Co-Constructing a New Vision for Teacher Leadership: A Conversation Among Scholars and Practitioners

March 2-3, 2017
Hyatt Regency Downtown
400 S.E. 2nd Avenue
Miami, Florida
Dear Conference Participants:

Welcome to the realization of a dream years in the making. The field of teacher leadership has been around much longer than many of us may realize. In their seminal work on teacher leadership published in 2004, Jennifer York-Barr and Karen Duke built on a research literature base that was then more than two decades old. Many of our colleagues and mentors have been engaged in the development of teacher leadership in schools and districts since at least the 1970s. Indeed, education scholars have long referenced three waves of teacher leadership where the first wave asked teachers to take on formal leadership positions to keep order within schools, the second wave asked teachers to serve as instructional leaders for their peers, while the third wave focused on ways to nurture teachers as creators of learning cultures within the schools.

I have personally been engaged in the research and design of teacher leadership development programs for more than ten years. In this work, I have attended numerous meetings at the district, state, and national levels to discuss the importance of teacher leadership among teachers, yet few educational researchers, school leaders, or district administrators were present. And, I have attended numerous meetings among school leaders, district administrators, and educational researchers at the state, national, and even international level at which the importance of teacher leaders was discussed, yet few teachers were present. This conference is meant to bring these parties together and have a conversation about the role of teacher leadership in schools, at long last.

This is a crucial time for this conversation because we are in the midst of a fourth wave of teacher leadership, when we are looking to the experience and expertise of teachers to formally and informally influence practice and outcomes in our schools. Now, it is as important as ever to discuss the role of teacher leaders. It is said that every system is perfectly designed to produce the outcomes it achieves. And in too many cases, we are failing to produce the outcomes that we seek for all children: a high-quality education that prepares them as productive members of a 21st Century society. Yet, our systems as designed place far too much of the blame for these outcomes on teachers without giving them the responsibility, autonomy, and leadership that they deserve as professionals to address the issues they see in their classrooms and schools.

This conference is an opportunity to survey, critique, and reflect on what we know through our research on and practice of teacher leadership. And now is the time to reimagine the teaching profession and transform our schools into places where every student, teacher, and administrator are joyfully learning every day.

Every day is a chance to be the change. So today, I invite you to joyfully learn with me.

Your colleague,

Phil Poekert, PhD

The Foundation for The Gator Nation
An Equal Opportunity Institution
## Conference Schedule

**March 2, 2017**

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<td>8:30am - 9:30am</td>
<td>Welcome Session</td>
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<td></td>
<td>- Dr. Phil Poekert, University of Florida</td>
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<td>- Gene Thompson-Grove, School Reform Initiative</td>
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<tr>
<td>9:45am - 11:15am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>11:30am - 12:45pm</td>
<td>Introduction - Dr. Jamey Burns</td>
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<td>Opening Speaker - Dr. Nancy Fichtman-Dana</td>
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<td>12:45pm - 1:30pm</td>
<td>Lunch</td>
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<td>Concurrent Sessions</td>
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<td>Coffee Break</td>
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<td>3:45pm - 5:15pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>6:30pm - 8:30pm</td>
<td>Conference Social Hour</td>
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<td>Evening Speaker - Professor John MacBeath</td>
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<td>Ball &amp; Chain - 1513 SW 8th Street, Little Havana, FL</td>
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**March 3, 2017**

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<td>9:00am - 10:30am</td>
<td>Concurrent Sessions and School Visits</td>
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<tr>
<td>10:45am - 12:15pm</td>
<td>Concurrent Sessions and School Visits</td>
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<td>12:15pm - 1:15pm</td>
<td>Lunch</td>
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<td>1:30pm - 2:30pm</td>
<td>Introduction - Dr. Jason Margolis</td>
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<td>Keynote Speaker - Dr. Gloria Ladson-Billings</td>
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<td>2:30pm - 3:00pm</td>
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<td>4:45pm - 5:30pm</td>
<td>Closing Session</td>
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<td>PDiE Best Paper Award</td>
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<td>Florida Teacher Leader Fellowship Speakers:</td>
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<td>- Dr. Treesey Weaver, William H. Turner Technical Arts High</td>
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<td>- Nicole Fernandez, Eneida M. Hartner Elementary School</td>
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## Conference Themes

- **Advocacy and Action** to Achieve Educational Equity
- **Job-Embedded Professional Learning**
- **Curriculum Development and Teaching Quality**
 Joined by teacher leaders and researchers Darby Delane, Mickey MacDonald, and Jon Mundorf, Nancy Fichtman-Dana kicks off our conference conversation about teacher leadership by defining what it is, what it is not, and the role the process of inquiry can play in igniting teachers’ leadership capacity. Together in this keynote session, participants begin the process of co-constructing a new vision for teacher leadership that is grounded simultaneously in both scholarship and practice.

Nancy Fichtman Dana’s research focuses on practitioner research as a professional development strategy. She examines the ways this form of professional development impacts individual educators, as well as the schools in which they enact their practice.

Dr. Dana’s research encompasses three subthemes. The first is teacher leadership as experienced and new practitioners engage in inquiry and take evidence-based actions to promote student learning and school improvement. The second centers on the contexts in which teachers learn to teach and expand their knowledge of effective practice. The third is related to the study of specific groups of educators. In particular, Dr. Dana has studied the ways practitioner research plays out in the professional development of principals, as well as the professional development of K-12 virtual school educators.

Dr. Dana has received numerous awards, including the Association of Teacher Educator’s Distinguished Research in Teacher Education Award, and has published ten books and over 80 articles in professional journals related to her research.
Professor John MacBeath
University of Cambridge

Drawing on research and development in the USA, European, Asian and African countries, Professor John MacBeath will explore five key principles which have been shown to lie at the heart of effective leadership and enhanced student achievement. Each of the following five principles offers a challenge to policy makers, to school leaders, classroom teachers, to students and parents: maintaining a focus on learning; sustaining a learning dialogue; creating an environment for learning; sharing leadership and reframing accountability.

John MacBeath is Professor Emeritus at the University of Cambridge where he held the Chair of Educational Leadership from 2000 to 2012. Prior to that he was Director of the Quality in Education Centre at the University of Strathclyde in Glasgow. From 1997 to 2001 he was a member of the Tony Blair Government Task Force on Standards and from 1997 to 1999 a member of the Scottish Government Action Group on Standards. Other consultancies have included OECD, UNESCO and ILO (International Labour Organisation), the Bertelsmann Foundation and the European Commission on school self-evaluation, and member of a EU working party on European indicators. He has been working as a researcher and consultant to the Education Bureau in Hong Kong since 1997. He served as President of the International Congress on School Effectiveness and Improvement from 2007-2009 and served on the ICSEI board for 10 years. He is Director of Leadership for Learning: the Cambridge Network and Projects Director for the Commonwealth Centre for Education. He is currently President of the International Professional Development Association. He was awarded the OBE for services to education in 1997 and an honorary doctorate from the University of Edinburgh in 2009.
Dr. Gloria Ladson-Billings
University of Wisconsin-Madison

Gloria Ladson-Billings is the Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction and is Faculty Affiliate in the Departments of Educational Policy Studies, Educational Leadership & Policy Analysis and Afro American Studies at the University of Wisconsin-Madison. She was the 2005-2006 president of the American Educational Research Association (AERA). Ladson-Billings’ research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education.

Ladson-Billings is the author of the critically acclaimed books, The Dreamkeepers: Successful Teachers of African American Children, Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms, and Beyond the Big House: African American Educators on Teacher Education. She is editor of 6 other books and author of more than 100 journal articles and book chapters. She is the former editor of the American Educational Research Journal and a member of several editorial boards. Her work has won numerous scholarly awards, including the H. I. Romnes Faculty Fellowship, Spencer Post-doctoral Fellowship, and the Palmer O. Johnson outstanding research award. She is the 2015 winner of the Social Justice in Education Award given by the American Educational Research Association. She was named the 2012 winner of the Brock International Prize in education. In 2016 she received the Lifetime Achievement Award from the Benjamin Banneker Association of the National Council for Teachers of Mathematics.
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<th>Gardenia ABC</th>
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<td>Teacher Observation as Professional Learning: 'Catching' to 'Collaborative'</td>
<td>The Role of School Leader in Building Teacher Leaders</td>
<td>Critical Teacher Leadership: Teacher Activism as Teacher Leadership</td>
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<td>Taking Back Our Professional Development</td>
<td>Teacher Leadership Moves: An Assessment Coaching Strategy</td>
<td>Building Teacher Leadership Capacity in Rural Districts Through University Collaborations</td>
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<td>Intersectional Competence: Recognizing and Responding to Complex and Multiple</td>
<td>Teacher Leadership in the Digital Age</td>
<td>Celebrating and Developing Florida Teacher Leaders</td>
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<td>Examining a Job-Embedded Peer Coaching Model in an Evaluation-Based System</td>
<td>Teacher Roundtables: Engaging Teacher Leaders in Policy and Reform Conversations</td>
<td>Do VPK Academies Really Help in Making Teacher Leaders?</td>
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<td>3:45pm - 5:15pm</td>
<td>Perfecting Our Practice</td>
<td>Co-constructing Goals for Educational Equity Through Advocacy-Focused Storytelling</td>
<td>Student Accountability Through Varying Lenses</td>
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<td>Preparing supporting and Networking Teachers to Better Support English Language</td>
<td>Teachers Teaching Teachers: Building Capacity for Job-Embedded Professional Learning</td>
<td>Using Teacher Leadership Competencies as a Tool for Leadership Development</td>
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<td>Preparing Education Professionals in the Prevention and Intervention Sciences</td>
<td>Building a Pipeline of Strong Teacher Leaders</td>
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**Note:** The table above provides a summary of sessions scheduled for March 2, 2017, including times, locations, and topics covered. The sessions are categorized by areas such as professional learning, leadership development, and coaching strategies. Each session title is clickable, linking to a more detailed description or presentation slides of the session.
Florida has a robust network of 501c3s aligned with its county-wide school districts. These local education foundations provide $25 million annually in support for teacher-led initiatives, recognition programs and classroom support. Some are now exploring roles in teacher leadership and engagement, as well as providing community-based learning experiences for teachers and acting as “R & D” for professional development strategies. Learn what it looks like when local education foundations facilitate teacher leadership initiatives with a teacher panel presentation of replicable models. **Keywords:** State/District Initiative, Peer Collaboration/Mentorship, Professional Development

**Thursday, March 2nd**
9:45am-11:15am
Orchid C

The Role of School Leader in Building Teacher Leaders

**Workshop Session**
Laura Baker, New Teacher Center

This professional learning session explores the fundamental question- how can school leaders most effectively grow and develop teacher leadership? A wealth of research confirms that school leaders play an essential role in teacher development, and effectiveness. This professional learning session provides a framework for school leaders to leverage key areas of influence that support the growth and success of their teacher leaders. Participants learn strategies to promote collaborative relationships between site leaders and teacher leaders, and how to effectively communicate and implement organizational structures and policies that enhance teacher development outside of the individual classroom. **Keywords:** School Administration/Leadership, Peer Collaboration/Mentorship

**Thursday, March 2nd**
9:45am - 11:15am
Gardenia ABC

Teacher Leaders Transforming Professional Development: Join Us in the Journey

**Workshop Session**
Pam Ferrante, Florida Teacher Leader Fellow - Seminole County Public Schools
Marti Ladd, Florida Teacher Leader Fellow - Seminole County Public Schools
Sarah Barnett, Florida Teacher Leader Fellow - Brevard County Public Schools
Heather Hanks, Florida Teacher Leader Fellow - Hillsborough County Public Schools
Amy DeCelle, Florida Teacher Leader Fellow - Broward County Public Schools

In this session, led by Florida Teacher Leader Fellows, participants will engage in an Open Space style workshop exploring research questions that focus on the connections between teacher leaders and professional development. Participants will have opportunities to share ideas and network with other teacher leaders. The workshop will utilize facilitated conversations that incorporate protocols for thoughtful reflection and discussion. **Keywords:** Action Research/Inquiry, Professional Development

**Thursday, March 2nd**
9:45am - 11:15am
Orchid D
Making Hope Happen: A District’s Implementation of Teacher Leaders

Panel Presentation
Helen Davis Martin, School District of Lee County
Polly Kiely, School District of Lee County
Claire Cutting, School District of Lee County

How does a school district attract and retain high-quality teachers in the classroom, increase student achievement and nurture future leaders? Teacher leadership! The School District of Lee County was awarded The Teacher Incentive Fund (TIF) Grant October of 2012 with the aim to increase the number and retention of highly effective educators in high-needs schools. As a result, a system was designed to not only offer attractive financial incentives for high-performing educators in high-needs schools but also create differentiated career pathways that enable high performing teachers to simultaneously teach and lead. This presentation will provide an overview of the organizational structure, processes, and successes Lee County has experienced in selecting, supporting, and compensating teacher leaders through a collaborative workshop session. Our approach builds upon individual strengths, develops coaching skills, and utilizes the plan-do-study-act cycle to increase teacher effectiveness and student achievement. Keywords: District Initiative, Coaching, Teacher Effectiveness

Thursday, March 2nd
9:45am – 11:15am
Tuttle Center

Mindful Teaching as a Servant Leader

Workshop Session
Kristy Reinhartz, David Lawrence Jr. K-8 Center
Blanca Correa-Cespedes, David Lawrence Jr. K-8 Center
Silvia Cardenas, David Lawrence Jr. K-8 Center
Ann Lamper, David Lawrence Jr. K-8 Center

This workshop explores how using the servant-leader theoretical framework improves individual and collective mindful practices, both in and out of the classroom. Servant-leadership is a philosophy and deliberate practice that builds the lives of others and cannot exist without mindfulness. By nature of the best practice, those historically identified as servant-leaders have been mindful members of society. As servant-leaders, teachers are advocates for students. Teachers consider the needs of each child and must see every child as a valued investment for society. According to Mindful Kids Miami, to carry out the bold intention of teaching – bettering the human condition and lifting the human spirit day in and day out- teachers need solid grounding and self-awareness. Keywords: Student Social/Emotional/Academic Success

Thursday, March 2nd
9:45am-11:15am
Orchid A

Teacher Observation as Professional Learning: From ‘Catching’ to ‘Collaborative Coaching’

Workshop Session
Catherine Atria, PK Yonge Developmental School - University of Florida
Carrie Geiger, PK Yonge Developmental School - University of Florida

In this age of accountability, teacher observation and evaluation systems have become the conduit by which instructional practice is measured and teacher efficacy is determined. Often, these systems are designed to ‘catch’ teachers doing or not doing things well and, generally, will not improve practice or increase students’ academic achievement. This presentation will highlight a targeted feedback cycle observation and evaluation system based on objective data, reflection, collaborative conversation, and focused coaching. The teacher and observer collaboratively engage in a strengths-based approach to identify a small shift in a focused area of instruction that will yield significant gains in student achievement. The professional learning becomes specific to the individual educator and occurs in the day-to-day interactions with students within the classroom. Keywords: Coaching, Peer Collaboration/Mentorship.

Thursday, March 2nd
9:45am-11:15am
Azalea A/B
The Essential 3: Collaboration, Engagement, and Deeper Knowledge

Workshop Session
Matthew Ohlson, University of North Florida
Andrea Buenoño, University of North Florida
Lisa Newman, Lafayette Elementary School
Jessica Gainey, Lafayette Elementary School
Rhonda Clyatt, North East Florida Educational Consortium (NEFEC)

This interactive session will highlight the teaching and learning outcomes, instructional best practices, and implementation of the “Essential 3” in Lafayette Elementary School, a school in one of eight participating small and rural districts in Florida. Navigating the new standards, learning and using a new evaluation tool with dozens of elements, and all the other demands facing educators daily can be challenging. The Essential 3 has helped both administrators and classroom teachers at this school and across 8 small and rural districts focus their professional learning and evaluation elements. For two years this school has focused on three ideas - collaboration, engagement, and deeper knowledge – which have allowed them to support what matters most. **Keywords:** Rural Schooling, University/School Partnership, Student Social/Emotional/Academic Success

Teacher Leaders: The Nexus of Meaningful Teacher-to-Teacher Professional Learning

Panel Presentation
Tracy Huebner, Center for the Future of Teaching and Learning at WestEd
Kristin Callahan, Memorial Middle School
Meagan England, Forge Ridge School
Marianna Jennings, Prosser Career Academy
Michelle Ott, Charter High School for Advanced Math and Science
Sarah Moore, Center for Applied Linguistics

The Teacher Practice Networks (TPN) believes that teacher leaders are the nexus of meaningful teacher-to-teacher professional learning that can lead to improved instructional practice. This panel will contribute to the conversation about teacher leadership by sharing successes and challenges in how teacher-leaders are supporting professional learning with blended learning strategies. The panelists will offer lessons learned from their peer-to-peer collaboration with teachers in urban and rural schools, and teachers of English learners across the nation. **Keywords:** Peer Collaboration/Mentorship, Professional Development

Conference Themes

- Advocacy and Action to Achieve Educational Equity
- Job-Embedded Professional Learning
- Curriculum Development and Teaching Quality
Critical Teacher Leadership: Teacher Activism as Teacher Leadership

Panel Presentation
Awo Okaikor Aryee-Price, EduColor, Rutgers University
Valeria Brown, University of Florida
Kelly Wickham Hurst, Being Black at School
Knikole Taylor, Lancaster ISD

Critical teacher activism is often othered and not seen as essential to creating teacher leaders. We can no longer separate the two and must embrace the need for teacher leaders to have a critical lens and pedagogy that pushes them along with other teachers to collaboratively help create learning environments that foster equity and justice within a democracy. Panelists, all EduColor members, will discuss how they evolved as critical teacher leaders, how being a critical educator is essential to being a teacher leader, why teacher and student advocacy is essential to the profession, what the rewards and sacrifices have been due to their advocacy, and why teacher activism cannot be othered, but lifted as an essential component of teacher leadership. **Keywords:** Social Justice, Teacher Voice/Agency, Student Social/Emotional/Academic Success

Thursday, March 2nd
9:45am-11:15am
Hibiscus A

A Dialogue on Purposeful Leadership with Gene Thompson-Grove

Workshop Session
Gene Thompson-Grove, School Reform Initiative

In this session, participants will consider the moral and ethical dimensions of being leaders outside of the classroom, school and/or district, and reconnect to our larger purpose(s) as educators. Gene Thompson-Grove’s work focuses on building the capacity for transformational learning. She has 35 years of experience leading seminars on creating professional learning communities, coaching collaborative learning groups, examining student work collaboratively, developing facilitative leadership skills, and designing and facilitating adult learning experiences. She is a founding board member of the School Reform Initiative (SRI). Most recently, Thompson-Grove was co-director of clinical teacher education for the Boston Teacher Residency Program. For six years prior, she was the director of professional development and special initiatives for the Public Schools of Brookline, where she was responsible for the district’s Equity Project, the new teacher mentoring program, and several systemwide adult learning initiatives. She worked at Brown University for 12 years, where she was a clinical professor in the education department, a professional development associate for the Coalition of Essential Schools, and a senior associate at the Annenberg Institute for School Reform. **Keywords:** Professional Development, Teacher Agency/Voice

Thursday, March 2nd
9:45am-11:15am
Tuttle South
Engaging on Teacher Leadership
Fearghal Kelly, Scottish College for Educational Leadership

What is effective teacher leadership and how can teachers be supported to develop as teacher leaders? The Scottish College for Educational Leadership recently carried out a substantial engagement on teacher leadership across Scotland. This paper explores the engagement approach used, the findings, and the actions taken. **Keywords:** University/School Partnership, Professional Development

The Role of Middle Leadership in School Improvement in England
Jonathan Supovitz, Consortium for Policy Research in Education, University of Pennsylvania

Middle leadership is firmly ensconced in the structure of English schools, where certified teacher leaders are given formal charge of developing and monitoring the improvement of groups of teachers. This paper shares the results of cross-case analysis of the roles and supports for teacher leaders in eight English schools. The results suggest important ways that teacher leadership can evolve in the United States. **Keywords:** Peer Collaboration/ Mentorship, Professional Development

Institutionalized Career Pathways in Japan: How Roles Promote Professional Learning
Gerald LeTendre, Penn State University

Teacher leaders develop and integrate multiple identities over time. Japanese teachers progress through a distinct set of highly institutionalized roles, described in this paper, and acquire specific sets of technical knowledge. This paper analyzes how this progression and knowledge acquisition addresses a key factor that theorists of the professions argue is critical for occupations seeking to claim professional status and notes potential negative issues. **Keywords:** Professional Development
Building Teacher Leadership Capacity in Rural Districts Through University Collaborations

Panel Presentation
Sylvia Bagley, University of Washington
Glenn DePeralta, Meridian School District
Amy Miller, Lynden School District
Angela Miller, Anacortes School District
Jennie Beltramini, Student Achievement Partners

Teacher-leaders, both formal and informal, serve crucial roles in rural school districts with limited staff and resources. In this panel presentation, participants in a University-District Teacher Leadership Certificate Program will share how they put research into practice by taking courses on teacher-leadership and implementing new roles and initiatives in their districts and schools. Participants will discuss challenges and support involved in starting and sustaining leadership work such as coaching, PLC facilitation, and job-embedded professional development. Keywords: Rural Schooling, University/School Partnership, Peer Collaboration/Mentorship

Teacher Roundtables: Engaging Teacher Leaders in Policy and Reform Conversations

Workshop Session
Scott Sowell, Darnell-Cookman Middle/High School
Apryl Shackelford, The Young Men’s Leadership Academy
Trey Csar, Jacksonville Public Education Fund

For the last two years, public school teacher leaders from Jacksonville, Florida have been participating in a series of powerfully engaging Teacher Roundtables. Designed for teachers and by teachers, the Teacher Roundtables elevate the voices of teacher leaders within school/community/district discussions about improving public education. So far, the Teacher Roundtables have engaged in open dialogues around three pressing issues, each selected by the teacher leaders themselves: Teacher Accountability, Professional Development, and Instructional Autonomy. During this conference session, participants will receive an in-depth understanding of our Teacher Roundtable initiative and its various roles in supporting local teacher leaders, helping to retain highly engaged and successful teachers in the classroom and functioning as a conduit for a wide variety of teacher leadership development activities. Keywords: Peer Collaboration/Evaluation, Teacher Effectiveness, Teacher Voice/Agency

Taking Back Our Professional Development

Workshop Session
Susie Wren, Woodcrest School, CA
Amy Sylvester, Woodcrest School, CA

This interactive workshop will equip educators with various tools to personalize their own professional development experiences. Topics will include social media, research study groups, teacher research, blogging, EdCamps, webinars, and more. Participants will interact with a variety of tools and leave with resources for future use. An electronic device is recommended for this workshop as we will explore several digital resources and tools. Keywords: Classroom Technology, Professional Development
Co-constructing Goals for Educational Equity Through Advocacy- Focused Storytelling

**Workshop Session**
Jill Bradley-Levine, Ball State University
Maureen Sanders-Brunner, Ball State University

Collaboration and trust are necessary for teacher leaders who confront the problems of power associated with educational justice and equity. The “most significant change” (MSC) process is a storytelling protocol that has been shown to support the co-construction of advocacy goals while building community among participants. In this workshop, participants will be guided through the MSC process in order to increase their access to trusting professional networks while generating advocacy-centered goals for increased educational equity.

**Keywords:** Social Justice, Action Research/Inquiry, Peer Collaboration/Mentorship

Thursday, March 2nd
1:45pm - 3:15pm
Orchid D

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**Featured Session**

**Science Teacher Leaders: Promoting Equity in Learning and Science Practices**

**Panel Presentation**
Lynda Hayes, P.K. Yonge Developmental Research School, University of Florida
Rose Pringle, University of Florida
Karen Kilgore, University of Florida
Mayra Cordero, P.K. Yonge Developmental Research School, University of Florida
Jennifer Hamilton, Palm Beach School District
Sean Streed, Palm Beach School District

Our nation’s science-based workforce does not reflect the potential and diversity of the population (Suresh, 2011) putting our future health, productivity, and security at risk (Jackson, 2004). Looming risks create a pressing need for K-12 educators to engage and support diverse populations in science. This case study addresses the following questions: How do STLs define reform-based science teaching? How do STLs define their work with colleagues? What insights emerge as STLs grapple with the intersection of teaching practices, curriculum, and collegial/school/district contexts?

**Keywords:** STEM, Social Justice, Action Research/Inquiry

Thursday, March 2nd
1:45pm - 3:15pm
Hibiscus B

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**Lastinger Leadership Alliance**

**Workshop Session**
Phil Poekert, University of Florida, Lastinger Center for Learning
Lauren Gibbs, University of Florida, Lastinger Center for Learning

The University of Florida Lastinger Center for Learning is proud to announce the launch of the Leadership Alliance, which will unite the thousands of teachers who have successfully completed one of its competency-based certification programs aimed at enhancing instructional leadership capacity. This session will introduce participants to the upcoming first annual Summer Summit and ongoing opportunities for Alliance members to connect, learn, and grow toward transforming teaching and learning in their schools. **Keywords:** Coaching, Professional Development, Peer Collaboration/Mentorship

Thursday, March 2nd
1:45pm - 3:15pm
Tuttle Center
Teacher Leadership Moves: An Assessment Coaching Strategy

Workshop Session
Kristen Clarke, Peel District School Board, Ontario

Extending the notion of teacher leadership to assessment coaching adds another layer to our existing understanding and puts equitable assessment practices under the microscope. In this interactive workshop participants will be immersed in a strategy that is rooted to a moral obligation to lead and learn and that is focused on building teacher leadership strengths. You will be engaged in knowing more about assessment coaching, participating in assessment coaching moves and understanding how a teacher leadership lens to assessment coaching shifts traditional assessment practices and coaching to more collaborative and student focused practices. Keywords: Coaching, Teacher Effectiveness, Peer Collaboration/Mentorship

Thursday, March 2nd
1:45pm - 3:15pm
Gardenia ABC

Energizing Teacher Leaders A-E-I-O-U Style: Advocacy, Equity, Individual, Observations, and Understanding

Workshop Session
Amanda Heinemann, Miami-Dade County Public Schools
Kathleen Pham, Miami-Dade County Public Schools

This interactive session will engage teachers, principals, and district support personnel as they explore the definition of teacher leadership, apply the definition to their professional contexts, and develop a plan for implementing their action steps for supporting teacher leadership. Participants will investigate advocacy for student learning and the profession to achieve educational equity, explore individual pathways to teacher leadership, observe differentiation and collaborative strategies, and deepen understanding of ways to embrace and advance teacher leadership. The focus for the session spotlights varied pathways of teacher leadership and will model a process that leaders can use to analyze their own practice as teacher leaders or leaders of teacher leaders. Learn to use A-E-I-O-U to energize teacher leaders and strengthen the profession. Keywords: Student Social/Emotional/ Academic Success, Peer Collaboration/Mentorship

Thursday, March 2nd
1:45pm - 3:15pm
Orchid A

Teachers Teaching Teachers: Building Capacity for Job-Embedded Professional Learning

Workshop Session
Lauren Abell, St. Johns County School District
Paula Steele, St. Johns County School District

The St. Johns County School District is in year 2 of implementation of the “SJCSD Summer Institute”, a Title II grant-funded professional learning program that builds the capacity of selected teacher leaders from each school as Professional Learning experts in their building. Anecdotal and survey data show that the enthusiasm for this model of teacher professional development empowers our teacher leaders and helps open the classroom doors, making our schools and district more collaborative as we work together to increase student achievement. Keywords: Peer Collaboration/ Mentorship, Professional Development

Thursday, March 2nd
1:45pm - 3:15pm
Tuttle North
Perfecting Our Practice
Panel Presentation
Glenna Sigmon, Florida Teacher Leader Fellow - St. Lucie County School Board
Nardi Routten, Florida Teacher Leader Fellow - St. Lucie County School Board
Makeda Brome, Florida Teacher Leader Fellow - St. Lucie County School Board
Dylan Emerick-Brown, Florida Teacher Leader Fellow - Volusia County Schools
Daryl Pauling, Florida Teacher Leader Fellow - Palm Beach County School District
Deneen Kozielski, Florida Teacher Leader Fellow - Lee County School District

Teacher leaders share a passion for the pursuit of continuous improvement. Our panel of Florida Teacher Leader Fellows will share varied accounts of teacher leadership in action across districts, schools, and grade levels. Topics for discussion will include teacher leadership strategies, obstacles, and impact. Panelists will outline their professional practices as teacher leaders including student reflection, collaborative planning, and community engagement. Our panel will illustrate the relationship between existing school structures and goals and the effectiveness of teacher leadership in supporting them. Get specific details and begin your school’s plan for teacher leadership today. Join the conversation to begin building capacity from the inside out. Keywords: Action Research / Inquiry, Teacher Effectiveness, Peer Collaboration/Mentorship

Thursday, March 2nd
1:45pm - 3:15pm
Orchid C
Reimagining Schools and the Profession through Teacher Leadership
Paper Session

Thursday, March 2nd
1:45pm - 3:15pm
Tuttle South

The Mort Teacher Leader Academy: Renewing Teacher Professional Learning and Graduate Coursework Together
Rebecca West Burns, University of South Florida
Woodland Johnson, Mort Elementary School, Hillsborough County Public Schools
Amanda Bellas, Mort Elementary School, Hillsborough County Public Schools

This paper shares research on the successful creation and implementation of the Mort Teacher Leader Academy (MTLA) — a school-university collaborative effort to develop teacher leadership capacity to foster school and university renewal in a high-needs, low-performing elementary school. Keywords: University/School Partnership, Student Social/Emotional/Academic Success

Teacher Involvement in Hiring: Changes Over Time
Marisa Cannata, Vanderbilt University

This paper examines the intersection of two important aspects of teacher careers: teacher hiring and teacher leadership to explore the influence teachers have over hiring new teachers in their school. In addition to examining trends in teacher influence over hiring since 1987, it explores three paths by which teachers come to have influence over this important organizational decision: communal, positional, and affinity. Keywords: Teacher Voice/Agency, District Leadership, School Administration/Leadership

What is the Value of Teacher Leadership in School Turnaround?
Jill Harrison Berg, University of Massachusetts, Boston
Christine Connolly, Boston Public Schools
Chinelle Andrews, Boston Public Schools
Abda Rebecca Lee, Boston Public Schools
Kristina Kelleher-Bianchi, Boston Public Schools

This case study explores the central role of teacher leadership in achieving positive outcomes throughout two years of a school turnaround effort in an urban public elementary school. It critically examines the unique and specific value added to that effort by teacher leaders’ voices. The school principal, leadership coach, and a classroom teacher—who all consider themselves teacher leaders—will share the findings of this case, engage participants in exploring dilemmas they faced, and answer questions. Keywords: Teacher Voice/Agency, Student Social/Emotional/Academic Success

Turnaround Teacher Turnaround at Old Kings Elementary School
Kirianne Bird Suriano, Old Kings Elementary School, FL
Ben Osypian, Old Kings Elementary School, FL
Matthew Ohlson, University of North Florida

Teacher retention can be a challenging dynamic in today’s society. The focus at the school level should be on building teacher support groups and building a climate of trust and sustainability. This case study paper explores a “Turnaround Teacher Turnaround” initiative at Old Kings Elementary School that was implemented after tracking a spike in teacher turnover. The program utilized a new teacher professional development model that supported first year teachers to veteran teachers, in the transition to a new school and campus. Keywords: Professional Development, Teacher Effectiveness, Peer Collaboration/Mentorship
Building a Pipeline of Strong Teacher Leaders

**Workshop Session**

Denise Harshbarger, Buddy Taylor Middle School

This workshop will directly address Teacher Leadership as job-embedded professional learning. Participants will hear from a Principal, Assistant Principal, and Teacher Support Colleague (Instructional Coach) on how they have systematically and collaboratively approached the problem of a lack of teacher leadership opportunities within their school. Participants will be introduced to a school level leadership lattice and provided with an overview of the perspectives on the importance of developing a strong pipeline of emerging leaders. Specific attention will be given to the processes of actionable feedback, instructional rounds, and lesson study as a means of developing leadership skills. **Keywords:** Coaching, Peer Collaboration/Mentorship

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Using Teacher Leadership Competencies as a Tool for Leadership Development

**Workshop Session**

Kisha Davis-Caldwell, National Board for Professional Teaching Standards
Ann Nutter Coffman, National Education Association
Erica Avent, Oxford Intermediate School, MS

What is a teacher leader? What should teacher leaders know and be able to do? This engaging session addresses these questions using Teacher Leadership Competencies. A key attribute of a profession is that accomplished practitioners take responsibility for defining and governing its standards and practices. Increasingly, teachers seek new opportunities to advance their careers and the profession by taking on new leadership roles. The Teacher Leadership Competencies are meant to be a resource for identification, reflection, guidance, and inspiration at every stage of the leadership journey. Independent and small group conversations help participants analyze their growth across the leadership continuum. Discover how these competencies can be used as a tool for both reflection and leadership growth. Hear from teacher leaders and national partners, providing both the academic and practical value of the competencies. **Keywords:** Professional Development, Peer Collaboration/Mentorship

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Being a Good Teacher Isn’t Enough: Teacher Leaders and Leadership

**Workshop Session**

Anne Swanson, University of North Florida
Dione Thomas, Duval County Public Schools
Melissa Henderson, St. Johns County Public Schools

Teacher Leaders may or may not possess an understanding of the vocabulary of leadership, of the expectations of educational leadership, or of leadership practices. Comparing the Florida Educator Accomplished Practices (FEAPs) with the Florida Principal Leadership Standards (FPLS) shows eight standards included in the preparation of school leaders, but absent in the preparation of teachers. This workshop will allow Teacher Leaders to assess the perceived strengths and weaknesses and to attach vocabulary from FEAPs and FPLS to both. In addition, audience members will have an opportunity to create an Action Plan for their continued professional growth based upon their self-assessment. **Keywords:** Professional Development
Intersectional Competence: Recognizing and Responding to Complex and Multiple Diversities of our Schools

Workshop Session
Mildred Boveda, Florida International University, Miami-Dade County Public Schools

General and special education teachers are increasingly collaborating with one another and colleagues from other departments. Teachers are expected to not only work with a diverse classroom but also with diverse families and community members. Intersectional competence—a construct that captures how sociocultural markers intersect simultaneously—can facilitate teachers’ ability to make connections across diversity concerns (e.g., bilingual education, multicultural education, and special education). This workshop introduces the intersectional competence construct. The presenter will briefly review the literature and process by which the construct was developed and validated through the piloting of the Intersectional Competence Measure (ICM). Intersectional competence helps to frame an understanding of how systems of privilege and oppression have developed, and how schools are implicated in these interlocking systems. **Keywords: Social Justice, Professional Development, Community / Family Involvement**

Thursday, March 2nd
3:45pm - 5:15pm
Azalea A/B

Teacher Leadership in the Digital Age

Panel Presentation
Jon Mundorf, Florida Teacher Leader Fellow - P.K. Yonge Developmental Research School
Jacqui Zahralban, Florida Teacher Leader Fellow – St. Johns County Schools
Charlie Cummings, Florida Teacher Leader Fellow – Florida Virtual School
Adrienne Reeder, Florida Teacher Leader Fellow – Miami-Dade County Public Schools

Technology initiatives abound in Florida schools and school districts. This presentation features four teacher researchers engaged in job-embedded practitioner inquiry projects exploring the opportunities and challenges of technology integration in Florida schools. Rather than accepting instructional technology as the panacea for all educational challenges, these projects take a critical look at accessibility, student-centered instruction, student perceptions, and academic agency. The teacher researchers will explore topics such as blogging, Internet Reciprocal Teaching, non-tech tools in virtual learning environments, and a 1:1 Chromebook initiative through a UDL lens. **Keywords: Action Research/Inquiry, Classroom Technology, Student Social/Emotional/Academic Success**

Thursday, March 2nd
3:45pm - 5:15pm
Gardenia ABC
Student Accountability Through Varying Lenses

Workshop Session
Jillian Gregory, Florida Teacher Leader Fellow – Palm Beach County Schools
Daniella Suarez, Florida Teacher Leader Fellow – Palm Beach County Schools
Allison Hammill, Florida Teacher Leader Fellow – Palm Beach County Schools
Maria Silva, Florida Teacher Leader Fellow – Miami-Dade County Public Schools
Tyler Montogomery, Florida Teacher Leader Fellow – Palm Beach County Schools

Teacher leaders seek to empower teachers to improve effectiveness through data use and student support. However, what impact would be seen if teacher leaders sought to improve student effectiveness by increasing their student responsibility? Our workshop session seeks to present strategies that can be used to instill a sense of accountability in students in order to provide an empowered classroom climate, which will support informed education decisions. Keywords: Action Research/Inquiry, Student Social/Emotional/Academic Success

Preparing Education Professionals in the Prevention and Intervention Sciences: The UF Model

Panel Presentation
Holly Lane, University of Florida
Penny Cox, University of Florida
Tina Smith-Bonohue, University of Florida

The School of Special Education, School Psychology, and Early Childhood Studies (SESPECS) at the University of Florida focuses on researching, developing, and implementing the best evidence in the prevention and intervention sciences. Our faculty are highly regarded for research and teaching in their areas of specialization. This session will provide an overview of our top-ranked degree and certificate programs, many of which are designed for teacher leaders. Keywords: Special Education, University/School Partnership
Examining a Job-Embedded Peer Coaching Model in an Evaluation-Based System

Panel Presentation
Lauren Gibbs, University of Florida
Mary Kay Rodgers, University of Florida
Jamey Burns, University of Florida
Valeria Brown, University of Florida

This panel presentation will examine how coaches and stakeholders experienced instructional coaching as job-embedded professional development during a three-year implementation in a southeastern school district in Florida. Additionally, the panelists will examine themes regarding overall change of this coaching model, the impact of coaching on school culture, and organizational supports and barriers of this professional development initiative. Implications for both research and practice of coaching as professional development will be presented and discussed by the panel as well as the participants. Keywords: Professional Development, Coaching, University/School Partnership

Thursday, March 2nd
3:45pm - 5:15pm
Hibiscus B

Do VPK Academies Really Help in Making Teacher Leaders?

Workshop Session
Jeanine Verde, Miami-Dade County Public Schools
Jocelyn Nerey, Miami-Dade County Public Schools
Anayleen Rodriguez, Miami-Dade County Public Schools
Leslie Cabrera, Miami-Dade County Public Schools

Miami-Dade County Public Schools, in partnership with the University of Florida Lastinger Center for Learning, has created the VPK Academy. The VPK Academy is a job-embedded form of professional development that encourages teachers and paraprofessionals from Title 1 schools to reflect on teaching practices, analyze student data, participate in teacher inquiry and analysis. The academy’s goal is to empower teacher teams; but are they working? Are VPK Academies helping to make a teacher a leader? Keywords: Early Learning, Professional Development

Thursday, March 2nd
3:45pm - 5:15pm
Orchid B

Featured Session

Celebrating and Developing Florida Teacher Leaders

Workshop Session
Abbey Stewart, Florida Department of Education
Kelly Zunkiewicz, Florida Department of Education
Jessica Solano, Florida Department of Education

How can skills of teacher leaders be developed to positively impact student outcomes in classrooms that are not their own? Through the Florida Teacher LEAD Network and the High Impact Teacher Corps, the Florida Department of Education honors outstanding educators and provides opportunities to participate in capacity-building professional development. Teachers in these programs are developing leadership skills to support improved teaching and learning at their school sites. Through video and group activities, participants will explore the components, strategies, and positive impacts of this innovative model of teacher leadership. Keywords: State/District Initiative, Teacher Effectiveness, Professional Development

Thursday, March 2nd
3:45pm - 5:15pm
Hibiscus A
Preparing, Supporting, and Networking Teachers to Better Support English Language Learners

Paper Session

Thursday, March 2nd
3:45pm - 5:15pm
Orchid C

ESL Teachers’ Challenges while Serving Students with Special Needs
Tuba Arabaci Atlamaz, Rutgers University

The need for English as a Second language (ESL) instruction has gained importance and been met to some extent, but schools have the additional challenge of meeting the needs of ESL students in special education. The paper will detail the results of a study conducted with ESL teachers who have students with special needs. Unfortunately, ESL students from diverse backgrounds are over or underrepresented in special education referrals. This study will explore the challenges and needs of ESL teachers, and propose suggestions for future research. Keywords: Linguistic Diversity, Special Education, Social Justice

Preparing Teacher-leaders for English Language Learners
Maria Coady, University of Florida
Amber Peretz, University of Florida

This paper describes how one graduate student and her advisor experiences a study-abroad program in community learning centers in Santiago, DR. In this interactive paper presentation, which uses video from the site, we argue that study abroad facilitates the preparation of teacher-leaders because teachers gain deep cultural knowledge about English Language Learners. Keywords: Linguistic Diversity, Professional Development

Teachers as Leaders for English Learner Instruction: Leveraging Virtual Learning
Joanna Duggan, Center for Applied Linguistics
Sarah Moore, Center for Applied Linguistics

This case study paper presents data from Enhanced Education Connections, a network of Teacher Leaders (TLs) dedicated to improving the educational achievement of English learner (EL) students. Targeting teachers with limited prior exposure to EL methods, the project seeks to advance educators’ instructional capacity for meeting the needs of ELs by nurturing them as leaders, and facilitating the growth of their own network of other practitioners, with whom they provide guidance, feedback, and resources regarding EL-relevant instruction. Keywords: Linguistic Diversity, Classroom Technology
## Session Overview
### March 3, 2017

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<th>Time</th>
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<td>Walk-Abouts: A Systematic Approach to Job-Embedded Professional Development</td>
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<td>10:45am - 12:15pm</td>
<td><strong>Gardenia AB</strong>&lt;br&gt;Advocating and Planning for Equity and Excellence</td>
<td>UF Integrated Elementary STEM Training with Lesson Study Project</td>
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<tr>
<td>10:45am - 12:15pm</td>
<td><strong>Gardenia C</strong>&lt;br&gt;The Role of Middle Leadership in School Improvement in England</td>
<td>Teacher Leadership as Resistance</td>
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<td>10:45am - 12:15pm</td>
<td><strong>Hibiscus A</strong>&lt;br&gt;Teacher, Leader, and Researcher: Three Roles in One Profession</td>
<td>Teacher Leadership’s Impact on Improving Student Outcomes</td>
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<td>10:45am - 12:15pm</td>
<td><strong>Hibiscus B</strong>&lt;br&gt;Teacher Leadership and Professional Development</td>
<td>Teacher Leadership as Coaching and Community Building</td>
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<tr>
<td>10:45am - 12:15pm</td>
<td><strong>Orchid A</strong>&lt;br&gt;Cooperative Learning and Choice-Based Teaching and Testing Within the Classroom</td>
<td>Equitable Schools and Cultural Responsive Teaching</td>
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<td>10:45am - 12:15pm</td>
<td><strong>Orchid B</strong>&lt;br&gt;Teacher as Change Agent for Inclusion and Diversity</td>
<td>Teacher Leadership: Moving From Ideas to Action</td>
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<td>10:45am - 12:15pm</td>
<td><strong>Orchid C</strong>&lt;br&gt;Teacher Leadership in STEM Education</td>
<td>Achieving Educational Equity through Community Partnerships and Advocacy</td>
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<td>10:45am - 12:15pm</td>
<td><strong>Orchid D</strong>&lt;br&gt;Teach Lead Collaborate: The Teacher Leadership Council</td>
<td>Strengthening Teacher Pedagogy Through Empowerment</td>
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<td>3:00pm - 4:30pm</td>
<td><strong>Teachers CARE</strong>&lt;br&gt;UF Integrated Elementary STEM Training with Lesson Study Project</td>
<td>*Teacher Leadership as Resistance*</td>
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<td>3:00pm - 4:30pm</td>
<td><strong>Hibiscus A</strong>&lt;br&gt;Teacher Leadership and Professional Development</td>
<td>Florida Georgia Line: Connecting Early Childhood Professionals through PLCs</td>
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<td>3:00pm - 4:30pm</td>
<td><strong>Tuttle North</strong>&lt;br&gt;The “so what” of Teacher Leadership: Capturing and Communicating Impact</td>
<td>From the Classroom to the Community: Service as the Best Form of Leadership</td>
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<td>3:00pm - 4:30pm</td>
<td><strong>Tuttle Center</strong>&lt;br&gt;Leveraging the Facilitative Coaching Series to Develop and Support Coaches</td>
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<td>3:00pm - 4:30pm</td>
<td><strong>Tuttle South</strong></td>
<td>Teacher Leadership in District-Based Reform</td>
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School Visit

A Visit with the Algebra Project: Exploring Quality Education as a Constitutional Right

Friday, March 3rd
9:00am – 12:00pm
Miami Northwestern High School,
Miami-Dade County Public Schools

Sara Weinberg, Algebra Project Teacher
Paola Caciedo, Algebra Project Teacher
Maria Lovett, Florida International University
Algebra Project Students

The Algebra Project was founded by civil rights icon Bob Moses, who sees quality education as the civil rights issue of our time and uses mathematics as an organizing tool to ensure quality public school education for every child in America. The Algebra Project first came to Miami in 2006, located in Miami Edison High School. In 2012, the Algebra Project became housed at Miami Northwestern Senior High School.

The Algebra Project, through a version of experiential learning, focuses on helping students learn how to engage in the inquiry process. This is done through a 5-step process that takes the learning from a meaningful shared student experience to the abstract; bridging the transition from real life. Based on the lessons of Ella Baker and his work in Mississippi, Bob Moses always teaches that you must go to where the kids are. Through the pedagogy of The Algebra Project, teacher leadership lies within the foundation of a shared leadership between teacher, administrators, students, parents, community volunteers, and local universities.

In Algebra Project experiences, the teacher’s voice is a voice for, and with, the students. In this school visit session, participants will learn more about the history and pedagogy of The Algebra Project which aims to ensure equitable education for all students. Participants will also have an opportunity to experience the 5-step process of learning facilitated by student leaders of the Miami Algebra Project. Lastly, participants will hear personal reflections from both teachers & students and close with a Q&A. Keywords: Social Justice, Student Social/Emotional/Academic Success, Community / Family Involvement

Maximum Participants: 15
Registration: https://goo.gl/forms/sD8uKnq7pVIZ CKcC3

Friday, March 3
School Visit

The Practice of Teacher Leadership for Educational Equity
Friday, March 3rd
8:30am – 11:30am
Georgia Jones Ayers Middle School,
Miami-Dade County Public Schools

Scott Richards, Teach for America - Miami Dade

Join a team of experienced teacher educators from the Teach For America Miami-Dade region for a school visit to Georgia Jones Ayers Middle School. For nearly 13 years our team has been working with a number of K-12 schools in the Liberty City, Miami Gardens, Little Haiti, Homestead and Goulds, Overtown and Brownsville communities. Our Teacher Leaders have supported students in connecting with their power and potential to realize their hopes and dreams.

During our time together we will visit a partner school located in the Miami area. Participants will travel by bus to meet members of our Teacher Leadership Development team and visit our teacher leader classrooms. You will have the opportunity to learn about the context of the middle school in an urban center of Miami and explore the work our teacher leaders.

This visit will begin with a group discussion where we learn about the school, neighborhood and vision of the principal and staff. Our team will talk about how we work with the school and what we hope to accomplish through our partnership. We will then spend time in small groups visiting classrooms along with practicing teacher educators who are supporting these teachers. We will end our visit with a group discussion to explore the ideas and insights gained through our time together. **Keywords:** Peer Collaboration/Mentorship

Maximum Participants: 20
Registration: https://goo.gl/forms/sD8uKnq7pVIZCKcC3
School Visit

iHEAT - Incentives for Highly Effective Administrators and Teachers
Friday, March 3rd
9:00am – 12:00pm
Jorge Mas Canosa Middle School,
Miami-Dade County Public Schools

Stephanie Rolle, iHEAT Peer Reviewer – Miami-Dade

Participants will be welcomed to Jorge Mas Canosa Middle School in the West Kendall area of Miami-Dade County to be introduced to the iHEAT support model. The iHEAT Initiative is an innovative program that focuses on peer assistance and review, teacher leadership, job-embedded professional development, and professional growth through deliberate practice.

Since its inception in 2012, the iHEAT program has focused primarily on providing multi-disciplinary support to educators at all iHEAT participating schools in the district. Teachers who elect to participate in this program collaborate with iHeat Peer Review Teachers to obtain instructional support which includes a unique Peer Collaboration Cycle. As part of this cycle, Peer Observers provide teachers with classroom data and feedback which will inform their practice. The Peer Collaboration Cycle promotes transparency in education and includes individualized support through coaching, mentoring and professional development for all instructional professionals.

Participants will meet the school leaders, iHEAT Peer Reviewers and participating teachers who have embraced this program. They will discuss how the implementation of this program has positively impacted the teaching and learning at Jorge Mas Canosa Middle, one of the largest urban middle schools in the state of Florida. Participants will be presented with a brief overview of the program and then proceed to visit the classrooms of teachers who have flourished under the iHEAT Initiative. Questions will be answered at intervals between classroom visits. Key Words: Peer Collaboration/Teacher Leadership

Maximum Participants: 20
Registration: https://goo.gl/forms/sD8uKnq7pViZCKcC3

Conference Themes

- Advocacy and Action to Achieve Educational Equity
- Job-Embedded Professional Learning
- Curriculum Development and Teaching Quality
School Visit

Teacher Leadership to Develop Personalization for Academic and Social Learning

Friday, March 3rd
8:30am – 11:30am
Flanagan High School,
Broward County Public Schools

Brad Fatout, Assistant Principal, Flanagan High School

Since 2012, Flanagan High School has been partnering with the National Center on Scaling Up Effective Schools to develop, implement, and scale an innovation focused on Personalization for Academic and Social Learning (PASL). In this guided school visit, participants will meet with the teacher leaders on the school design team to learn about their experience designing and implementing an innovation. Personalization for Academic and Social Learning (PASL) was identified as a key differentiating characteristic between higher and lower performing high schools in Broward County Public Schools through rigorous case study research by the National Center on Scaling Up Effective Schools. In 2012, the Center established a district innovation design team that included teacher leaders, assistant principals, guidance counselors, and other educators from high schools and the central office in designing an innovation based on the initial research findings.

The resulting PASL innovation has educator teams that share students, intentional points of contact between teachers and students, goal achievement lessons, integrated use of data, and norms of engagement. A School Innovation Design Team (SIDT) is formed in each participating school that is led by an assistant principal and comprised of teachers, with the responsibility to take the broad PASL innovation, adapt it to their school, oversee implementation, and engage in continuous improvement processes. The assistant principal at Flanagan High School has been focused on using the SIDT to develop teacher leadership and support for PASL.

This school visit will have four parts. First, participants will meet with the SIDT to learn about the five components of PASL, using posters through a gallery walk that were used to initially introduce teachers to PASL at the beginning of the school year. After the gallery walk, SIDT members will also describe how they use evidence in their continuous improvement work. Second, participants will be divided into groups to observe part of a lesson on goal achievement that is one of the PASL components. Third, participants will meet with a small group of ninth grade students who participate in a personalization program supported by the principal. Finally, participants will meet again with the SIDT for additional Q&A.

Keywords: Peer Collaboration/Mentorship

Maximum Participants: 10
Registration: https://goo.gl/forms/sD8uKnq7pVlZCKcC3
Teacher as Change Agent for Inclusion and Diversity

Workshop Session

Liz Prisley, Community Tampa Bay

When we aren’t actively working against discrimination, we are perpetuating it. We need to move towards radically inclusive, student-centered spaces that extend outside of our classrooms and into the rest of our lives. How do we get there? By empowering teacher change agents who see students as allies. This session aims to cultivate inclusive teacher leaders who will be inspired and empowered to change their schools and communities through dialogue and cross-cultural interactions. Schools with an inclusive culture, established and maintained by teacher leadership, see better academic outcomes among students of color, students who are differently abled, students on the LGBTQ+ spectrum, and more because faculty is better able to understand and meet the needs of a diverse student body. **Keywords:** Social Justice, Professional Development

Friday, March 3rd
9:00am-10:30am
Orchid B

Advocating and Planning for Equity and Excellence

Workshop Session

Amy Dujon, School District of Palm Beach County
Monique Coyle, School District of Palm Beach County
Lisa Roman, School District of Palm Beach County

In order to provide opportunities for exceptional teachers to learn from one another and celebrate their profession, the ECET2 (Elevating and Celebrating Effective Teaching and Teachers) group was established. ECET2 celebrates exemplary teachers by recognizing teachers as talented professionals and putting teachers in the lead. Through their advocacy, the teacher leader members of Palm Beach County’s ECET2 group have played a pivotal role in the development of a district-wide strategic plan focused on enhancing equitable outcomes for all students. In this session, participants will create a common definition for teacher leadership, participate in a simulated strategic planning session for teacher leaders, and create action plans to increase the impact of teacher voice in their respective organizations. **Keywords:** State/ District Initiative, Teacher Voice/Agency

Friday, March 3rd
9:00am-10:30am
Gardenia ABC
The Brevard Public Schools Teacher Leadership Council (TLC) was founded in collaboration between two former county teachers of the year and a partnership with Brevard Public Schools’ administration in professional development. The Brevard Public Schools Teacher Leadership Council works to promote teacher advocacy, leadership, communication, and service throughout the school district. The Leadership Council works behind the scenes to accomplish these goals by sponsoring special events, communicating with teachers, district leadership, and supporting pre-service and novice teachers. Participants will learn about the TLC journey in Brevard and discover many of the leadership development and opportunities the council has developed. Keywords: State/District Initiative, Professional Development

Friday, March 3rd
9:00am-10:30am
Orchid D

Special Education Teacher as Teacher Leader Embedded Within Learning Communities

Workshop Session
Erin Cooke, P.K. Yonge Developmental Research School - University of Florida
Jill Ozog, P.K. Yonge Developmental Research School - University of Florida
Angela Flavin, P.K. Yonge Developmental Research School - University of Florida
Ashley Pennypacker Hill, P.K. Yonge Developmental Research School - University of Florida

Traditionally, special education teacher roles are positioned on the outskirts of the communities of practice. These teachers are typically separated from the traditional classrooms and teachers, resulting in few opportunities to collaborate with their peers. This creates a separation for colleagues and provides a fractured educational experience for students. In our K-12 diverse school, we are organized in learning communities with six general education teachers and one special education teacher. The special education teacher is embedded within the learning community, holding the title of Learning Community Leader. Listen to our school’s journey to build teacher leadership that directly supports the students as well as teachers. Keywords: Teacher Voice/Agency, Peer Collaboration/ Mentorship, Special Education

Friday, March 3rd
9:00am-10:30am
Azalea A/B

The “So What” of Teacher Leadership: Capturing and Communicating Impact

Workshop Session
Alesha Daughtrey, Center for Teaching Quality (CTQ)
Julie Hiltz, Hillsborough County Public Schools
Valeria Brown, University of Florida, Lastinger Center for Learning

Teacher leadership is an emerging, powerful movement and practice. But it will only be supported, systematized, and sustained if we show evidence of what it can do for schools, students, and the profession. This workshop offers research-based tools and strategies that teachers and other leaders can use to document and tell compelling stories about the impact of teacher-powered work. These tools focus on gathering and sharing data on leadership on classroom practice, professional advocacy, and systems change in their schools or districts. Facilitators will emphasize strategies for using the tools to further reflective leadership practice and continuous improvement, as well as for purposes of external report-back, formal evaluations of projects, and effective communications about results of teacher-powered work. Keywords: Teacher Effectiveness, Teacher Voice/Agency, Student Social/Emotional/ Academic Success

Friday, March 3rd
9:00am-10:30am
Tuttle North
Teacher, Leader, and Researcher: Three Roles in One Profession
Panel Presentation
Jon Mundorf, P.K. Yonge Developmental Research School, University of Florida
Cody Miller, P.K. Yonge Developmental Research School, University of Florida
Jen Cheveallier, P.K. Yonge Developmental Research School, University of Florida

What is the relationship between teaching, leading, and researching in the age of standardization? How can teachers use their research to nurture change in broader educational trends? The panel, consisting of three teacher-researchers and a university assistant professor, explore how they’ve navigated the space between practice, theory, and policy. They will address how they’ve overcome obstacles and implemented what they’ve learned from their research in order to become successful teacher leaders at their respective institutions. Keywords: Teacher Voice/Agency, Peer Collaboration/ Mentorship, Action Research/Inquiry

Friday, March 3rd
9:00am-10:30am
Hibiscus A

Leveraging the Facilitative Coaching Series to Develop and Support Coaches
Workshop Session
Kwani Woods, Orange County Public Schools
Diane Gullett, Orange County Public Schools
Shayana Lemon-Brookins, Orange County Public Schools
Rebecca Yedvodnick, Orange County Public Schools
Sharon Jones, University of Florida, Lastinger Center for Learning

This session will explore a partnership between Orange County Public Schools and the University of Florida. The Facilitative Coaching Series (FCS) is a focused series of professional learning developed for school-based coaches and those who desire to serve in that capacity. Each course is uniquely designed to support the continuous learning of coaches as they work with teachers at their school sites. Through a partnership with the University of Florida’s Lastinger Center for Learning, coaches have the opportunity to extend their practice in working effectively with colleagues to improve teacher practice and student learning. Keywords: University/School Partnership, Coaching, Professional Development

Friday, March 3rd
9:00am-10:30am
Tuttle Center

Cooperative Learning and Choice-Based Teaching and Testing Within the Classroom
Workshop Session
Christa Kennard, Florida Teacher Leader Fellow, Martin School District
Andrea Dieckman, Florida Teacher Leader Fellow, St. Johns County Public Schools
Nicole Fernandez, Florida Teacher Leader Fellow, Miami-Dade County Public Schools
Jennifer Grida, Florida Teacher Leader Fellow, Lee County School District

This workshop focuses on the use of student choice and cooperative learning in order to motivate and encourage student learners. The presenters, a group of Florida Teacher Leader Fellows, will explore how their action research focusing on the use of small-group and project-based lessons has impacted their work. The Fellows will explore ideas such as cooperative learning, project-based learning, and performance-based assessment as ways to effectively meet the needs of students. Keywords: Action Research/Inquiry, Student Social/Emotional/Academic Success

Friday, March 3rd
9:00am-10:30am
Orchid A
Featured Session

Teacher Leadership and Professional Development: Perspectives, Connections and Prospects

Workshop Session
Ken Jones, Professional Development in Education
Alex Alexandrou, Professional Development in Education
Jason Margolis, Duquesne University

The session will present international perspectives on current thinking related to embedding Teacher Leadership as part of a process of professional learning. The presenters will draw on international evidence from research and practice to address a number of questions, but the session will be invitational, with participants given the opportunity to share their own experiences and challenges. Participants will be invited to comment critically on the ways in which different approaches may impact in different learning contexts. Keywords: Professional Development, Teacher Voice/Agency, Teacher Effectiveness

The Role of Middle Leadership in School Improvement in England

Workshop Session
Jonathan Supovitz, Consortium for Policy Research in Education, University of Pennsylvania

Middle leadership is firmly ensconced in the structure of English schools, where certified teacher leaders are given formal charge of developing and monitoring the improvement of groups of teachers. Using data from case studies of eight schools in England, this presentation describes the roles and responsibilities of teacher leaders, called middle leaders in England, in a formal model where teachers are given the responsibility for supporting and leading the improvement of sub-groups of teachers in their schools – and held accountable for their improvement. The results suggest important ways that teacher leadership can evolve in the United States. Keywords: Peer Collaboration/ Mentorship, Professional Development

Conference Themes

Advocacy and Action to Achieve Educational Equity
Job-Embedded Professional Learning
Curriculum Development and Teaching Quality
**Teacher Leadership in STEM Education**
**Paper Session**

**Friday, March 3rd**
**9:00am-10:30am**
**Orchid C**

**Exploring Teacher Leadership Through Beginning Teachers’ Stories**
*Roseanne Rostock, Knowles Science Teaching Foundation*

This paper explores teacher inquiry. Over a one-year period, 29 teachers engaged in a collaborative inquiry into what professional community and teacher leadership mean to them within their own contexts. From this inquiry, they wrote “stories of teacher leadership” to share challenges and uncertainties they face, skills and dispositions they are developing, and ways they are effecting change within their schools. In this session, we’ll explore the teachers’ stories for what we can all learn about teacher leadership. **Keywords: Teacher Voice/Agency, Action Research/Inquiry, STEM**

**Navigating Teacher Leader Identities through Vertical Teams**
*Kristen Trabona, Montclair State University  
Monica Taylor, Montclair State University*

This paper presents findings for a grant-funded professional development fellowship program that supports science teacher leaders. Using a communities of practice lens, we examined how fellows were influenced by their vertical team interactions about instructional strategies across levels. The findings indicate that these team engagements shaped the fellows’ personal identities as science teacher leaders and ultimately shifted their teaching practices. **Keywords: STEM, Teacher Effectiveness, Peer Collaboration/Mentorship**

**Becoming Science Teacher Leaders: Challenges and Opportunities**
*Rose Pringle, University of Florida  
Linda Hayes, P.K. Yonge Developmental Research School, University of Florida  
Jennifer Bray, Levy County School District  
Britni Rayman, Palm Beach County School District*

Through a partnership with 11 school districts, the University of Florida science education program prepared 35 school/district Science Teacher Leaders (STL) to lead a transformation in science education through the study and enactment of a reform-based science curriculum in their classrooms. Bounded by the parameters of a particular program, this case study reveals how the STLs enacted their training experiences within their school and district contexts, and their strategies for working as leaders among their peers. **Keywords: STEM, University/School Partnership, Professional Development**
Walk-Abouts: A Systematic Approach to Job-Embedded Professional Development

Workshop Session
Carie Wood, Lee County School District
Ana LaMotta, Lee County School District
Amy French, Lee County School District

Looking for a way to incorporate job-embedded professional development at your school? Join the Lee County School District team to explore and discover the Walk-About process to increase student engagement and levels of rigor in the classroom. The Walk-About process is a coaching method that enables Teacher Leaders to foster job-embedded professional development by allowing teachers to exit their classrooms and learn from colleagues in their own schools, better known as “Just in Time” learning. This research-based professional development, facilitated by Teacher Leaders, fosters teacher self-reflection as the catalyst for improving instructional strategies and student achievement. **Keywords:** Coaching, Professional Development

Friday, March 3
10:45am-12:15pm
Azalea A/B

Flip the PD

Workshop Session
Jessica Conley, Lee County School District
Joseph Camputaro, Lee County School District
Kevin Worley, Lee County School District
Christina Chuderski, Lee County School District

Are you bored with traditional professional development? If you are ready to try a new approach to professional development, join Manatee Elementary as we put a 21st-century spin on supporting teachers in the classroom. The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. In a flipped classroom, short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. If this pedagogical model can work successfully for students why not apply it to teachers and flip professional development? **Keywords:** Professional Development, Classroom Technology

Friday, March 3
10:45am-12:15pm
Orchid D
Growing and Supporting Teacher Leadership to Promote Teaching Quality

Panel Presentation
Hagit Sela, University of Florida
Joy Schackow, University of Florida
Jennifer Hulse, Palm Beach County Schools
Nicole Davis, Lantana Middle School
Pedro Uribe, Parkway Middle School of the Arts
Cynthia Higgins, Wellington Landings Middle School

This panel will explore the University of Florida Lastinger Center for Learning partnership with SRI International and two Florida school districts to implement SunBay, a digital mathematics curriculum. The panelists will share a teacher leadership model that provided initial teacher training and school support, as well as provided resources for sustaining the program and scaling to other schools in the districts. The model includes three main principles: recruiting potential leaders and expanding the circle gradually as needs emerge, providing opportunities for their professional growth in both content and community-building skills, and encouraging them to demonstrate leadership-in-action. Keywords: University/School Partnership, STEM, Professional Development

Teacher Leadership Roles and Motivation in Human Capital Management Systems

Panel Presentation
Jennifer Rivera, North East Florida Educational Consortium (NEFEC)
Adam Azula, North East Florida Educational Consortium (NEFEC)
Natalie Dixon, CIC Planning
Alissa Hingson, Lafayette County Schools
Carla Jones, Lafayette County Schools
Jason Keen, Flagler County Schools
Kimberly Keen, Flagler County Schools

Teacher leader models have been articulated and developed in literature and in practice. This presentation examines a teacher leader program developed by a Teacher Incentive Fund (TIF) grantee to illustrate how teacher leadership roles can be designed to both support the improvement of teacher capacity and retain effective teachers. Teacher Support Colleagues (TSCs), teachers, and grant researchers will share experiences with quality, job-embedded support within the context of human capital management systems. Keywords: District Leadership, Peer Collaboration/Mentorship, Rural Schooling

Meeting the Charge: Equitable Education Opportunities in the Pre-K-12 Classroom

Workshop Session
Treesey Weaver, Florida Teacher Leader Fellow, Miami-Dade County Public Schools
Mai Keisling, Florida Teacher Leader Fellow, Duval County Schools
Lianna Saenz, Florida Teacher Leader Fellow, Miami-Dade County Public Schools
Bridgette McCloud, Florida Teacher Leader Fellow, Leon County Public Schools

This workshop, led by Florida Teacher Leader Fellows, will afford participants the opportunity to learn a variety of strategies aimed at helping teachers meet the diverse educational needs of students of color. Topics include strategies in culturally relevant pedagogy, the purposeful inclusion of ethnic studies/ cultural studies in Art education, early learning reading instruction, and the utilization of American Sign Language Strategies to improve the language acquisition of English Language Learners. Keywords: Linguistic Diversity, Action Research/Inquiry, Social Justice
Conference Themes

- Advocacy and Action to Achieve Educational Equity
- Job-Embedded Professional Learning
- Curriculum Development and Teaching Quality

Building Rapport: Establishing Connection to Make Progress

Workshop Session

Madonna Taylor, Van Buren Middle School, School District of Hillsborough County

The presenter will discuss current trends of collaboration and the Teacher Leader role as it is used in education. Building rapport is an interactive way to build a community of learners while activating the learner’s natural ability to build relationships. Through conversation and activities, leaders will be able to discover ways to establish and maintain connections! Leaders will learn how to create a safe environment. Also, participants will learn strategies to connect with co-workers and be empowered with practical strategies to enhance collaboration as well as professional growth. Keywords: Student Social/Emotional/Academic Success

Friday, March 3rd
10:45am-12:15pm
Tuttle South

Featured Session

Teacher Leadership’s Impact on Improving Student Outcomes

Panel Presentation

Paul Miller, Bill & Melinda Gates Foundation
Min Sun, University of Washington
John Papay, Brown University
Alan Daly, University of California-San Diego
Tom Fisher, Miami-Dade County Public Schools
Paul Fleming, Tennessee Department of Education

The panelists will highlight their recent research that applies rigorous quantitative and qualitative methodologies that identify causal relationships between teacher leadership interventions and improved student learning and include practitioners in the discussion to explain how research turns into action in schools and classrooms. Keywords: Teacher Effectiveness

Friday, March 3rd
10:45am-12:15pm
Hibiscus A
Evolution of Teacher Leadership through Continuous Cycles of Practitioner Research

Workshop Session
Michelina MacDonald, P.K. Yonge Developmental Research School, University of Florida
Christy Gabbard, P.K. Yonge Developmental Research School, University of Florida
Kristin Weller, P.K. Yonge Developmental Research School, University of Florida
Cody Miller, P.K. Yonge Developmental Research School, University of Florida

Follow the journey of three, high school teacher inquirers as they use continuous cycles of practitioner research to explore standards-based education in an effort to increase equity within a diverse K-12 school. The work of three teacher leaders, beginning within one grade level team across three disciplines (ELA, Science, and Mathematics) has led to a school-wide collaborative inquiry designed to reexamine approaches to assessment and ultimately what grades communicate to students, parents, and other educators.

Facilitating the Professional Growth of Teachers & Leaders in Abu Dhabi

Workshop Session
Patrick Capriola, University of Florida, Lastinger Center for Learning
Chris Borgen, University of Florida, Lastinger Center for Learning

The concept of teacher leadership as an essential component of school improvement is being adopted throughout the world. The Lastinger Center for Learning, at the University of Florida, had the opportunity support this notion on the international stage in their work to facilitate the growth and professional expertise of educators in the Middle East. This presentation will focus on their experience at Al Moatasem Boys School. The discussion will focus on the presenters’ experience with the School Leadership Team (SLT), and how they partnered with the SLT to promote teacher growth and professional efficacy by building community as a means to shape the conditions for examining and reflecting upon professional practice. Keywords: Professional Development

Equitable Schools and Cultural Responsive Teaching

Workshop Session
Desiree Harned, Alachua County Schools, University of Florida

This workshop is designed to help classroom teachers in the K-12 setting to better understand what equitable schools should look like and help them gain knowledge in the area of culturally responsive teaching. Participants will learn how to use this in their classroom to help make their schools become more equitable for all students and parents. Keywords: Social Justice, Community / Family Involvement
Leadership Practices that Support Instructional Coaches Serving New Jersey Charters
Heba Abdo, Rutgers University
Carolyn Ross, Rutgers University

Researchers have recognized that evaluating teachers does not alone improve student achievement outcomes. Instead, teachers must be supported to make targeted changes. In response, many have proposed instructional coaching as a way to strengthen teacher professional learning. In coaching, teachers are supported to use specific skills within the classroom setting, allowing for sustained and embedded teacher learning. However, coaching practices vary widely among schools. This qualitative study will utilize interviews with coaches to understand some of the factors that contribute to better coaching outcomes.

Keywords: Coaching, Teacher Evaluation/Observation

Coaching as Pedagogy: A Doorway to Teacher and Student Empowerment
Mary Kay Rodgers, University of Florida, Lastinger Center for Learning
Nancy Poe, Lyman High School

In this paper presentation, participants will gain insight into critical components of a reflective coaching model that promoted both teacher and student development and leadership within an alternative school setting. This paper explores the necessary scaffolded supports and pedagogical factors needed to implement coaching as professional development and pedagogy, as well practical implications for both practice and research to further examine this method of school-based professional development.

Keywords: Coaching, Student Social/Emotional/Academic

Success Activity Systems as a Framework for Exploring Teacher Community and Teacher Leadership
Roseanne Rostock, Knowles Science Teaching Foundation

Conceptual frameworks can play an important role in supporting teachers to inquire into professional communities and teacher leadership. Yet one-size-fits-all frameworks may not match teachers’ experiences, and may, therefore, limit their utility for scaffolding teacher inquiry for supporting teacher leadership development. This paper shares learnings from using activity theory as a flexible framework for supporting teachers’ inquiry into their own professional communities and their own potential for teacher leadership.

Keywords: Peer Collaboration/Mentorship, Action Research/Inquiry
From the Classroom to the Community: Service as the Best Form of Leadership

Workshop Session
Nadine Ebri, University of North Florida
Matthew Ohlson, University of North Florida

It is crucial for teachers to go above and beyond to close the achievement gap in Title I schools. Teachers must continue to find innovative ways to build rapport among the faculty, students, and parents. Once these relationships are built, it will become easier for teachers to get parents involved in the classroom and ultimately their community. The purpose of this presentation is to explore how classroom teachers can serve as leaders and advocate for educational equity. Both of the presenters come from high-poverty Title I schools and know what it is like to overcome the challenges faced while teaching in an urban setting. During each phase of this session, participants will be engaged in exercises addressing educational equity within their classrooms, schools, and communities. This presentation will ultimately inform scholars and practitioners what teacher leadership looks like in practice.

Keywords: Community / Family Involvement, Teacher Effectiveness

Florida Georgia Line: Connecting Early Childhood Professionals Through PLCs

Workshop Session
Raquel Diaz, University of Florida, Lastinger Center for Learning
Valerie Mendez-Fariñas, University of Florida, Lastinger Center for Learning
Jamey Burns, University of Florida, Lastinger Center for Learning
Laura Reid, Georgia Department of Early Care and Learning

Georgia’s Department of Early Care and Learning (DECAL) has partnered with the University of Florida, Lastinger Center for Learning in order to provide early childhood professionals across the state tools and resources needed to form professional learning communities. This partnership seeks to build capacity across the state of Georgia so that early learning leaders across the state are able to implement PLC’s as a form of job-embedded professional learning to empower teachers, caregivers, directors and other early learning professionals which will ultimately result in rich learning outcomes for all of Georgia’s youngest children. This session will focus on the partnership and culminate with a testimony from one of the participants. Keywords: Early Learning, University/School Partnership, Professional Development

Leading a Flipping Revolution: How to Encourage Flipped Classrooms

Workshop Session
Katharine Folger, Lyman High School, Seminole County Public Schools
Nancy Poe, Lyman High School, Seminole County Public Schools

The goal of this workshop is to provide teacher leaders with the tools they need to support teachers interested in using the flipped classroom model to engage students at high levels of learning in the classroom. During the workshop, we will review the basics of why and how to use the flipped classroom model in a variety of subjects and the components required for success as well as interactive strategies that are directly related to the flipped classroom model. We will also address common challenges to the flipping the classroom, including access and time. Attendees will create their own sample of a flipped lesson and/or an introduction to flipping your classroom video.

Keywords: Student Social/Emotional/Academic Success, Classroom Technology
Achieving Educational Equity through Community Partnerships and Advocacy

Workshop Session
Lauryn Stark, Raines High School, University of North Florida

Teacher Leadership requires empowered teachers who can effectively advocate for the needs of their students and better cultivate a method in order to meet those needs. Often times, this means creating partnerships with community resources while striving for educational equity. This workshop will focus on implementing educational equity programs through leadership development spanning over multiple cities in Northeast Florida, reaching several elementary, middle, and high schools students, faculty, and staff. This workshop will provide relevant academic background and research, as well as personal experiences with cultivating, maintaining, and educating through leadership mentoring programs. The structure of the workshop will provide interactive opportunities for our audience to participate freely, practice program development skills, ask questions, and leave with multiple resources so that they can begin implementation immediately. Keywords: Community / Family Involvement, Social Justice, Student Social/Emotional/Academic Success

Friday, March 3rd
3:00pm - 4:30pm
Orchid A

Strengthening Teacher Pedagogy Through Empowerment

Panel Presentation
Deborah Carmona, Florida Teacher Leader Fellow - Orange County Public Schools
Isabel Nodarse, Florida Teacher Leader Fellow - Broward County Public Schools
Lorena Sanchez, Florida Teacher Leader Fellow - Alachua County Public Schools
Donald Nicolas, Florida Teacher Leader Fellow - Miami-Dade County Public Schools

The panel consists of educators across the K-12 continuum whose action research focuses on teachers’ ability to impact student achievement by implementing selected research-based effective instructional practices that is tailored to meet student needs. Each member of the group has used both quantitative, as well as qualitative data, in order to identify student needs based on student work, incorporate school-wide as well as district-wide learning initiatives, and differentiate the instruction in order to create a safe and secure learning environment where students thrive academically and behaviorally. Our research is cyclical in that teachers reflect on student performance, implement strategies, objectively evaluate the results, recognize learning outcomes in a constructive manner, and reflect on its’ successes and/or challenges in order to continually meet the needs of diverse learners. This panel will provide relevant academic background and research, as well as personal experiences with implementation of curriculum changes and teacher belief systems in order to better understand the basis of teacher practice and pedagogy. The panel will provide opportunities for our audience to participate freely, ask questions, and gain an understanding of changes in instructional practices and an increase in student achievement. Keywords: Teacher Effectiveness, Action Research/Inquiry, Student Social/Emotional/Academic Success

Friday, March 3rd
3:00pm - 4:30pm
Orchid B
Developing and Enacting Teacher Leadership in District-Based Reform
Panel Presentation
Marisa Cannata, Vanderbilt University
Mollie Rubin, Vanderbilt University
Michael Calder, Fort Worth Independent School District
Orion Smith, Arlington Heights High School
Rina Nakamoto, Diamond Hills-Jarvis High School

This session presents different perspectives of a research-practice partnership that uses teacher-led teams to design, develop, and implement an innovation focused on building student ownership and responsibility. This partnership included school implementation teams, comprised of teachers, that used continuous improvement processes to develop, implement, and deepen change practices in their schools. Teacher leaders, researchers, and administrators will share their perspectives on how teacher leadership was developed and enacted, and the opportunities and challenges encountered. Keywords: University/School Partnership, Peer Collaboration/Mentorship, Student Social/Emotional/Academic Success

Friday, March 3rd
3:00pm - 4:30pm
Tuttle South

Building School Culture from the Inside Out, Top Down, and Bottom Up!
Workshop Session
Cara Dunford, Florida Teacher Leader Fellow - Marion County School District
Kelly Dodd, Florida Teacher Leader Fellow - Lake County Schools
Lynne Martin, Florida Teacher Leader Fellow - Walton County School District
Tiffany Bailey, Florida Teacher Leader Fellow - Sarasota County Public Schools
Stephen Kaplan, Florida Teacher Leader Fellow - Palm Beach County School District

In Building School Culture from the Inside Out, Top Down, and Bottom Up!, participants will work collaboratively to develop an action plan to improve their own school culture. Presenters, a group of Florida Teacher Leader Fellows, will share their teacher inquiry projects - all focused on building school culture in a variety of ways. The workshop will provide information about the research-based strategies used by the Fellows to impact their school communities. Participants will leave with a summary of the participants’ data, research-based strategies and ideas to add to their collections and implement in their own contexts - inside out, top down, or bottom up! Keywords: Community/Family Involvement, Action Research/Inquiry, Student Social/Emotional/Academic Success

Friday, March 3rd
3:00pm - 4:30pm
Orchid D

Teacher Leadership as Resistance
Workshop Session
Awo Okaikor Aryee-Price, Rutgers University
Mildred Boveda, Florida International University
Maria Lovett, Florida International University
Rebekah Cordova, University of Florida
Gerson Sanchez, Florida International University

Teachers and students are the heart of schools within communities and our current ecosystem of education reform and privatization requires them to be justice minded as they advocate for equity in the classroom and beyond. In this workshop, come spend time with teacher educators and classroom teachers as they explore what it means to support teachers in this important work, but also what the role of education faculty and activists can be as they work alongside teachers and parents who are navigating the terrain of education policy, high-stakes testing, racism within the curriculum, community gentrification, school violence, and more. During the workshop, both the presenters and the participants will work together to discuss the possibilities that teacher leadership can hold for the future of justice in education. Keywords: Social Justice, University/School Partnership, Action Research/Inquiry

Friday, March 3rd
3:00pm - 4:30pm
Gardenia C
Featured Session

Teacher Leadership: Moving From Ideas to Action

Workshop Session
Valeria Brown, University of Florida, Lastinger Center for Learning
Makeda Brome, St. Lucie County Public Schools
Kimberly Youngblood, Broward County Public Schools

Often teacher leaders spend many hours generating ideas that could serve as solutions for some of the most pressing issues for their students, colleagues, districts, and communities. In this workshop, teacher leaders, including a Florida Teacher Leader Fellow, will guide the participants through a design thinking process. Using research-based tools, this session will focus specifically on supporting teacher leaders and other leaders in how to decide, design, and develop ideas into meaningful action plans and next steps. **Keywords:** Teacher Effectiveness, Professional Development, Teacher Voice/Agency

Friday, March 3rd
3:00pm - 4:30pm
Hibiscus B

UF Integrated Elementary STEM Training with Lesson Study Project

Workshop Session
Alicia Foy, Palm Beach County Public Schools

Participants in this workshop will learn about the STEM-Integrated Elementary Project. Over the course of a year, selected teachers in Palm Beach County connected with University of Florida scientists, engineers, mathematicians and educational leaders in order to integrate new interdisciplinary content knowledge using Problem- and Project-based teaching strategies. Content clinics, field trips and written PBL lesson plan requirements enhanced the learning and collaborative process. Using the Lesson Study Project, written PBL lesson plans were implemented, discussed, revamped and improved. **Keywords:** STEM, Professional Development, University/School Partnership

Friday, March 3rd
3:00pm - 4:30pm
Gardenia ABC

Teachers CARE

Workshop Session
Lucia Baez, Miami-Dade County Public Schools, Florida International University

The focus of this session will be to increase teacher advocacy by teaching them to mobilize the resources within their community. The greater amount of people who are invested in student success outcomes at a school, the greater the availability of resources to these students. In this presentation, recommendations are made suggesting teacher-led strategic partnerships and allegiances with organizations and universities as a way to re-professionalize teaching careers and to revitalize the investment that the community makes in supporting its local schools. **Keywords:** Teacher Voice/Agency, Community/Family Involvement, Student Social/Emotional/Academic Success

Friday, March 3rd
3:00pm - 4:30pm
Azalea A/B
Re-envisioning the Profession through Mindfulness, Outreach, and Inquiry

Paper Session

Friday, March 3rd
3:00pm - 4:30pm
Tuttle Center

Mindfulness Practice in the Elementary Classroom
Erik Mattson, Colorado College

This paper summarizes a teacher action research project that focused on the effect of mindfulness practices in the classroom. In this study, students learned simple breathing and visualization techniques and used them before instruction. This paper will explore the data analysis and implications of this work for teacher leaders. Keywords: Student Social/Emotional/Academic Success, Action Research/Inquiry

Flipping the Script: Teacher Leadership for Knowledge Generation
Stephanie Dodman, George Mason University
Emma Zuidema, Fairfax County Public Schools
Amy Kleiman, Fairfax County Public Schools

This paper details the work of a group of teachers engaged in a teacher research group. It highlights the experiences of the group’s leader and her colleagues as they moved from knowledge consumers to knowledge generators. The presentation speaks to the necessity for administrator support, the importance of peer collaboration for motivation, and the challenges faced by a novice teacher attempting to grow in her leadership for learning. Keywords: Peer Collaboration/ Mentorship, Action Research/Inquiry

Improving Student Rigor with T3XT: An Analytic Solution for Reading Comprehension and Written Expression
Dylan Emerick-Brown, Florida Teacher Leader Fellow - Volusia County Schools

In education, it is important for rigor to be more effectively implemented in the curriculum and teaching strategy to improve students’ reading comprehension and written expression. This reflection explores the formation and use of a unique teaching strategy created for this specific purpose called T3XT. T3XT is a three step process for writing a college-ready analysis of any textual sample. The idea behind T3XT is that the key to comprehension and then synthesizing of knowledge lies in being able to understand and express the relationship among the three elements: text, context, and subtext. Keywords: Student Social/Emotional/Academic Success, Action Research/Inquiry
An education innovation incubator, Lastinger Center for Learning harnesses the University of Florida’s intellectual resources to partner with school districts, philanthropies, governmental entities and the private sector to research, design, build and field-test models that transform teaching, improve learning and promote healthy child development.

Housed at the UF College of Education, the Lastinger Center blends the latest research with best practices to build award-winning learning systems. It has won a $9.8 million 2016 Institute of Sciences grant for a virtual learning lab, the US Department of Education’s 2011 Investing in Innovation (i3) grant, the 2011 Florida Association for Staff Development’s award for the state’s top professional development program, and the Association of Teacher Educators’ 2011 award for the country’s top teacher education partnership program.

Professional Development in Education is a fully refereed international journal that publishes original contributions on professional learning and development (PLD) in its widest sense. These include the initial preparation of professionals insofar as it affects induction; mentoring and coaching; models of and approaches to professional learning; the management and leadership of professional learning and development and its evaluation; the analysis of local, regional and national policies relating to PLD; and the work of higher education, independent agencies and training and development organisations in supporting and promoting the continuing development of professionals. Contributions include scholarly discussion of new issues, critical consideration of research in areas relating to PLD, analysis and discussion of new approaches to PLD and conceptual contributions enhancing the debate on the nature and practice of professional learning and development.