PERSONAL LEADERSHIP LOG

**FOR JANAUARY 19:**

Read “What Do We Know About Teacher Leadership? Findings from Two

Decades of Scholarship” and answer the following question:

How did the writers’ rationale for teacher leadership, definitions of teacher leadership?

and roles of teacher leaders compare with your prior thinking? Be sure to cite the article.

Read “Five Goals for Teacher Leadership” and answer the following question in your

**#1 -What Do We Know About Teacher Leadership?**

Rationales for teacher leadership

In this article authors focus on four rationales for teacher leadership:

1. Benefits of Employee Participation-Better mobilization of group member, better organization operation and make more effective decisions.

2. Expertise About Teaching and Learning-  Improve teachers’ teaching level and learning.

3. Acknowledgment, Opportunities, and Rewards for Accomplished Teachers-Provide incentives to teachers, acknowledge their contribution and provide better opportunities for study and work.

 4. Benefits to Students-Better mobilize students under the democratic leadership.

Definition of teacher leadership

In my opinion, teacher leadership is teacher leaders lead members of an organization to work efficiently, and lead students to study during class. As the article mentioned that the concept of teacher leadership has not been clearly or consistently defined, but still pointed that: “The conceptions of teacher leadership described above highlight the use of teachers’ expertise about teaching and learning to improve the culture and instruction in schools, such that student learning is enhanced” （York& Duke P261）. There are four conceptions of leadership: 1. participative leadership 2. Organization quality leadership 3. distributed leadership 4. Parallel leadership.

In conclusion, establish more diversified relations under different forms of leadership to reduce the barriers between school and teachers, teachers and teachers, teachers and students as well as teachers and parents, so to improve school operation and student outcomes.

 Role of leadership

In this article pointed that: “Teacher leadership is practiced through a variety of formal and informal positions roles, and channels of communication in the daily work of schools"(York& Duke P263）. Sometimes teachers serve in formal leadership positions, they can become leaders to give professional command and make important decisions. At other times, leadership is demonstrated in informal ways, they can be good colleagues to help other teachers. They can also become good teachers to encourage their students and parents.

**#2-Five goals for teacher leadership**

In this article identified that: “five measurable goals for teacher leadership 1. Improve student outcomes; 2. Improve the access of high-need students to effective teachers; 3. Extend the careers of teachers looking for growth opportunities; 4. Expand the influence of effective teachers on their peers; and 5. Ensure a role for teachers as leaders in policy decisions affecting their practice” (Coggins & McGovern p16). Under the 3T (Turnaround, Teacher, Teams) Initiative system, teachers can be classified into five categories:

• Purpose-driven instructional leaders;

• Skillful facilitators of adult learning;

• Evidence-based decision makers;

• Ongoing learners; and

• Change agents.

Compared with the first article, this article emphasis on the fact that teacher leadership can make students gain more and improve students’ study in a great learning environment. Also, both articles mention that teacher leadership can improve teachers’ learning and teaching, have a better impact on peers and students, promote the development of the school and education.

**FOR JANUARY 26:**

Read CHAPTERS 1 and 2 of Awakening the Sleeping Giant and the Introduction of Smarter Teacher Leadership. Complete the attached Survey from Chapter 1, with your totals.  BRING THIS SURVEY TO CLASS. Write a brief entry to post on the FORUM below about the comparison of these authors' perspectives on teacher leadership.

**Two Books' Authors' Perspectives**

**1. Awakening the Sleeping Giant -Marilyn Katzenmeyer & Gayley Moller**

In the chapter 1, the authors mentioned the definition of teacher leaders, “teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (Katzenmeyer & Moller 2009, P7). This definition also reflection the perspective of the authors for this chapter, the authors emphasized that improving student’s outcome is more important than school focus on “silver bullet”, but the high quantity teacher can be improving student learning, so school should be offering the professional department to help teacher improve their teaching and learning. At the same time, no matter inside or outside of school, teacher leaders should have powerful influence, “a key word in notion of teacher leadership is influence” (Katzenmeyer & Moller 2009, P11). Great teacher leader not only impact on their classroom, but also influence their peers and school. Teacher leader should share knowledge together, build alliances and networks in order to accomplish their goals.

In the chapter 2, authors identified that promoting teacher leadership lies on a foundation of four perspectives: “building organizational capacity, modeling democratic communities, empowering teachers, and enhancing teacher professionalism” (Katzenmeyer & Moller 2009, P46). This part also related with chapter one, the teacher leadership can be learned, teachers must break away from the old theory of learning and adopt a new theory of learning which believes that all students must acquire high-level cognitive skills, and improving the teaching practice. “When power is shared, leadership is no longer defined within a person; rather it is an attribute that moves from person to person within the workplace depending on the situation and who hold the power?” (Katzenmeyer & Moller, 2009, p29).

**2.** **Smarter Teacher Leadership-Marcus Conyers & Donna Wilson**

In the book, I think the authors have very similar perspective with Katzenmeyer & Moller. “Smarter Teacher Leadership recognizes and promotes the power of teacher leaders to improve student learning, encourages educators to seek out opportunities for collaboration and leadership, and equips them with the knowledge and skills they need to be effective leaders inside and outside their classrooms” (Conyers & Wilson 2016, P5). But the difference that the introduction part also emphasizes the “power of collaboration”, teacher leaders cooperate with peers, school and community. The authors share a fresh vision for school leadership that connects current knowledge from mind, brain, and adult learning research to the process of teacher development and leadership, explained how brain and how metacognitive, cognitive, and affective skills support learning, teaching, and leading to stimulate collaboration with colleagues and advocacy with administrators, parents, and the wider community.

**FOR FEBRUARY 2:**

Stories references form: Textbook

Jill’s Story

Jill, a fourth-year French teacher, garnered rave reviews from her supervisors for her teaching during her internship and was accordingly offered a teaching position at a prestigious high school in a prosperous suburb. Because of the parents’ affluence, the school was shielded from many of the excesses of No Child Left Behind, including the preoccupation with test scores. Jill could not wait to use her best-practice communicative language teaching skills with the highly-motivated students. Jill’s department chair, however, was one of the few left from the “old school.” She had no patience with Jill’s Total Physical Response instructional methods and insisted that Jill stick to the textbook, drilling students on grammar rules and vocabulary. Jill felt more and more isolated, despite the many great teachers in other departments throughout the high school, and her students, sensing that she was not teaching what she believed in, lost faith in her, too. When Jill’s chair observed her in the spring, she criticized her for her lack of classroom management, and not surprisingly, Jill was told that she would not be asked back. We wondered: Might Jill have survived and prospered if she had developed some basic skills for connecting with other more supportive teachers? Sybil shows how this can happen.

Sybil’s Story

Sybil, a chemistry teacher who graduated with Jill from the same preservice program, faced her own daunting trial when starting her career. She went straight to an urban high school with a population of high-poverty students, where the chair told her that even though she was by far the most proficient chemist at the school, she would have to teach physics, a field for which she was much less prepared. When she complained, her chair told her that her students wouldn’t know the difference anyway because most of them would be lucky just to graduate from high school. Though disappointed, Sybil approached a well-prepared physics teacher who taught during Sybil’s prep period and asked about sitting in on the physics class for a term. She figured this was the best way to learn to teach physics under the circumstances. Sybil said, “I’ll never be as good as this teacher is at teaching physics, because she has a passion for the field, but I learned a lot from her, and I don’t feel bad because she’ll never be as good as me at teaching chemistry.” Sybil also attended local teacher support groups in chemistry and physics and met university faculty members who helped her and her colleagues with innovative lessons and labs. She urged her most effective colleagues to stay at the school to help improve it, including an assistant principal who was offered a very attractive job elsewhere. She joined the technology committee, giving her access to new equipment and software, and volunteered to counsel the student peer mentoring committee, which helped her get to know her students. Eventually, Sybil won the right to teach honors chemistry and started the very first Advanced Placement chemistry class at the school. Although still an untenured teacher and disliked—and perhaps envied—by her chair, she is admired by her colleagues and her principal. Sybil has developed a great reputation and has won grants and citywide awards, so the chair would not dare to terminate her contract. Unlike Jill, she loves her job and feels very supported at the school by many of her colleagues.

What is the difference between Jill’s and Sybil’s approaches? Jill thought that if she focused on being an excellent teacher—certainly a tough job by itself—it would be enough for her to succeed. By the middle of the year, however, seemed to be burning out, even though she was still trying as often as possible to teach in the way she believed was most effective. Sybil, on the other hand, has become even more enthusiastic about her mission because she treats her school as more than a collection of individual classrooms. Schools are complex organizations, in which our roles are determined not just by our training and expertise but also by many factors over which we do not have full control. However, we can achieve some influence over these factors, and by using this influence, we can not only become more effective in our classrooms but also help improve the entire school and feel much more job satisfaction—all without necessarily taking on formal leadership roles or becoming principals or superintendents. This book, then, is about extending one’s professional role in small ways and large in the school community, to improve one’s teaching, one’s work life, and the school as a whole—and that is what we mean by teacher empowerment and teacher leadership.

**1. What were key differences between Jill's and Sybil's stories in the "Introduction"? How do you relate in your own experiences to those stories?**

Their teaching approach and their social circle and teaching attitudes. At the beginning, Jill got the offer a teaching position at a prestigious high school, but she always thinking negative. Under the pressures of the chair, she didn’t ask for any help from her peers or professional institution. But Sybil is different than Jill she has good corporation and communication skills, and though these process, she is becoming to be a leader and build connection. Make herself valuable and chair cannot fire her, make herself improving, she has lot of power.

My story: I still remember my fist day joined into college club which is Youth League branch. I’m became a member of this club. Every day we had a lot work need to do, and we also need organized a lot of documents, at first, I’m didn’t know how to work well in this club, but with the help of other members and I feel better and I received positive evaluation form our leader and members. The next year we have more new comer join into us, I think should turn to me to help new members which is great things to help others. Also, the new comer can always get support from old members.

**2. Of the 5 steps outlined under "What This Book Invites You to Do," which are the steps that will take the most effort for you? Where do you most see your own need to grow?**

In my opinion, I think following steps are most effort to me.

* Distributing teacher leadership increases teacher effectiveness and student

engagement

* Support school vision , Connecting with her students ，Following her passion for teaching ，Advocating for herself and her student , build effective connection
* Distributed & instructional leadership, share & parallel leadership
* Work of teachers leading innovation and change both inside & outside their classroom
* External & internal factors of department heads
* “for teachers, it is the process of influencing colleagues, school administrators or the other school stakeholders for improving teaching and learning methods with the aim of raising the student learning level and student achievement”
* foster more collaborative working arrangements & department and influence school change
* teacher leadership or shared leadership in the quality of education in a positive direction

**3. From the article you read, list the characteristics described for effective teacher leaders and write briefly about how they relate to you presently.**

Valuable Characteristics

* Ability to 'teach' adult peers consistent with adult learning theory. This includes respect, collaboration, and mutual trust.
* Being approachable. The teacher leader should be patient and non-threatening when asked for guidance.
* Positive personality.
* Passion for teaching
* Time management and organization skills, multitasking, and dependability. The teacher leader's priority is their students. Their ability to also provide support for other teachers at the school requires the above skills to assure all needs are met.
* Excellent solving & communication skills. This includes listening thoroughly and providing constructive feedback. Innovative teacher leaders often have creative solutions to learning obstacles.
* They develop individual students through promoting rich opportunities for learning both within and out of the classroom.
* They cultivate a range of partnerships particularly with parents, business and the community to support pupil learning and progress.

**Speaker: Sherri Miller, Director of Literacy, Wake County Public Schools**

Mrs. Miller motioned about teacher leadership

* Change =take responsibility, change position
* Finding cooperation & equity & Balance
* lead with question
* think positive
* seeking to understand

**FOR FEBRUARY 9:**

1. Describe the strategies under "Go Meta" that you have used and their effectiveness or ineffectiveness in your teaching. Describe the strategies that you would like to try. What did the authors describe as the value of reflection? (Dr. Pope will talk about this later.)

1.Time planning together and making thoughtful decisions about curriculum, instruction, and school climate. Time to chew over a problem by talking with a trusted colleague. (P67 )

2. Reflect and Plan Together: Innovative schools find a lot more time than others for faculty to (plan and share thoughts and ideas. (P68)

3. So just as import as finding -time for reflection is what teachers do with it. Here are some ideas from successful schools. (P69)

* Plan interdisciplinary learning projects together. teachers at each grade level planned and conducted interdisciplinary study projects several times each year. These not only were fascinating and engaging projects for the students but also provided a setting for teachers to debate and apply ideas about good teaching together
* Review research and target an important problem. instructional leadership team reviews data, research, and information from experts in order to identify and address an important need or problem at the school. P70
* Form a Critical Friends Group. This strategy brings together a small group of teachers to discuss in a structured way a problem or challenge facing one member or perhaps the whole group. P70

4. Make time for own reflection. P71

Get to school early.

Attend a professional conference every year.

Keep a journal.

5. Practice to classroom P73

Students and teachers both need time to reflect on their work—to remember, to value, to realize what worked and what didn't, and to consider how they'll do it differently next time.

one Boston school, the principal designed several innovative arrangements. One was to work with a local university to Place advanced StUdent teachers in the school as paraprofessionals, so that if the teacher was out of the room, the kids were working with a qualified adult. Another was to have outside teachers who ran after-school programs overlap in the classrooms for the last hour Of the day, freeing up regular staff.

Web also help

2. Reflect on the steps for speaking up constructively. Write a paragraph about steps that you have taken in the past and their outcomes. Write a paragraph about where you need to grow and stretch in terms of speaking up.

* Make It Work: Practical Steps for Speaking Up Constructively
* Decide on the risk level, (you don't want to become a constant annoyance, but you limit your professional life if you never take any risks at all.)
* Be clear about what you want to accomplish, understand what you should to do, clear the goals. To practice your strategy, improving your performance.
* Talk with the principal first.
* Decide whether speaking out at a meeting is the best strategy.
* Especially if the issue is sensitive, plan thoroughly.
* Stay focused on your goal and don't get drawn into unproductive fights.
  + My experience about speaking out.
* Be Ready. Think and ready for what do you want to talk about, express clearly and summon your courage.
* Identify the Behavior. Sometimes, pointing out the behavior candidly helps someone hear what they're really
* Appeal to Principles.
* Set Limits. You cannot control another person, but you can say,
* Find an Ally/Be an Ally. When frustrated in your own campaign against everyday bigotry, seek out like-minded people and ask them to support you in whatever ways they can.
* And don't forget to return the favor: If you aren't the first voice to speak up against everyday bigotry, be the next voice.
* Be Vigilant. Remember: Change happens slowly. People make small steps, typically, not large ones. Stay prepared, and keep speaking up. Don't risk silence.

In my opinion, first of all, you need prepare what do you what to say and express clearly, don’t do the first person to speak that other people disagree with you, expression the issue that really need to address, following the principle, find an ally or be an ally who have people to support. Always remember you cannot control everything, when you speak out, there must have people always disagree with you. Most time when I following these steps which helps me successful speaking out, get the process done well.

I think “Stay focused on your goal and don't get drawn into unproductive fights” and “Especially if the issue is sensitive, plan thoroughly” these two parts and I still need grow, because it is hard when people don’t understand you and you don’t explain to them reasons, also sometimes it is hard to decided what type of topic and question is sensitive, and you need to plan to speak out.

In this chapter, the author mentioned the following steps in the classroom :1. Guide your class to make some positive rules and stick to them. 2. Role-play various scenarios so students can compare positive (and negative) behaviors for speaking out. 3. Start a classroom writing workshop.4. Use explicit strategies to help students find their voices.

I think it is difficult to try the first and second before, I think this is one most effective ways to organized students to be respectful what teaching talking about and following the direction. Also, let students understand what should they do or what they shouldn’t do. “Many children need help learning to ask in a constructive way for what they need, instead of just demanding or acting out” (P 80)

3. What were the most helpful suggestions from this chapter for your own teaching and roles in committee work? What were the most helpful suggestions about incorporating those strategies in the classroom?

Suggestions form the chapter: (p85-p90)

* Clarify the purpose.
* Build commitment.
* Find the right time.
* Prepare well beforehand.
* Designate roles.
* Structure the process.
* Use technology.
* Agree on norms.
* Follow up with action.

I think build commitment & structure the process & use technology & Follow up with action these suggestions are very helpful for me, because when people start to build commitment and they will plan and going to structure the process and keeping to go though, at the same time using high technology to improving the communication. At last, following up with action, make sure every detail and get well done everything.

Suggestions incorporating in class:

Teach kids how to run meetings.

Give kids time to practice new strategies.

Have students create goals.

Expose students to careers that showcase teamwork.

so building participation rather than trying to force compliance is a more effective way to achieve real change. Encouraging teacher's self-directed, professional development in leadership, organization, and project management skills will prepare them to be effective at participating in and running teams to improve the school.

Provide time and space for collaboration by arranging schedules that include common prep time.

Be clear on the mandate for a particular task, including outcomes and deadline dates.

Allow easy access to technology to facilitate documentation of committee work.

4. Describe an issue about which you are willing to "mount a campaign." Write a step-by-step plan for doing this based solely on this chapter. Be sure to cite the page number where you are referencing. (Don't worry about APA; just put the page number in parentheses for future reference.)

P95-P99

Most school think test is only standard to evaluating students

* Do your research. It's important to be well armed with information to back up your proposal.
* Focus your objective.
* Consider how your project fits within the school's main priorities, mission, and goals and whether you should give up time for something else to concentrate on this new plan.
* Acquire outside help. (school cooperation & outside recourse)
* Talk it through. Speak up and get support and change.
* Plan for implementation. Use the different to change the model of teaching and student learning
* Consider how to help people work together. School & teacher & student & parents should all work together to change and achieve the aims.
* Maintain momentum.
* Assess your progress.

5. Write one paragraph about the impact of this chapter in reflecting on a time when you need ed to "talk to the man/woman" in charge (principal or other) and how this chapter could have helped you do that more effectively.

Though this chapter, I know compare with the straight speak out, sometime people need to focus on how to speaking out can be more successful and effective. Now before I speak out I’ll prepare it first and careful the sensitive topic, and plan it.

1. establish an ongoing practice of communicating.

2.Do a little research.

3.Examine your own thoughts, needs, and style of relating.

4. Be prepared when bringing up a sensitive issue. Two concepts from this book stand out, in our experience. One is to focus on the core outcomes you want to achieve, The second concept is to help people to feel safe. To really work on a problem, the person you are talking with needs to feel respected and not blamed.

In class, teaching student change mistake & power of language , these are two parts which help student to better development .

**SPEAKER:  DR. JIM MARTIN, Wake County School Board, NCSU Professor of Chemist**

**Email: Jim-Martw@ncus.edu**

Change table & balance

Political & experts

Schoolboard meeting & quality of education (2009 slow grow)

2011 Start change board Edu.

Conversation & connection relationship

E.g.: Class size (reduce class size but need more $, school) =fix law

advocate & understand your situation

E.g. school attendance: community belonging & value & creative =teacher leadership

3 change on public education: community value the public education (real value)

Structure of education tool as professional: Time thinking & developing

Shift away from content to experience, (experience is more, practice is more different) experience

instant of content.

**For February 23**

**1.Chapter 11: What is one** **specific idea that you would implement to improve your relationship**

**with parents?**

I think most important thing is build trust each other. There have some ideas about build the

relationship between teachers and parents. Developing effective two-way communication. between

families and schools is necessary for your students' success. Not surprisingly, research shows that the

more parents and teachers share relevant information with each other about a student, the better

equipped both will be to help that student achieve academically.

Here some strategies references from: <http://www.ldonline.org/article/19308/>

**Building Parent-Teacher Relationships**

By: American Federation of Teachers

Effective communication strategies involve:

* Initiation: Teachers should initiate contact as soon as they know which students will be in their classroom for the school year. Contact can occur by means of an introductory phone call or a letter to the home introducing yourself to the parents and establishing expectations.
* Timeliness: Adults should make contact soon after a problem has been identified, so a timely solution can be found. Waiting too long can create new problems, possibly through the frustration of those involved.
* Consistency and frequency: Parents want frequent, ongoing feedback about how their children are performing with homework.
* Follow-through: Parents and teachers each want to see that the other will actually do what they say they will do.
* Clarity and usefulness of communication: Parents and teachers should have the information they need to help students, in a form and language that makes sense to them.

**2. Chapter 12: If you were to write a grant, what would it be for and how much? You may look at**

**www.donorschoose.org for ideas!**

Support for science lab in my school. Helping improve opportunities for students, educators and

communities. In fact, in my school lacking the basic infrastructure is a main problem which we are

facing. Currently it is few for the study on infrastructure of science experiment which limit students’

development, and increase investment in laboratory infrastructures to enable better study environment for

students.

**In your PERSONAL LEADERSHIP LOG, answer Question 2** on page 99 of Awakening the Sleeping Giant. Then, reflect on each leadership role described in chapter 1 of Smarter Teacher Leadership in terms of your present comfort level and your future hopes.

1. In my opinion, teacher change their teaching model can lead student could learn, the reason I say this because recently I’m studying the teaching composition class which is part of my job in the future. I realized that teacher should always to create and change their teaching model in order to stimulate the students' study enthusiasm and enhance colligate abilities. For instance, the traditional perspective of effective teaching writing method is writing workshop, which focuses on different writing activities and procedures, it recommends that there should be guidance in the whole writing course, but with the development of the times, the traditional writing workshop not suitable in the digital age, it should turn to be a digital writing workshop, and through applying the digital writing workshop method, teacher can enhance the cultivation of student’s observation, thinking capacities as well as other fundamental writing abilities, and make students express their individuality, spiritual selves and their distinctive interpretations of the world. That’s why I think teacher always changing teaching model that support and adapt to student needs.
2. In my opinion, most of new teachers who do not have too much power on their career, and sometimes they are not instructional decision maker. In fact, many teachers are lacking power of instructional decision-making skills expectations have to do with instructional decision-making skills concerning what content and processes to teach, and how to best organize and deliver content in the most effective ways possible. This part is also what I want to have power to make this kind of decision. Most of us, cannot decide what curriculum and content we can teach, we have to follow the teaching principal in school, and teachers also should maintain the teaching order of the school. In my school, we even cannot make decision about content of examination, each grade use the same examination paper. It reminds me to think about the power of teacher leadership, make decision in school is also part of teacher leadership, not only change for teacher but also have change for school. Only teacher and school work together can improve the power of teacher leadership.

**For March 2**

1. Chapter 3: What were your scores on each of the 7 areas of the Teacher Leadership Self-Assessment (Figure 3.1)? Reflect in 2-3 paragraphs about what those scores indicate to you? Where do you celebrate your strengths? Where do you want to grow? How will you find the professional development to help you grow in those areas?

Results of TLSA:

Self-Awareness: 25 Instructional proficiency:27

Leading Change:28 Continuous Improvement:27

Communication:28 self-organization: 29

Diversity:28

Most of the scores are similar, self – organization is highest one, and self- awareness is lowest one. I really agree with these results, because I’m an organized person who always prepare a detail plan for teaching & life. Also, I really know what should do at this stage, which is a good side for me, but the bad side that is the lack of confidence. That’s why sometimes I didn’t realized my value, which leads lacking self-awareness.

As the author said: “development of teacher leaders must be viewed from a career-long perspective, and teacher leadership has great potential for impacting school reform and student outcomes” (P45). In order to better development of teacher leadership skills, I want to growth ability of self- awareness.

Though read this chapter, and I realized that Self-awareness is an important step to growing into our best self because we must first assess where we are currently compared to where we want to be. knowing my core values may be one of the most to crucial steps to begin improving my teaching career, at the same time built the confidence, always share these thoughts to my peers.

2. Chapter 6: Complete the Influencing Action Plan Steps (Figure 6.4) for an action you would like to take. This should not take more than 2 hours, so thorough research is not necessary. Hopefully it is an issue around which you have done some research. (Do not use your advocacy issue.) If you cannot find data or research, explain how you would go about finding this information - what questions you would ask and what resources you would use.

In the digital era, more and more people use and are familiar with digital writing and apply it to their life and study. Casap (2015) notes that: “many students enter school having already used technology to complete academic writing: 75 % of high school students have accessed class information through an online portal, 52 % have taken tests online, and 37 % have used online textbooks”. As a teacher, how to change the traditional ways to teach writing and to better apply digital writing and learning to teaching is a challenge facing us. In fact, many teachers are lacking experience in learning technology, and access the websites and to learn to use online tools effectively that is the most important thing to train teachers in teaching digital writing. From these phenomena, I list the following question: How cutting-edge educators have successfully used digital writing tools in diverse classroom and school settings to enrich learning and provide meaningful writing experiences for students at all grade levels?

As noted previously, the digital writing is related to using technology, so the teacher also should to learn new techniques and develop professionally, which also means improving the teachers’ technological pedagogical knowledges. Teachers should take part in a training course which can teach them how to create and work with some new teleology during lessons, such as wikis, blogs, Voki and Voice Thread, etc. At the same time, teachers should be applied approaches to integrating different technologies in writing classes for different tasks and goals. Also, the traditional writing workshop is not suitable in the digital age, it should turn to be a digital writing workshop. The purpose of digital writing workshop is applied different digital tools into the writing workshop methods. According to Ciampa writes that: “Though applied the digital workshop, 42% of the teachers indicated that they were comfortable teaching a work-shop model lesson with technology, the majority (63%) of teacher participants indicated that they were very satisfied with using digital tools in the modeling/minilesson, group work period, and group sharing/consolidation” (2016).Build a digital workshop, successfully used digital writing tools in diverse classroom and school settings, which have enriched learning and provide meaningful writing experiences for students at all grade levels, it also boosts efficiency in writing, and provides a nice plate of resources for students.

References:

Jaime Casap, personal communication with the authors, October 8, 2015

Ciampa, K. (2016). Implementing a digital reading and writing workshop model for content literacy instruction in an urban elementary (K–8) school. The Reading Teacher, 70(3), 295-306. doi:10.1002/trtr.1514

3. Chapter 4: If you could observe any teacher in your building, who would you observe and why? What are at least 3 things you would hope to gain from this observation? Use the chapter to shape your answers.

As the author mentioned that: “a crucial step in developing teacher power and advancing your career is to connect with other teachers” (P49). Hence, teacher observation is a crucial step to supporting a vision for teachers’ professional development. I hope though learning teacher observation model that can gain an opportunity to engage in reflective dialogue about our work. Also, I can get support from my peers who understands the daily demands of the classroom to improve the class practices. The last thing that reduced job stress, especially for the new teacher.

4. Chapter 5: This chapter is sensitive. With whom would you like to schedule a "one-on-one" meeting and why? Write a guide for yourself for making this a bridge-building, healthy, constructive meeting. What questions do you want to raise? How can you raise them in a positive way? What do you want to avoid doing or saying? This is a "note-to-self" guide and needs to be honest and reflective. It's only for your eyes and mine.

I want to schedule a “one-on-one” meeting with department chair in our school. Because, as a new teacher, this is a good opportunity can promote my teaching career and have exclusive access to his attention, experience and expertise.

The guide:

* Location: in the school or a coffee shop.
* Schedule: ​ 20- 30 minutes at convenient times.
* Purpose: ​ introducing what concerns I have in teaching life (such as: How do balance your personal and professional responsibilities?), and my personal growth, get the feedback from him. (Ask: What advices would you give to me?) Avoid unprofessional questions, and do not ask something too personal.
* Follow-Up: ​ meet periodically to review my job performance and suggestions from department chair.

**https://moodle-courses1617.wolfware.ncsu.edu/theme/image.php/ncsu/core/1490452770/spacer** [MARCH 16: Communication Skills](https://moodle-courses1617.wolfware.ncsu.edu/course/view.php?id=5843#section-10)

1. Pareto Principle

Opening of ch.4 , Smarter Teacher Leadership

E.g. 80% of problems can be attributed to 20% of causes

2.Brief introduce Metacognition

6 aspects : Declarative planning

Procedural Monitoring

Conditional Evaluating

3. Reflection and the national board certification process

4. Importance of teacher reflection

5. Effective teacher . Link :http://effectiveteacher.wcpss.net/

* + - Student teachers lack of support (from mentors)
    - Mentoring is also intended to help
    - New teachers improve their effectiveness in demonstrating
    - the schools’ standards for teaching.

These attributes of the mentor/mentee relationship focus mainly on what the mentor’s contribution to the relationship and can be ascribed as the qualities of the mentor recognizing that people are okay; recognizing that people can change and want to grow; understanding how people learn;

Teaching practice or school experience the qualities that student teachers look for in mentors are that they should be knowledgeable, experienced, honest, respectable, fair, flexible, understanding, accommodating, organized and sympathetic

**Speaker Dr. Pope**

Textbook- Teacher as a culture worker

Recognized our power of teaching both individual and group

Prepare for teacher leadership

Know ourselves &how we can be effective

Personal power : characters & quality

Perceptional power

Bring outside resource in our classroom-think who are powerful person you want to bring into your classroom

Advocacy piece into class

Principle :

1. If it's to be it's up to me( Speaking up)
2. I stand for other instead of stand for me, as well stand for ourselves
3. If not me who? If not now when?
4. Discover your work , give your heart (passion)
5. Refraction not you but also include your students

[MARCH 23: Leadership and Publication](https://moodle-courses1617.wolfware.ncsu.edu/course/view.php?id=5843#section-11)

**In your Leadership Log, answer the following questions. What do the authors in Chapter 5 of *Smarter Teacher Leadership*describe as the value of practical optimism? In the coming week, write three different entries on three different days describing where you saw or felt practical optimism and its effects. Give detailed descriptions. If you do not see it, describe where it was needed in your own life or in others' lives. Attempt to change your own response to an event so that you practice practical optimism.**

The value of practical optimism is defined as an approach to learning and life that focuses on taking practical positive action to increase the probability of successful outcomes. In fact, practical optimism is not just about thinking happy thoughts and expecting good things to happen. Learning does not come easily for some students, and even those who seem to learn effortlessly may struggle with some lessons and learning goals. By applying practical optimism in tandem with other cognitive assets presented in this text, students learn that they can make steady progress toward their goals with hard work and determination.

Date: March 24

Entry 1: An optimistic approach to school.

Last week I did the collaborative writing project with my classmates。 At the beginning, I didn’t know how to start it and I didn’t ask any help. Because, we were not really knowing each other before, I’m afraid they are unwilling to help me. I also didn’t reply email effectively. After one week, I still not start do my part, I’m very upset and frustrate to myself. So, I think I should ask for help, put more effort on my project. Then, I start asking for help. Surprisingly, our group members are all very warm and always ready to help me. With their help, we have finished our project.

Date: March 25

Entry 2: An optimistic approach to life.

I’m sure that there are many people just like me who are very easily affected by weather or surrounding environments. According to my experience, I have few solutions to this problem. First of all, when you find out that you are not in the mood to do anything but feeling sad, the first thing you have to do is keep yourself busy. Listening a cheerful song would be helpful, at the same time, find something else to do, like cleaning the house, go out for a jogging. Just put yourself in a cheerful and bright environment, nurture some flowers in your room, or keep a pet, the vibrant plants or animal is always a key to open a happy door. Second, think in a positive way. Many people are tending to think the problem in a bad way, but in fact, things are not always as bad as they think. It is being proved that if people think in the bad side, they are unlikely find the way to solute the problem and feel worse. We should see the bright side while we are in the bad situation, which make us ensure everything is possible, and everything will get better. Then our mood will not be effected by the predicament。

Date: March 26

Entry3: An optimistic approach to work

I have a friend, she always complains about how boring of her job. I think the workplace should be a positive influence on people and their lives. So, one day we start to discuss how can she feels happy when she at the workplace. Then, we found the reason why she feels boring that is she less of purpose for her job, also she is an informal employee for the company. So, she starts finding purpose in her work, and she also asks help from her manager. Now she becomes the formal staff in the company.

According to Dr. Carol notes that: “reflection, in itself challenging, requires me to see and hear classroom events clearly, to review, and to examine the responses of students to my pedagogy. Refraction, on the other hand, is often illusory, difficult to bring into focus. Refraction requires me to extend my initial thinking, to gather information, and to form theories from not-so-immediate, not-so-obvious sources” (p182).

In my opinion, the difference between reflection and refraction: reflection is process relate to self- reflexivity, and this is a process to reviewing yourself. As a Chinese adage saying: “gain new knowledge by reviewing old”. Yet，refraction is a process through comparing yourself to others. I also think this is more tend to be put yourself in the other person's shoes which is also Dr. C learned from Janie. She steps into the shoes of students’ view and helps them to improving their study. She realized that reflection and refraction is an entire process and not only for teachers but also for students to achieve their goals.

Table 7.2 Factors Influencing Success as a Teacher Leader

Organizational Commitment to teacher leadership: In my school, I think we are lacking informal teacher leadership. Usually, the teacher holds their own position, but we didn’t realize that the power of teacher leadership, as a teacher we should take the initiative to address a problem or institute a new program. Even sometimes we don’t have positional authority, but we can influence stems from the respect they command from their colleagues through their expertise and practice. I want to combine the teaching, learning and teaching culture together: I think these two are related to each other, our school has the traditional teaching culture, and we help each other, usually at the same time we do improve our professional skills. Also, the school organized the teacher do the professional learning in order to improve teaching practice. Personal balance: I think this is a most hard part for me, sometimes I cannot keep the balance between my teaching practice and teaching principle. Sometimes I think we are not doing like this but the fact is we need following the principle.

|  |  |
| --- | --- |
| Organizational Commitment to  Teacher Leadership   * Does the principal understand the value of and support teacher leaders?   Yes   * Will I have resources and time to perform my leadership role?   No, I don’t think I have a lot of resources   * What is the extent of my authority in accessing both human and fiscal resources?   To become a group leader, such as department chair, master teacher, or instructional coach   * What evidence is there of informal teacher leadership?   They take the initiative to address a problem or institute a new program. They have no positional authority; their influence stems from the respect they command from their colleagues through their expertise and practice.   * How do teachers interact with existing teacher leaders in the school?   They take the ability to solve the problem, influence peers, build the relationship inside and outside of you classroom   * Are teachers encouraged to authentically participate and give input to critical decisions?   Not really | Teaching Culture  Are the teachers open to working with me?  We do not open working with together  Are the teachers entrenched in their practice, or do they frequently seek professional learning? What are the relationships between and among teachers?  School organized the teachers to do the professional learning  • How do those who all teach within the same content area, or who have different levels of teaching experience, interact? Are the social networks in the school healthy or dysfunctional? Is time allocated for teachers to work together? Are they expected to work together on instructional issues?  Usually teacher who have more experience will help the new teacher like me, we go class to each other, and give the effective help and feedback. |
| Professional Learning   * Are teachers accustomed to being observed and observing other teachers?   Yes, we go to other classroom to listen how other teacher’s performance, give effective feedback   * Do teachers currently collaborate with each other to improve teaching and learning?   Yes, we do this   * What is the history of reform initiatives and professional learning in the school?   We start do the exchange program to help teacher improve themselves   * Is there a functioning professional learning community? Or is professional learning not 、   taken seriously?  we take the professional seriously, and teachers are required take the professional study regularly. | Personal Balance  Do I have knowledge and skills to effectively teach my subject/grade level?  Yes  What is my history of working collaboratively with other teachers? Have teachers in the past come to me for help in their teaching practice?  When I first go to the class, I ask my colleague to come to my class, after the class she helps me to review my teaching method & practice.  Do I have the commitment of family and friends to support me in taking on this role?  What personal obligations do  I have that might be neglected?  In fact, my aunt is a math teacher in the primary school, she has over 10 years teaching experience, so sometimes I will ask her help in my teaching practices. |

This book explores four challenges for teacher as a leader P125

* Deciding to accept a leadership role
* Building principal/teacher leader relationships
* Working with peers
* Facilitating professional learning for self and others

P133

• Determining the scope of the teacher leader's roles and responsibilities

• Identifying specific dates and times that the principal and teacher will meet to share information, measure progress, and generate action steps

• Determining the outcomes, the teacher leader will be held accountable for within a timetable

• Delineating the areas of decision making for which the teacher is and is not responsible

• Developing a plan for how the principal will communicate to Other teachers, staff, and parents the responsibilities of the teacher leader

• Gaining permission and explaining how to access human and fiscal resources within and outside the school

• Establishing approaches for working with external audiences, such as the central office personnel, community leaders, and parents

**Working with teacher’s leaders, we find that when we share these strategies, they reluctantly admit they use them. For example, teacher leaders P135**

• Provide materials for teachers, who will expect more and more resources.

• Take on the same duties, for example bus duty, as other teachers and then have to work beyond the school day to complete their teacher leader responsibilities.

• Tell teachers that they are only facilitators and do not have any power.

• Dissociate themselves from administrators, even if there are good relationships between them.

• Give only positive feedback to teachers when they observe.

**Tips for how to publish your book**

I In my opinion, I think these two are the best tips for me. “1) Focus on a story that progresses logically, rather than chronologically. 2) Don’t try to write and edit at the same time.” Because these are basic steps for the writers to start their writings, also this are crucial tips for writers to start with a great book. As a great writer, they should realize start with a logically book which is very important for readers to understand your perspective and your explanation of your book. As we all know, the writing process is complex and struggle for every writer, but star with free writer is a great idea which inspires creative for your writings.

[MARCH 30 - Conflict Resolution](https://moodle-courses1617.wolfware.ncsu.edu/course/view.php?id=5843#section-12)

**1. Watch the first 4 minutes, 30 seconds (4:30) of the following video, and replace "customers" with "parents," "students," "co-workers." Take notes and reflect on this in your leadership log. What suggestions seem helpful to you?**

**Learn how to manage people and be a better leader**

1. Character traits & skills

- professional expertise

- interpersonal skills

- communication skills

2. LPM( Leadership and people management ) & WSQ （ workforce skills qualifications ）、

Customer & Subordinates & Supervisors & co-workers

* Customer

Key: How you communicate with happy & unhappy customer? (The way your communication)

* Reiterate customer’s view
* Customer’s needs first
* Pros & Cons
* Subordinates: assertiveness (Honest yet respectfully)
* Explain the reasons
* Be open to suggestions
* Accept responsibility
* Supervisors
* Know how he prefers to process information
* Visual person: Pictures & video & Graphs
* Auditory person: Face to face meeting & phone call
* Feeling person: experience Site visits

Product test

* Co-workers
* Push – Pull influencing styles
* Logic & Carrot stick
* Consultative
* For Senior :( big pictures: values & mission & life goals)
* Build personal goals & training

Strengths Weakness

Reflection: After I watched this video, I think the key point to be a great leader that is the way of communication, and learn how to speak. A great leader not only has professional expertise, but also have communication skills. I think this also can be the power of personal influence, how you influence people around you and how you communicate with others. This is a key point helps you build positive interpersonal relationship network.

**2. Read the article at this website about the 6 dimensions of conflict response:** [**http://www.ascd.org/publications/educational-leadership/sept92/vol50/num01/Typical-Responses-to-Conflict.aspx**](http://www.ascd.org/publications/educational-leadership/sept92/vol50/num01/Typical-Responses-to-Conflict.aspx)**. In your leadership log, reflect on which extremes you tend toward and where you want to be in those dimensions.**

**Typical Responses to Conflict**

Reference from: Deutsch, M. (1992). Educational Leadership: building a community for learning: typical

responses to conflict. Retrieved 19 April 2017, from http://www.ascd.org/publications/educational-leadership/sept92/vol50/num01/Typical-Responses-to-Conflict.aspx.html

* Different people deal with their anxieties about conflict in diverse ways.
* Six dimensions of conflict response:
* Conflict avoidance—conflict involvement
* Hard—soft.
* Rigid—loose
* Intellectual—emotional
* Escalating—minimizing
* Compulsively revealing—compulsively concealing.

Reflection: I highlight my choices, I’m a rational person, and most time I will avoid conflict. In my opinion, each of dimension has distinctive characteristics, and the truth that it can happen to everyone. The key is how avoid two extremes, and find the balance. This is also related to the way of communication.

**3. Read only pages 2 and 3 of the article attached (Influence of Conflict Management Training....). Reflect in your leadership log on cultural and gender differences described in how we perceive and handle conflict. Feel free to disagree with the authors.**

Gender differences affect conflict dynamics at the societal & individual level. Hence, we have to understand the role of gender in different level have different performance, and through analysing of societal & individual levels understand how gender differences handle the conflict. Both genders tended to handle conflict at home is different from at work. In my opinion, women were more willing to collaborate on work and less willing to avoid conflict at home; men were less likely to compromise at work than home. In my family, when my parents have conflict and most time my dad will compromise first. ^-^

[April 6- Results of Effective Teacher Leadership](https://moodle-courses1617.wolfware.ncsu.edu/course/view.php?id=5843#section-13)

**In Chapter 6, what are some of the key elements of a "charismatic connector" and how does that shape teacher leadership? From Chapter 6, compare two countries' stories about effective teacher leadership and your perspectives on each. Which appeal to you?**

As the author has noted, “the key elements of a “charismatic connector” includes: 1) being a good listener; 2) demonstrating an interest and openness to other people's ideas and points of view: 3) exhibiting empathy: 4) modeling practical optimism.5) Cooperative and collective capacity” (p101). I think these are key elements. In my opinion, schools in Japan and Finland they both have advantages to developing the teacher leadership, and establish a great teaching culture. Teacher in Japan they more focus on development the professional knowledge, teachers in Finland are work together and develop the collaborative skills for their teacher leadership.

**From the article "Teacherpreneurs," briefly discuss each of the 5 reasons why teachers must be leaders and the evidence given to support each. Then, select one of the 7 teachers discussed as the one you would most want to "be" if you could be another person and why. (Lori, Jessica, Noah, Stephen, Renee, Ariel and Jose').**

* Teacher Leadership Fuels Student Achievement

They have created a classroom culture of creativity and reflection. They think beyond the classroom in terms of how to make lessons meaningful, and they will stimulate students' interest, improve their performance.

* Successful Schools Need Dynamic Collaboration

The power of collaboration, this allows teacher work inside and outside of school, foster more collaborative working arrangements and department and influence school change to positive and motivated environment.

* New Teacher Leader Roles Address Demands of Twenty-First-Century Learning

The key here is that the teacher creates a unique way of navigating the profession without leaving that profession entirely. Their talents remain in the classroom and on the school site, but they've had the opportunity to shake their dice, try something new, and use their skills in a different way. For example, with the emergence of information and digital technology, many teachers present their instructions on computers instead of using the chalkboard.

* Teachers Are Looking for Opportunities to Lead

In many settings, administrators remain in their positions for short-term, whereas teachers stay far longer. In fact, teachers are the custodians of the school culture. School districts that want to improve make a wise investment when they cultivate and encourage teacher leaders, because they are in a position to take the long view, that is why more and more teacher start looking for opportunities and retain the school culture.

* Top-Performing Nations Invest in Teacher Leaders

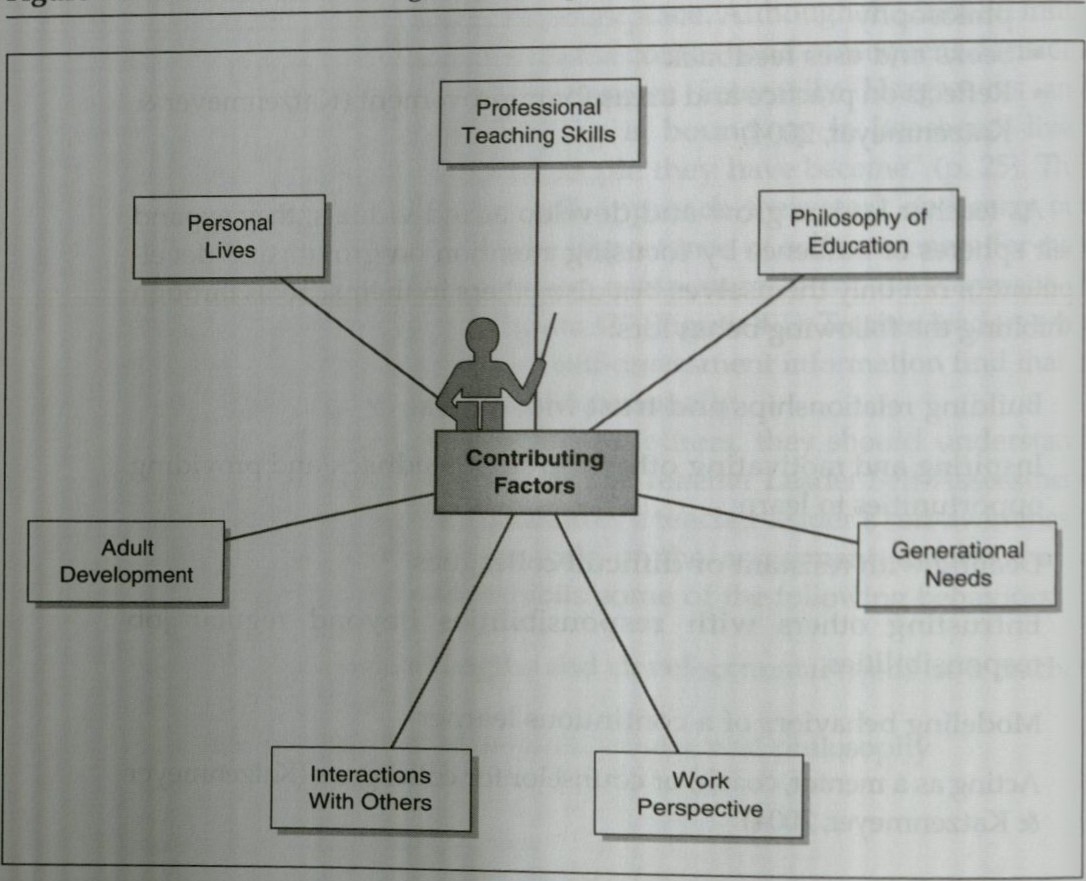
Meet the demands of the modern principalship. Principals today are expected to become the point person for accountability requirements imposed by states and the federal government, and respond to multiple social class. The fact is many administrators simply cannot devote enough time and energy to school improvement. Hence, teachers should autonomously participate in leadership to achieve professional development to meet the meet the demands of the modern principalship. That is why the top-performing nation invest in teacher leaders.

I want to become Lori, who is a science teacher with 25 years of teaching experience. I can see Lori is a teacherpreneurs, although he has abundant teaching experience, he still wants to work on different structures so they can develop and lead in their class. In my opinion, the great teacher leader should take the opportunity to exercise greater responsibility and assume more significant challenges on their career.

[APRIL 13: Examining Our Roles](https://moodle-courses1617.wolfware.ncsu.edu/course/view.php?id=5843#section-14)

•IN YOUR LEADERSHIP LOG, write 2-3 sentences related to what makes you unique as a teacher based on each of the 7 contributing factors on page 68 of Chapter 4 (14 - 21 sentences altogether). Be sure you are reflecting how the authors described that factor, not just its label. This is great preparation for your final essay. ( self-awareness)

7 contributing factors:



* Professional Teaching Skills
* Teachers with deep subject knowledge, strong classroom teaching ability, good moral qualities and political and ideological quality, and strong research capabilities.
* Be ready to reach out beyond the classroom to work with students and peers.
* Personal Philosophy of Education

I believe that education is an individual, unique experience for every student who enters a classroom. In order for children to benefit from what schools offer, I think that teachers must fully understand the importance of their job.

* Generational Needs：
* Teacher have to understand the balance between the needs of different generations is a major factor in today's schools.
* Student come from different family have different background, maybe their perspective is influenced by their parents, we should apply different strategies to communicate.
* Work Perspectives
  + - * Support school vision & passion for teaching
      * The teacher leader's priority is their students. Their ability to also provide support for other teachers at the school.
* Interactions with Others
  + - * Excellent solving & communication skills. This includes listening thoroughly and providing constructive feedback.
      * Innovative teacher leaders often have creative solutions to learning obstacles.
      * Knowing how to deal with the connections between school, community, and parents.
* Adult Development
* Improve the time management and organization skills.
* Ability to 'teach' adult peers consistent with adult learning theory. This includes respect, collaboration, and mutual trust.

**From Chapter 8, write one paragraph responding to the vision that the authors have for teacher leadership 10 – 20 years from now. With what parts of their vision do you agree and disagree? Based on the 3 teacher leader concerns described, provide 1-2 sentences describing something interesting about what the authors said, then a statement about the extent to which that concern affects you.**

The vision of teacher leadership 10 – 20 years from now: The authors think teacher leadership tend to innovation and reform.

Teacher Leadership in the Future

* Students no longer passive
* University professors spend most of their time in the classroom
* Distance learning through technology
* Certification based on district, state and national standards
* Teacher leaders serve as models for students

I agree with the author has noted, “The role of teacher leader will be motivating and challenging in the schools of the future. Teachers will accept empowerment as their right rather than shy away from leadership because of experiences with pseudo involvement in decision making” (p,141). This is also want I am interested about how to strengthen teachers’ empowerment (How will I find ongoing challenges in my career?), I think strengthen empowerment is another challenge for teachers’ career. In my opinion, teachers should autonomously participate in leadership to achieve professional development. And they should be strengthening of teacher leadership in fact is strengthening the teachers’ ability of empowerment. The awareness of having the power of making suggestions during the school’s decision making can improve teachers’ enthusiasm in working.