

The “TEA” on Teacher Leadership

Elevate Teachers Conference

Summer 2018



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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Office of Teaching and Leading

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and Is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. **Every School Has Effective Teachers and Leaders**
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District Is Rated “C” or Higher

Four Domains - Professional Growth Standards (PGS)

Teacher Growth Rubric

- ① Lesson Design
- ② Student Understanding
- ③ Culture and Learning Environment
- ④ Professional Responsibilities

PGS -- Standards for Teachers

- Domain 1 { 1. Lessons are aligned to standards and represent a coherent sequence of learning
- 2. Lessons have high levels of learning for all students
- Domain 2 { 3. Assists students in taking responsibility for learning and monitors student learning
- 4. Provides multiple ways for student to make meaning of content
- Domain 3 { 5. Manages a learning-focused classroom community
- 6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
- 7. Creates and maintains a classroom of respect for all students
- Domain 4 { 8. Engages in professional learning
- 9. Establishes and maintains effective communication with families/guardians



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Teacher Leadership 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
achievement

Domain III:
Promoting
professional
learning for
continuous
improvement

Domain IV:
Facilitating
improvements
in instruction
and student
learning

Domain V:
Using
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



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Teacher Leadership DEFINED:

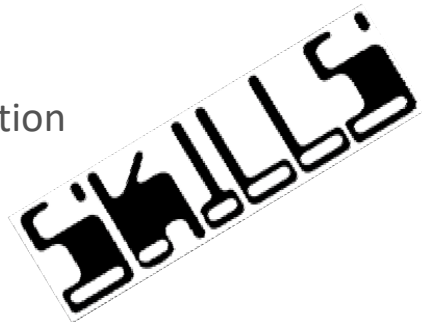
“The process by which professional educators cultivate their voice in leadership at the classroom, school, district, state, or national levels in order to advance the profession, improve educator practice, engage in shaping policy, and increase equitable access to effective teaching.”



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Knowledge and Skills of a Teacher Leader

- Adult learning models
- Data analysis/ Data-drive instruction
- Partnering with peers and administration
- Coaching, observation, mentoring
- Communication strategies
- Facilitation
- Building trust in relationships

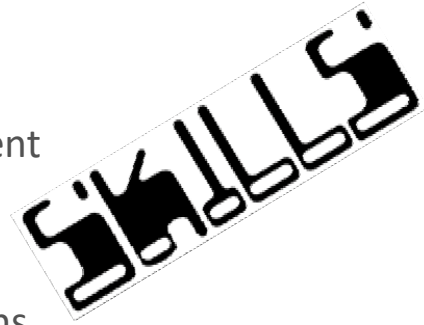


(Learning Forward, 2011)

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Knowledge and Skills of a Teacher Leader

- Change theory
- Strategies for shifting culture
- Best teaching practices
- Research-based professional development
- Organizing teams
- Balancing advocacy and inquiry
- Cultural competencies across populations



(Learning Forward, 2011)



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What's the Difference?

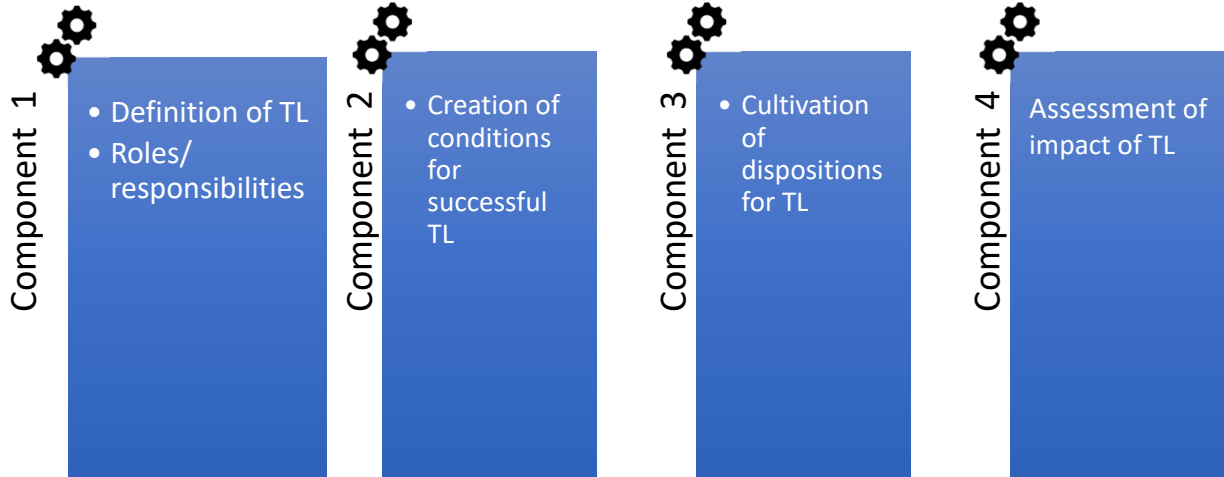
Effective Teachers....	Teacher Leaders....
Have awareness of professional research/literature	Engaged in professional research/willing to engage with others
Can explain and analyze personal practice	Lead instructional change
Are change agents	Are Change agents and negotiators of change
Are members of and initiate communities of learners	Build capacity in colleagues and systems
Create safe, positive learning environments	Are as effective with adults as with students
Understand individual students needs/engage in culturally responsive instruction	Think we instead of I. For example, what can we do to make this better?
Analyze data to impact student learning	Teach beyond the classroom; focus on advancing the profession and leading change



(Learning Forward, 2011)

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• What's Needed for TL to Flourish?



Cultivation of Dispositions for TL



- Identify and challenge assumptions that interfere with TL in district
- Recognize examples of TL in action
- Provide opportunities to develop TL dispositions
- Provide TLs with tools to self-assess personal dispositions

Attributes of TLs

- Deep commitment to student learning
- Open-mindedness and humility
- Courageous; willing to take risks
- Confident, flexible, decisive
- Commitment and passion for ongoing learning



References

Frank, V. (2011, February). Teacher leader standards: Consortium seeks to strengthen profession with leadership role. Retrieved from https://learningforward.org/docs/leading-teacher/feb11_leader.pdf?sfvrsn=2

Killion, J., Harrison, C., Colton, A., Bryan, C., Delehant, A., Cooke, D. (2016, November). A systemic approach to elevating teacher leadership. Retrieved from <https://learningforward.org/docs/default-source/pdf/a-systemic-approach-to-elevating-teacher-leadership.pdf>



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