

## Teacher Leadership Insights Shared

Kay Cornell and Bob Maxfield will conduct a work session at the Michigan Association of School Boards' annual Fall meeting October 30-31 in Traverse City. This presentation is particularly significant as it addresses the role of the superintendent and board of education in supporting teacher leadership.

A Galileo Institute research team is currently studying the role of superintendents in the support and implementation of teacher leadership. Research team members include Dr. Caryn Wells, Dr. William Keane, Dr. Lindson Feun and Barbara Klocko, Ed.S.

### Center Line and Van Dyke Districts Support Teacher Leadership

Two local districts have taken up the charge to deepen their work in teacher leadership and to re-culture their systems in support of teacher leaders.

**Center Line Public Schools:** After several of the principals from CLPS attended a session of "*Clearing the Way for Teacher Leaders*," they called their Superintendent, Judy Pritchett, to ask to pursue the development of teacher leaders. While they continued to send teams to the conferences, Judy and Galileo staff members began to work with the leadership in the district to surface issues and challenges inhibiting the development of shared leadership. After six months of work, which included interviews with all union groups, a Board/Administrator/ Leadership retreat, and meetings with the District Leadership Team, the focus of Opening Day for all staff was: How do I support student achievement from my role and how do we all support teacher leaders? All staff members were involved in conversation groups to define a new direction with everyone a leader. The work will continue, but there is definitely a different climate in Center Line these days.

**Van Dyke Public Schools:** Van Dyke has joined the Galileo Consortium and now there are four Van Dyke teachers in the Galileo Academy. Because of his commitment to the concepts of Galileo, Donn Tagnanelli, Assistant Superintendent, with the support of Superintendent Kathy Spalding, has worked with the Galileo Institute staff to develop a program of eight sessions for any teachers interested in deepening their understanding and support for teacher leaders in Van Dyke. The series, which is a combination of skill-building and district needs assessment, will culminate in a proposal to the Board of Education in the Spring about what the participants believe should be the direction of teacher leadership in the future. Over 30 teachers attended the first session on their own time, so success seems assured. We're looking forward to working with Van Dyke for the rest of the year.



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### QUESTIONS? *Contact*

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VISIT OUR WEBSITE AT [www.oakland.edu/galileo](http://www.oakland.edu/galileo)



## KEEPING UP WITH THE NEWEST PODCASTS

### Volume 2, Episode 4:

*Dr. Caryn Wells*

Pam and Bob interview Dr. Caryn Wells regarding her research with Professional Learning Communities.

This discussion provides valuable help in effectively implementing PLCs.

### Volume 2 Episode 5:

*Dr. Thomas W. Blume*

Bob and Pam enjoyed speaking with Dr. Tom Blume about his concept of identity re-negotiations. He provides important insights into the dynamics of teacher to teacher relationships and an understanding of what happens when a teacher assumes a leadership role.

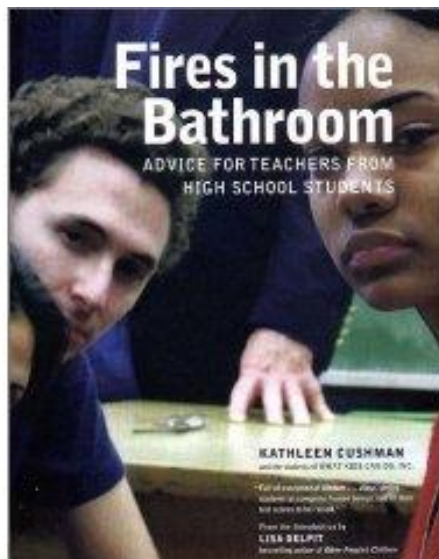
## USEFUL LINKS FOR TEACHER LEADERSHIP



[www.teacherleaders.org](http://www.teacherleaders.org)



[www.teachingquality.org](http://www.teachingquality.org)



## OCTOBER BOOK TALK

*with Kay Cornell, Education Consultant*

***FIRES IN THE BATHROOM***, By Kathleen Cushman, The New Press, 2003

I guess I've been designated at the official book reviewer, at least for now. One wonderful part of this assignment is that I get to choose the book I review from my list of favorites—a very long list, but one that's fun to share. I have chosen ***FIRES IN THE BATHROOM*** this month because it is both profound and useful as students themselves tell us how to teach them...to keep them from setting fires in the bathroom.

Kathleen Cushman interviewed high school students in New York and put their words of advice together in this book under a variety of topics in 10 chapters: Respect, Liking Trust and Fairness; Classroom Behavior; Creating a Culture of Success; Motivation and Boredom and many more. Not only do you hear the voices of students, but also at the end of every chapter is a teacher tool that helps teachers deal more effectively with students. What better way to learn what students need to learn than by asking the students themselves? From the back jacket of the book: "Starting with how to build mutual understanding and respect, they tackle crucial issues of classroom behavior, group work, language difficulties and homework, offering remarkable insight on ways to improve classroom life and relationships between teacher and students." This would be a great book to use as a staff book study and also it's a must read for teachers.

*"I've learned that we can't design anything that works if we don't have the whole system involved in its creation."* M.J. Wheatley