Teacher Leadership for Sustainable Scaled Up Pathways
TEACHER LEADERSHIP DEVELOPMENT GUIDE

Introduction

Strong teacher leadership is critical to successful transformation of educational practices. As Linked Learning career pathways expand, it becomes ever more important to develop and support teacher leadership. This guide is intended to provide site and district leaders the tools and resources to re-envision and reconstruct leadership in comprehensive high schools where career pathway development is a priority.

CCASN created this guide to teacher leadership development in collaboration with ConnectEd and many career academy and Linked Learning leaders in the field so that district, site and pathway leaders would have the tools and resources to advocate for and train teacher leaders for their crucial role in transforming secondary education.

This online guide provides:

- Historical context for the increasing importance of teacher leadership development to Linked Learning career pathways
- Guidance for developing teacher leadership in three critical areas:
  - as site leaders
  - as pathway team leaders
  - as key connectors for industry & community partners
- Resources, links and tools embedded throughout
Introductions

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WHO IS IN THE ROOM?

Stand if you:

- Started your career as a teacher
- Have taught CTE
- Are currently teaching
- Are a leader of teachers
- Are a counselor
- Are a site administrator
- Are staff in a district office
- Are a regional or state education leader
- Are a coach or technical assistance provider
- Are a both a teacher and a coach
- Play another role in education
New Ways to Work

Traditional Teaching

- Work within a subject-specific department
- Occasionally share with colleagues who teach the same subject
- Design and implement curriculum and assessments individually
- Design instruction without context of career applications or postsecondary implications

Pathway Teaching

- Work with subject-specific and interdisciplinary professional communities
- Work with an interdisciplinary team responsible for a cohort of students
- Collaborate on integrated project-based curriculum and performance-based assessments connecting academics with real world applications
- Collaborate with industry and postsecondary partners
New Ways to Work

**Essential elements:** Over many years of career academy development and research, a specific combination of evidence-based reforms have been shown to improve student outcomes by changing how teachers work with student cohorts. [Guha 1]

- **Rigorous Academics:** Students are prepared for college with challenging coursework made relevant through pathways.
- **Technical Skills:** Students receive hands-on training for high-skill, high-wage employment.
- **Work-based Learning:** Students participate in internships and job shadows to work in a professional environment.
- **Personalized Supports:** Students receive career counseling and supplemental instruction to help ensure success.

California Partnership Academies, NAF Academies, Linked Learning pathways and many other such [pathway programs](#) that have these elements in their design, are rapidly increasing in number and importance.

**Changing school changes work:** In order to expand career pathways, organizational & leadership structures of the school must be adjusted. Administrators and teacher leaders in high schools expanding career pathways embrace new ways of working together, in order to adapt and build capacity as their roles and responsibilities change. As pathways become more prevalent within high schools, all roles and responsibilities are affected.

- Shared Leadership
- New Demands Require New Skills
- Restructuring Challenges

**RESOURCES FOR THIS SECTION**

- [Glossary of Terms Related to College & Career Academies](#)
- Definitions of terms and models
- [New Roles in Pathway Schools](#)
- [Partnerships with Employers, the Community, and Post-Secondary Education](#)
- [Developing Vision and Mission Statements in a Multiple Pathways School](#)
- [Teaching Differences](#)
Embedded resources

Map site leadership assets by identifying leaders who are already taking on new responsibilities.

**Principals & Site Administrators:**
1. Develop and implement inclusive leadership structures
2. Collaborate with district-level pathway leaders, work-based learning staff and pathway coaches
3. Involve teacher leaders and teams in creating a vision and mission for pathway development on site
4. Create a master schedule that allows for pathway cohorts and for teacher collaboration
5. Facilitate capacity building for instructional and pedagogical leadership on the site: support and develop teacher leadership.

**Pathway Lead Teachers:**
1. Model and promote shared leadership among the pathway team
2. Collaborate with teachers and site administrators in site-level decision-making and professional development
3. Oversee program of study and course development to ensure equitable access to both college and career preparation for all pathway students
4. Serve as the instructional lead for interdisciplinary projects, project-based learning, academic/CTE integration and performance based assessments
5. Involve industry partners in pathway program and instructional practices
6. Coordinate student recruitment efforts and student support services

**Counselors:**
1. Collaborate with counselors, pathway teachers, and postsecondary partners to support students’ transitions, from middle school and to postsecondary institutions
2. Advise pathway students on their career and college options
Inclusive, shared leadership at all levels, both formal and informal, is second only to classroom instruction in affecting student learning.

Teacher Site Leaders
Teacher Site Leaders

Coherent Redesign: Reassessing the vision and mission of the school redefines the priority of pathways, and allows teacher leaders to balance the needs of their own programs with those of the school as a whole. What should change, why it should change, and how that affects the site are important school-wide conversations that lay the groundwork for all staff to understand and support pathway development. Master scheduling processes, teacher hiring and assignment, new student recruitment, and other routines can be rife with conflict when each lead is fighting for their own program, department or pathway. By working with all departmental, pathway and program heads to form a community of practice with a common vision and mission for the school, school leaders can help develop the capacity to manage that conflict productively and negotiate solutions that put student learning first.

A school's ability to function as a unified organization, rather than as individual practitioners or separate programs, is a necessary condition for engaging in continuous improvement. Diversity can be a great strength in schools with multiple pathways, but should co-exist with interdependence and collaboration to ensure that the whole school is in a transformative process. The Internal Coherence Assessment and Protocol & Developmental Frameworks can be used to assess and improve a school's ability to harness the collective resources of the organization to achieve collective goals.
Inclusive, Shared Leadership Structures

➢ Shared leadership: teachers influence and participate in school wide decisions

➢ Enables teachers to exert influence over instructional practices through shared values, and a common focus on instruction and assessment

Pathway Leads Team → Teacher Instructional Leadership Team → Team Fundamentals
Oakland High Teacher Instructional Leadership Team Fundamentals

Purpose: The purpose of the Teacher Instructional Leadership Team is to develop and implement the school’s instructional program by establishing goals, providing high-quality professional development, modeling best practices, and evaluating student learning through cycles of inquiry. Members engage in a rigorous, transparent and reflective process, to create a culture of collaboration and learning amongst all that improves outcomes for the whole student.

Goals: SPSA Instructional Goals:
- Teachers are equipped with the skills and strategies to maximize learning experiences during a 90 minute period so that every lesson includes academic discourse, checking for understanding, and literacy strategies across all subjects.
- Classroom structures support efficient transitions and account for the development of the social emotional capacity of students to work in small learning communities.

Norms: We will keep our scholars’ best interests in mind as we:
- Act on the principle of all for one, one for all
- Start and end on time
- Consider every comment
- Stay focused on topic at hand
- Maintain a parking lot for later discussion
- Continue to seek clarity and ask questions before committing
- Follow through on agreements
- Speak respectfully to one another and refrain from interruption
- Bring and assume positive intent

Roles & Membership Membership:
- Pathway leads represent pathways (6)
- Department chair represents entire department, regardless of pathway (9)
  (English, math, science, social science, world language, PE, art/music, SpEd, ELD/Newcomer)
- All APs and principal to provide vantage point that others on site can’t and to represent 9th grade families (5)
- CCTL
Negotiating Site & Pathway Priorities

**Teacher Team Assignment:** The context in which the pathway is developing determines many of the challenges in forming teacher teams, but a few critical principles apply to team formation in any context:

- Teacher interest in the particular sector and/or willingness to collaborate with the teacher team to shift instruction to connect to the career field is crucial.
- A transparent process needs to be in place to educate teachers about the nature of the different pathway teams, and to solicit teacher preference for assignment. See this [sample form for soliciting teacher input](#).
- An inclusive site leadership body should help define the principles for resolving conflicts in teacher assignment in a transparent and equitable manner.
- Equitable student access to high quality teaching is a key outcome for the teacher assignment process.

An exemplary step-by-step process for involving teacher leaders in assigning teachers to pathway teams is outlined in the graphic on the right, and [available here](#).

[Return to overview](#)
Teacher Team Leaders
What are some of the responsibilities of teacher team leaders?
Teaching in Pathways is a New Way to Work for Many Educators

**Traditional Teaching**
- Work within a subject-specific department
- Occasionally collaborate with colleagues who teach the same subject
- Design curriculum and assessments based on subject-specific content knowledge
- Hone craft individually, with little connection to colleges or careers for which students are being prepared

**Teaching with Pathways**
- Work within both subject-specific and interdisciplinary professional communities.
- Work with an interdisciplinary team responsible for a cohort of students
- Collaborate on integrated project-based curriculum and performance-based assessments that connect academics with practical applications in career fields
- Collaborate with industry professionals and post-secondary partners
Teacher Team Leader: Collaboration

• Teachers need to collaborate to examine and refine their practice
• Sustained change in day-to-day practice is inherently local

Conditions for Collaborative Work

- Time to collaborate within the school day
- Purposeful collaboration
  - Collaboration time used to improve teaching and learning
  - Administrators and teachers need to share a vision for the use of collaboration time
- Public Practice
  - Teaching & learning is held to common standard, is made visible to collages and is assessed through multiple measures

TEACHER LEADERSHIP DEVELOPMENT GUIDE

Introduction  New Ways to Work  Teacher Site Leaders  Teacher Team Leaders  Building Partnerships  All Resources

Instructional Design and Revision Cycle

STEP 5: Monitor Learning Through Formative Assessments
STEP 1: Identify and Use Learning Outcomes
STEP 4: Design Units of Instruction
STEP 3: Design Assessment Tasks
STEP 2: Develop and Use Common Criteria and Rubrics
Allow all students to take a full sequence of CTE courses

Allow all students access to work-based learning opportunities

Allow all students access to advanced or college-level coursework

Provide supports for English language learners, students with special needs, or who fall behind academically

Support all students to explore, plan and access the full range of post-secondary options

Allow all students to meet college pre-requisites

Equitable College & Career-Ready Learning Sequences
Building Partnerships
Building Partnerships

Pathway leaders develop relationships with community, industry, and postsecondary partners, as well as with the parents and students in their pathway. Each of these relationships supports different aspects of this complex reform. A pathway Advisory Board is a crucial vehicle for bringing these groups together. However, the purpose and work involved in each relationship differ greatly.

These partnerships bring tremendous value to the school, and should not take place in isolation. School administrators are responsible for facilitating relationships that connect the school to the community. School site and district leaders can maximize the value of such partnerships by aligning them with school and district priorities, and helping to build them as an integral part of the school system.

Integrating community, industry, and postsecondary partners into the everyday work of schooling is a big change, requiring new responsibilities for some people, and new people in many roles. Such partnerships can completely change how teaching and learning happen, and dramatically improve student success in college and careers.

- Postsecondary Partnerships
- Community and Industry Partnerships
- Students and Parents as Partners
- Advisory Boards
Partnerships for Integrating College & Career Education for all


“few students are currently receiving a truly integrated college-ready and career-ready education, and... ‘career education’ is often a less rigorous option targeted disproportionately at low-income students and students of color.”
College and Career Readiness Are Interdependent
Postsecondary Partnerships

Pathway teacher leaders need to work with postsecondary faculty to develop early college credit opportunities that facilitate student transitions to college and careers. The postsecondary institutions within a region are natural and essential partners for high school pathways, and can support faculty to refine the academic content, technical skills, and behaviors and attitudes students need to be successful in postsecondary education. Pathway leaders often work with post-secondary partners to:

- Establish early college credit courses in the pathway program of study
- Organize college visits, particularly to postsecondary programs in the career field

## New Roles in Creating Seamless Pathway Linkages Across Systems

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<thead>
<tr>
<th>Pathway Teachers</th>
<th>Site Support</th>
<th>District Leadership</th>
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<tbody>
<tr>
<td><strong>Program of Study and Curriculum Alignment Across Systems</strong></td>
<td><strong>Assign faculty and review assignments annually.</strong></td>
<td><strong>Develop relationship to College Deans and Education Leaders responsible for post-secondary pathways at 2 and 4 year institutions.</strong></td>
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<tr>
<td><strong>Build relationships with post-secondary faculty so that faculty get to know each other’s programs of study, as well as each other’s systems.</strong></td>
<td><strong>Provide release or paid time for faculty to meet regularly with post-secondary faculty to align pathway curriculum and build pathway faculty relationships.</strong></td>
<td><strong>Align pathway post-secondary linkages with other initiatives, such as common core implementation and LCAP.</strong></td>
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<td><strong>Collaborate with post-secondary faculty to align curriculum so that key standards are taught in developmentally appropriate ways across the entire pathway, including academic content, technical skills, and professional behaviors.</strong></td>
<td><strong>Assign counselors to post-secondary collaboration around student advisement and supports for early college coursework.</strong></td>
<td><strong>Establish protocols for annual articulation and curriculum reviews in collaboration with college partners.</strong></td>
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<tr>
<td><strong>Articulation Processes</strong></td>
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<tr>
<td><strong>Work with site, district, and college faculty to identify and incorporate college-level courses into the program of study that facilitate access to many post-secondary options in the career field.</strong></td>
<td><strong>Include college courses in catalogs, transcripts, and pathway recruitment materials.</strong></td>
<td><strong>Negotiate data sharing processes to ensure that students actually receive college credits.</strong></td>
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<tr>
<td><strong>Work with program of study to ensure that pre-requisite content is built into course sequencing.</strong></td>
<td><strong>Implement data sharing to ensure credits are transcripted.</strong></td>
<td><strong>Assign dedicated staff to develop and review agreements that allow students to apply credits wherever they continue their education.</strong></td>
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**Professional Development**
Cognitive Development: Learning through engagement with ideas and things

- Academic skill: mastery of academic content
- Other modes of thought: higher order thinking, problem solving
- Career/technical skill development: "hands-on" mastery
- Career knowledge: knowledge about particular careers
- Career exposure: understanding the range of options

Engagement and motivation

Social networks

Social/Emotional Development: Learning through engagement with people and self

- Social/emotional development: identity formation
- General workplace competencies: broad transferable skills (e.g., communication skills)

Career Development: Learning through engagement with work processes and places
Involving Industry Partners in Education

• Course sequencing
• Course development
• Teacher externships & site visits
• Industry-relevant performance tasks
• Training resources & current technology
• Student work assessment
Questions for the Presenters?
HOW MIGHT YOU USE THIS GUIDE?

What Communities of Practice are building teacher leadership capacity as we develop Linked Learning pathways?

Can this guide provide a way to share resources we are developing as we build capacity to lead this work?
Thank you!

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