/or superior cognitive ability.

GRADE

A

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading and math achievement.

GRADE

A

Students with Disabilities

This measures the progress for students with disabilities.

GRADE

Coming in 2015

High School

A High School measure of progress will be reported in the 2014-15 school year.

Progress Details

Value-Added Data

Progress vs. Performance Index

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	6.64	4.72	7.34
4th Grade	2.79	-1.63	0.88
5th Grade	-2.45	5.44	1.59
6th Grade	5.10	-6.07	-0.19
7th Grade	-4.19	-2.04	-4.22
8th Grade	9.74	13.16	15.09

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
 B = 1.00 to 1.99
 C = -1.00 to 0.99
 D = -2.00 to -1.01
 F = below -2.00

Considerations and Recommendations

1. Why do we need to strategically develop teacher leadership?

- Sustained direction of district
- Focus on district's priorities
- Built in succession plan regardless of administrative turn over
- Resource utilization: narrow, deep, and focused Vs. wide spread and non-targeted
- Culture maintenance or culture change

2. How do we create the conditions for leadership?

- Focus on the “why”
- Establish program evaluation markers short term and long term
- Be relentless in your evaluation of priorities- keep coming back to why and ask how do we know this is working?

Evaluation



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