If you had to name the defining characteristic of a “good teacher,” what trait would you suggest? Would you start ticking off the skills listed on the evaluation framework used in your district? Or would you think back to your own experiences and consider the most memorable educators you’ve known? In this collection of articles from *Educational Leadership*, the authors—all educators and educators of educators—discuss what it means to be a good teacher. They include tips and strategies for everything from connecting with students to planning the teaching day, reflections on the profession as a whole, and descriptions of practices that can make the teaching experience more effective and more rewarding.
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Introduction

The Most Influential Teachers

If you had to name the defining characteristic of a “good teacher,” what trait would you suggest? Would you start ticking off the characteristics listed on the evaluation framework used in your district? If so, you might note “content knowledge,” “managing classroom environments,” “communicating with students,” or “reflecting on teaching.”

Or would you think back to your own experiences and consider the most memorable educators you’ve known? What one characteristic do “the best of all your good teachers” have in common? When I do this, I think of Mother Bascomb, a college professor who knew *The Canterbury Tales* so well she could recite them in middle English. (The word *expertise* comes to mind.) And I think of Ramanan, a yoga teacher who humored his class into daily practice by assigning “easy homework.” (The word here is *humor.* ) Or should I consider my otherwise unpopular 8th grade teacher who memorably wrote on my paper, “You will be a writer someday.” (The word is *supportive.* ) As I think back, these outlier “good teachers” had vastly different qualities that made them exceptional.

In this collection of articles, our authors—all educators and educators of educators—discuss from different points of view and in different styles what it means to be a good teacher. Pulled from *Educational Leadership* issues that over the years have featured such themes as
“The Effective Educator,” “Teachers as Leaders,” and “Supporting Good Teachers,” these articles include tips and strategies for everything from connecting with students to planning the teaching day (Ferlazzo, Rubinstein, Brown, Allred); reflections on the profession as a whole—how it is changing and where it is going (Freiberg, Darling-Hammond, Fullan, and Harrison and Killion); and descriptions of practices that can make the teaching experience more effective and more rewarding (Tomlinson, Goodwin, Sacks, Flanagan, and Collay).

In choosing these articles for you, the editors of Educational Leadership looked for the most practical and timeless pieces. Our purpose was to bring to your fingertips articles you may have missed the first time around or would enjoy rereading and sharing with fellow educators. This collection is especially designed for new teachers who need words of wisdom and support; experienced teachers and teacher leaders who want to reflect on their practice and expand their influence; study groups and classes exploring the essentials of good teaching; and principals and coaches who want to give their staff or colleagues a collection of materials that will remind them of why they went into teaching in the first place.

Quite a long time ago, Henry Adams wrote that teachers “affect a kind of immortality” because they “never can tell where their influence stops.” We hope these articles inspire you to celebrate good teachers everywhere as well as become the best teacher you can be.

—Marge Scherer
Editor in Chief, Educational Leadership
When students test you—and they will—do what the master teachers do.

Among the many challenges teachers face, often the most difficult is how to engage students who seem unreachable, who resist learning activities, or who disrupt them for others. This is also one of the challenges that skilled teachers have some control over. In my nine years of teaching high school, I’ve found that one of the best approaches to engaging challenging students is to develop their intrinsic motivation.

The root of intrinsic is the Latin *intrinsecus*, a combination of two words meaning *within* and *alongside*. It’s likely that our students *are* intrinsically motivated—just motivated to follow their own interests, not to do what we want them to do. Teachers’ challenge is to work alongside our students, to know their interests and goals, and to develop trusting relationships that help students connect their learning to their goals in a way that motivates from within.

How can teachers do this? It’s helpful to consider this question in three parts: What skilled teachers think, what they say, and what they do.
What Skilled Teachers Can Think

What we think guides how we view the world, including how we view challenging students. Developing and maintaining three mind-sets will help teachers maintain their equilibrium in the face of behavior or resistance to learning from certain students that would ordinarily knock us off balance.

1. Remember that authoritative beats authoritarian.
Being authoritarian means wielding power unilaterally to control someone, demanding obedience without giving any explanation for why one’s orders are important. Being authoritative, on the other hand, means demonstrating control, but doing so relationally through listening and explaining. Studies of effective parenting have found that children view parents who use an authoritative style as legitimate authority figures; such children are less likely to engage in delinquent behavior. The opposite is true for children of authoritarian parents (University of New Hampshire, 2012).

   It’s not too much of a stretch to apply this finding to teachers and students. As you interact with students, frequently ask yourself which of these two styles you use. Do you want to always lead with your mouth—or with your ears? Bring this authoritative-authoritarian question to bear on your classroom practices. In terms of instruction, are you always the sage on stage? Do you have students periodically evaluate your class and you as a teacher—and seriously consider their feedback? Do you explain to students why you teach the way you do? When a student’s behavior is causing a problem, do you control the behavior at any cost, or do you try to find out what’s going on with that student? Opting for the authoritative style will make students more likely to respect your authority—and probably more eager to cooperate.

2. Believe that everyone can grow.
Many teachers are familiar with Carol Dweck’s distinction between a “growth” mind-set and a “fixed” one. When we have a growth mind-set,
we believe that everyone has the inner power to grow and change. We see mistakes as opportunities to learn. Holding a fixed mind-set leads us to believe that people’s traits—such as intelligence—are immutable. A mistake on the part of someone we believe is unintelligent seems to validate that belief.

Which mind-set we hold makes a tremendous difference. In one study, a researcher measured teachers’ mind-sets at the beginning of the year. In classes led by teachers who showed fixed mind-sets, few students with learning challenges advanced academically during the year. But in classes taught by those with growth mind-sets, many previously low-performing students made gains (Dweck, 2010). Teachers with a fixed mind-set tend to immediately and permanently place students into categories. They place the primary responsibility for overcoming learning challenges on the students. Those with a growth mind-set consider responding to a student’s challenges to be the joint responsibility of the student and the educator.

Teachers aren’t superhuman. There are some things we cannot accomplish. But we must ask ourselves whether we too readily write off students who try our patience as “incapable,” or some similar adjective, without considering whether differentiating instruction for these students might spur change and growth.

One of my students had never written an essay in his school career. He was intent on maintaining that record during our unit on writing persuasive essays. Because I knew two of his passions were football and video games, I told him that as long as he used the writing techniques we’d studied, he could write an essay on why his favorite football team was better than its rival or on why he particularly liked one video game. He ended up writing an essay on both topics.

3. Understand that power isn’t a finite pie.
I was a community organizer for 19 years before I became a teacher. A key lesson I learned was that power isn’t a finite pie. If I share the power...
I have, that doesn’t mean I’ll have less. In fact, the pie will get bigger as more possibilities are created for everyone.

Power struggles are at the root of much misbehavior. William Glasser (1988) believes that students have a basic need for power and that 95 percent of classroom management issues occur as a result of students trying to fulfill this need. Having more power actually helps students learn. Giving students choices—about their homework, assignments, how they’re grouped, and so on—leads to higher levels of student engagement and achievement (Sparks, 2010).

Remembering that power isn’t finite helps us see that asking students for ideas on what might help them feel more engaged isn’t a sign of weakness, but of strength. So is seeking advice from students’ parents or from teachers in other classes in which challenged learners show more success. Over the years, I’ve gained great insight and become a more effective teacher by asking parents, “Tell me about a time in your child’s life when he or she was learning a lot and working hard in school. What was his or her teacher doing then?”

What Skilled Teachers Can Say

4. Give positive messages.

Positive messages are essential to motivation. Subtle shifts in teacher language infuse positive messages throughout our interactions. Here are three practices I’ve found helpful.

Use positive framing. “Loss framed” messages (if you do this, then something bad will happen to you) don’t have the persuasive advantage that they’re often thought to have. “Positive framed” messages (if you do this, these good things will happen) are more effective (Dean, 2010). I’ve had more success talking with students about how changing their behavior will help them achieve their goals (such as graduating from high school or going to college) than I’ve had threatening them with negative consequences. Positive messages that connect students’ current actions to broader student-identified hopes or goals
are different from “if-then” statements focused on what teachers want students to do (“If you don’t get out of your seat without permission, then you’ll get extra credit”). As Daniel Pink (2009) notes, such extrinsic manipulations don’t develop students’ higher-order thinking skills or long-term commitments to change.

Say “yes.” Avoidant instruction is language that emphasizes what people should not do (“Don’t walk on the grass.” “Don’t chew gum”). Some researchers (British Psychological Society, 2010) believe that a more effective way to get a desired behavior is to emphasize what you want people to do. For example, if a student asks to go the restroom, but the timing isn’t right, rather than saying no, I try to say, “Yes, you can. I just need you to wait a few minutes.” Or if a student is talking at an inappropriate time, instead of saying, “Don’t talk!” I sometimes go over and tell that learner, “I see you have a lot of energy today. We’ll be breaking into small groups later and you’ll have plenty of time to talk then. I’d appreciate your listening now.”

Say “please” and “thank you.” People are more likely to comply with a task (and do so more quickly) if someone asks them instead of tells them (Yong, 2010). I’ve found that “Can you please sit down?” is more effective than “Sit down!” Saying thank you provides immediate positive reinforcement to students. Research (Sutton, 2010) shows that people who are thanked by authority figures are more likely to cooperate, feel valued, and exhibit self-confidence.

5. Apologize.
Teachers are human, and we make plenty of mistakes. There is no reason why we shouldn’t apologize when we do.

But saying, “I’m sorry,” may not be enough. I often use the “regret, reason, and remedy” formula recommended by Dorothy Armstrong (2009). For example, one afternoon my students Omar and Quang were paired up in my class but were sitting passively while everyone else focused on the task at hand. I said sharply, “Come on now, get working!” A few minutes later, I said simply to the two boys, “I’m sorry I barked at
you earlier. I was frustrated that you weren’t doing what I’d asked you to do. I’ll try to show more patience in the future.” They clearly focused more energy on their work after this apology.

What Skilled Teachers Can Do


Being flexible might be the most important thing teachers can “do” to help students who challenge us—in fact all students—to get past whatever challenges of their own they confront. Three practices help me differentiate instruction and classroom management in a way that helps everyone.

Help them get started. Psychologist Bluma Zeigarnik identified the Zeigarnik Effect: Once people start doing something, they tend to want to finish it (Dean, 2011). If we get a disengaged or anxious student started, that’s half the battle. For a task that’s likely to challenge some students, present a variety of ways to get started: a menu of questions, the option to create a visual representation of a concept, a chance to work with a partner. Encourage students to launch themselves by just answering the first question or the easiest one.

Help postpone tempting distractions. Making a conscious decision to postpone giving in to temptation can reduce a desire that’s getting in the way of a goal (Society for Personality and Social Psychology, 2012). My student Mai was frequently using her cell phone to text message during class. I didn’t want to take her phone away, so I made a deal with her—she could text in my classroom during two specific times: from the moment she entered the room until the bell rang and as soon as the lunch bell rang. Since we made that deal, Mai hardly ever uses her cell phone during class. Even more significant, she hardly ever uses it during our agreed-on times.

Acknowledge stress. As most of us know from experience, people tend to have less self-control when they’re under stress (Szalavitz, 2012). When a student is demonstrating self-control issues in my class, I often
learn through a conversation with him or her that this student is going through family disruptions or similar problems. Sometimes, just providing students an opportunity to vent worries can have a positive effect.

7. Set the right climate.

Pink (2009) and other researchers have found that extrinsic rewards work in the short term for mechanical tasks that don’t require much higher-order thinking, but they don’t produce true motivation for work that requires higher-order thinking and creativity. However, everyone needs “baseline rewards”—conditions that provide adequate compensation for one’s presence and effort.

At school, baseline rewards might include fair grading, a caring teacher, engaging lessons, and a clean classroom. If such needs aren’t met, Pink (2009) notes, the student will focus on “the unfairness of her situation and the anxiety of her circumstance. … You’ll get neither the predictability of extrinsic motivation nor the weirdness of intrinsic motivation. You’ll get very little motivation at all” (p. 35).

8. Teach life lessons.

My colleagues and I frontload our school year with what we call life-skills lessons. These simple, engaging activities help students see how it’s in their short-term and long-term interest to try their best.

For example, a lesson might highlight how the learning process physically alters the brain. This particular lesson encourages a growth mind-set. It was eye-opening to one of my students who had claimed, “We’re all born smart or dumb and stay that way.” In terms of keeping up kids’ motivation, the times throughout the year when I refer back to these concepts and reflect on how they apply to learning struggles are as important as the initial lessons.

What We Can Always Do

Consistently implementing these practices is easier said than done—and is probably impossible unless you’re Mother Teresa. But most
teachers already do something that makes all these practices flow more naturally, and that we can do more intensely with conscious effort—we build relationships with students. Caring relationships with teachers helps students build resilience. By fostering these relationships, we learn about students’ interests and goals, which are fuel for motivation.

On Fridays, my students write short reflections about the week. One Friday, I asked them to write about the most important thing they’d learned in class that week. One student wrote, “I didn’t really learn anything important this week, but that’s OK because Mr. Ferlazzo tried his best.”

Although I wasn’t that thrilled with the first part of his comment, there’s an important message in the second half. Even if we can’t always think, say, and do the ideal thing to strengthen struggling students’ motivation, there’s always something we can do to meet them halfway. We can try our best.

Endnote

1 Lesson plans are available free at my blog.

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Ten Roles for Teacher Leaders

Cindy Harrison and Joellen Killion

The ways teachers can lead are as varied as teachers themselves.

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school’s capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools’ success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to
use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

When his fellow science teachers share their frustration with students’ poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students’ writing.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common
understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers’ self-efficacy (teachers’ belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22)

Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulatives, and kinesthetic activities (Marzano et al., 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for coteaching the lesson to Marcia’s students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers’ classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.
Frank facilitates the school’s professional development committee and serves as the committee’s language arts representative. Together, teachers plan the year’s professional development program using a backmapping model (Killion, 2001). This model begins with identifying student learning needs, teachers’ current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district’s three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or
district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students’ voices are included in the process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from nonattenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students’ writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a
better way” (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Manuela, the school’s new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Other teachers, encouraged by her willingness to discuss what works and what doesn’t, begin to talk about their teaching and how it influences student learning. Faculty and team meetings become a forum in which teachers learn from one another. Manuela’s commitment to and willingness to talk about learning break down barriers of isolation that existed among teachers.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities.
Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

Authors’ note: The 10 roles are described in more detail in Taking the Lead: New Roles for Teachers and School-Based Coaches by J. Killion and C. Harrison, 2006, Oxford, OH: National Staff Development Council. Although the names have been changed, all examples are based on actual teachers we encountered in our research.

References


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Study Guide for *On Being a Teacher: Readings from Educational Leadership*

Naomi Thiers

*Ideas to try out individually or in a study group.*

Whether you’re a new teacher, a veteran, or an administrator hoping to support your faculty, articles in this e-book will provide words of wisdom about the teaching profession. Here are questions and activities that will help you get the most out of the articles.

What Is Effective Teaching—and How Do We Get There?

Carol Ann Tomlinson (“Notes from an Accidental Teacher”) discusses five practices that “make up the architecture of effective teaching.” Consider two of these practices: (1) finding a teaching situation that fits you well and helps you grow and (2) “knowing what you don’t know.”

- Tell about a place where you taught that was a great fit and helped you blossom—and one that was a poor fit. What made the difference?
• Do you agree with Tomlinson’s statement that “excellent teachers never fall prey to the belief that they are good enough”? Why or why not?

Many teachers now craft their own professional learning opportunities, even their own conferences. Many educators want conferences to be more than times to attend workshops led by big-name presenters. In fact, new models have cropped up that require educators to become active in planning and participating in the learning. Edcamp (described in “Edcamp: Teachers Take Back Professional Development” by Kristen Swanson) offers a new model for conducting a professional conference.

• Edcamp-style conferences depend on the active participation of educators who attend. Attendees are themselves the experts, and they learn from one another. What do you see as the benefits and drawbacks of this participant-driven approach? For what kinds of teacher learning might this model be best suited?

• What kinds of experiences do you most value at a professional conference? How would you change conferences to make them even more useful?

Supporting Brand New Teachers

Many teachers, like Dan Brown (“Now That I Know What I Know”) find their first year as a teacher of record to be lonely and difficult. One element Brown says can make the first year easier is developing a teacher persona: “You can’t entirely be yourself as a teacher; you have to cultivate a teacher persona—a blend of your real self and the benevolent pedagogical manipulator and authority figure that teachers must be.”

• Do you agree that a teacher needs to forge such a persona? Consider this: have you created a teacher persona for yourself,
and if so, what is it like? How is it different from your non-school self?

• Think back to your first year as a teacher. What are some of your clearest memories? Do many of them involve feelings of failure or doubt? What’s the first teaching triumph you remember?

• In Marge Scherer’s interview with noted educator Linda Darling-Hammond ("The Challenges of Supporting New Teachers"), Darling-Hammond talks about how crucial it is for new teachers to have “systematic, intense mentoring” in their first year. Share your experience of receiving (or not receiving) mentoring in your first year or two. How are new teachers mentored in your current school? How effective do you think that mentoring is?

Of Teacher Leaders and Change Agents

Reflect on Michelle Collay’s (“Teaching Is Leading”) assertion that all teachers are leaders within their classrooms:

Teachers lead by using their professional knowledge and judgment to support the learning of all students, by guiding the professional development of colleagues, and by participating in communities of practice. . . Teaching is a vocation requiring everyday acts of leadership—courage, a clear vision of what matters, strong relationships with others, and resistance to the bureaucracy.

Making a space for teachers to be leaders outside their classrooms is also a great way for them to learn. In “The Problem-Solving Power of Teachers,” Ariel Sacks makes a case for teacher leadership by sharing how teachers at her school could see the flaws in a schoolwide homework policy that looked good on paper but didn’t work in practice.
The teachers came up with a way to adjust the policy so that it better benefited both students and teachers.

- What role do teachers at your school play in setting school-wide policy on homework, discipline, and other issues? What’s the value of bringing teachers into policy discussions? How might your school make better use of teacher voices when making decisions?
- If you’re a teacher, have you ever had to implement a top-down policy that didn’t work well in practice? How did you respond?

As Nancy Flanagan makes clear in her article in this collection (“Take Back Teaching Now”), she found that being a change agent requires courage, some ownership of the reforms you’re pushing, and trustworthy allies. Flanagan notes that “If teachers are going to . . . lead change, set new learning goals, and embed real context-based reform into their core work—building trust is essential.”

- Brainstorm ways you might find like-minded teachers you can turn to for trustworthy support as you push for significant change in your classroom or school. Could you get involved in and draw on any of the many small communities of educators within ASCD—such as ASCD’s Affiliates or Professional Interest Communities, or the special interest groups that interact regularly on ASCD’s social networking platform EDge?
Related ASCD Resources

At the time of publication, the following ASCD resources were available (ASCD stock numbers appear in parentheses). For up-to-date information about ASCD resources, go to www.ascd.org. You can search the complete archives of Educational Leadership at http://www.ascd.org/el.

ASCD EDge®
Exchange ideas and connect with other educators interested in math on the social networking site ASCD EDge at http://ascdedge.ascd.org.

Print Products

Igniting Teacher Leadership: How do I empower my teachers to lead and learn? (ASCD Arias) by William Sterrett (#SF116039)
Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership by Douglas Fisher, Nancy Frey, and Stefani Hite (#116008)
Never Work Harder Than Your Students and Other Principles of Great Teaching by Robyn R. Jackson (#109001)
Qualities of Effective Teachers, 2nd Edition by James H. Stronge (#105156)
Starting School Right: How do I plan for a successful first week in my classroom? (ASCD Arias) by Otis Kriegel (#SF116009)
Teach, Reflect, Learn: Building Your Capacity for Success in the Classroom by Pete Hall and Alisa Simeral (#115040)
The New Teacher's Companion: Practical Wisdom for Succeeding in the Classroom by Gini Cunningham (#109051)
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