Index

Advanced learning, 169–170
Algebra I College Prep (CP) de-tracking
   democracy-driven professional development, 60
   educational tracking, 60
   Foundations of Algebra, 63
   inquiry-based learning, 61
   instructional leadership
      guidance department assistance, 65
      mastery learning design, 66–67
      math team format, 65, 66
      student learning outcomes, 67
      theories, 61
   pilot project research, 71
   project implementation timeline, 64
   research methods, 64–65
   school–university partnerships, 61
   self-assessment, 61–62
   self-fulfilling prophecy theory, 61, 62, 70–71
   student learning outcomes, 62, 69–70
   teacher buy-in, 67–68
   teacher collaboration model, 64, 70
   theoretical frameworks, 61
American Association of Colleges for Teacher Education (AACTE), 14, 219
American Federation of Teachers (AFT), 9

Architecture of Accomplished Teaching (AAT), 175
Association for Supervision and Curriculum Development (ASCD), 30

Baltimore County Public Schools (BCPS), 80
   context, 81
   funding and implementation, 84
   information meeting, 81–82
   reflections to improve, 84–85
   weekend workshop, 82–84
Beginning Teacher Project, 217–218, 231, 282
Blue Ribbon Panel, 13, 14
Boundary spanners, 22–23

Carnegie Task Force, 8
Center for Teaching Quality (CTQ), 29
Certification process, 162
Citizen leaders, 4
Classroom-based evidence, 54–55
Classroom teachers, 1
Clinical practice supervision course, 167–168
Clinical Preparation and Partnerships for Improved Student Learning, 13
Collaborative inquiry, project teacher leadership
   “centers of inquiry,” 79
grade level team, 78
institutional and cultural barriers, 79
knowledge-making, 79
local knowledge, 91
principles, 78
school and university bureaucracies, 80
Collaborative partnership, 193
College of Education faculty, 157
Common Core State Standards, 60
Community advisory board (CAB), 225
Community contributions, 210–211
Community engagement, 230
Community leaders, 4
Conceptual diversity, 21
Constructivist leadership, 258
Continuous Improvement Plan (CiP) Committee, 102, 103
Co-teaching models, 176, 195
Co-teaching strategies, 145
classroom management, 153
College of Education faculty, 157
elements, 154, 156
Measures of Academic Progress (MAP) data, 157, 158
mentoring skills, 152
pedagogical and assessment strategies, 153–154
professional relationships, 153
traditional mentoring continuum, 154, 155
train-the-trainer workshop, 154
Council for the Accreditation of Educator Preparation (CAEP), 14, 162
Common Core State Standards (CCSS), 60
Council of Chief State School Officers (CCSSO) report, 164
Decision-making, 23–24
Democracy-driven professional development, 60
Developmental Reading Assessment (DRA), 54
Direct and oversee learning, 171–172
Distributed leadership theory, 24, 220–221
functions, 24
grade-level teams, 25, 26
mentor teacher, 25
social and situational factors, 25, 26
Educational policy, 20
Elementary and Secondary Education Act, 109
Elementary school (intermediate), 88
Elementary school (primary), 87–88
English Language Arts Standards (ELAS), 51
English language learners (ELLs), 111
English language proficiency, 55, 56
English learners (ELs) communities, types, 41
educational needs, 41–42
grade level content, 42
learning facilitators classroom, 52
professional learning series, 49–52
skill set, 49
Lehman/Public School 291, 43
pre-service candidate learning
adult learning, 46
factors, 47
gradual release model, 47–48
preservice teacher education
curriculum, 48–49
professional learning
opportunities, 42
research-based teaching
practice, 43–44
student learning
classroom-based evidence,
54–55
English language proficiency,
55, 56
language proficiency, 53
long-term effects, 55
quality, 44
Teacher Leader Model
Standards (TLMS), 45–46
teacher learning, 52–53
urban school districts, 42
Enhancement Partnership Grant
program, 15
Every teacher a leader model, 21
Field and learning
elementary school
(intermediate), 88
elementary school (primary),
87–88
high school, 89–90
middle school, 88–89
team inquiry projects, 86
Formal leadership, 193
Formal teacher leadership,
21–22, 28
Foundations of Algebra, 63
Grade-level teams, 25, 26
Gradual release model, 47–48
High school, 89–90
Hillside Public Schools, 218, 222
Holmes Group, 7, 8, 10
Hybrid learning environment, 257
Hybrid teacher leadership, 21–22,
136–138
Informal leadership, 193
Informal teacher leadership, 21–22
Inquiry-based learning, 61
In-service teaching, 174
Institutional leaders, 4
Instructional decision-making,
229–230
Instructional leadership, 21, 26,
28–29, 31
guidance department
assistance, 65
mastery learning design, 66–67
math team format, 65, 66
student learning outcomes, 67
theories, 61
Knowledge-of-practice, 92
K-12 science teachers
features
curriculum development, 246
horizontal and vertical
learning, 239–241
mentoring, teacher
leadership, 244–246
mini-grants, 246
monthly professional
development workshops,
241–243
teacher leadership projects,
243–244
teaching practice, 247
goal of, 236
STEM professional
development center, 237
teacher leadership, 237–238
Wipro Science Education Fellowship (SEF), 236
change agents, 248
education reform, 238
elementary science teachers, 249
Montclair State University Network for Educational Renewal (MSUNER), 238
ownership, 248
selection, 239
supports, 249
themes, 247
K-8 university laboratory school, 194

Laboratory schools, 6
Lab school teacher opportunities for co-teaching strategies, 145, 152–157
National Staff Development Council, 144
professional development experiences, 145
professional learning communities (PLCs), 145–148
school learning walks, 145, 147–152
professional development practices, 142
school–university partnership, 142
College of Education, 143
elementary classroom teachers, 143
leadership roles, 143–144
positive learning community, 143
Wyoming schools, 143
student learning and school improvement, 141
sustainable schoolwide reform, 142
Leadership competencies, 31
Learning accountability, 4
Learning communities, 172–173
Learning facilitators classroom, 52
professional learning series, 49–52
core teaching practices, 49
experience and professional knowledge, 50
New York State English as a Second Language Achievement Test (NYSESLAT), 50–52
professional learning opportunities, 52
skill set, 49
Learning walks, 195
Lehman/Public School 291, 43
Liaisons-in-residence, 193–194
democratic leadership, 124–125
hybrid teacher leadership, 136–138
informal teacher leaders, 122
leadership structure, 123
mentor teachers, 122
professional/leadership identity, 125–126
research design
data analysis, 127
data sources, 127
phenomenological case study, 126–127
school-based teacher educators, 122
school–university partnership, 123
servant learning
“coach in the copy room,” 129–130
explicit tensions, 133
participants feelings, 132
prioritizing roles, tensions, 134
professional growth, 128
professional learning, 127–128
roles and responsibilities, 128
self-development, 130–132
service and equity, 135–136
teaching professional practice, 124

Master of Education in Teaching (MEdT) program, 202
alumni Pipeline, 205–206
assignments, 206–208
innovative practices
community contributions, 210–211
open-door policy, 210
personalized learning, 209–210
iterations of, 204
placements, 205

Master teacher associates (MTAs), 258, 260–262

Master teachers

evolution of
constructivist leadership, 258
growth opportunities, 259
hybrid learning environment, 257
inspiration and encouragement, 257
instructional practice, 258

master teacher associates (MTAs), 258, 260–262
Promise of Leadership (POL) Award recipients, 259
timeline, 259, 260
organizational structures, 255
program redesign reflections, 264–266
P-12 schools, 255
school–university partnership, 256
story of, 262–264
teacher education programs, 255
Watson College of Education (WCE), 256
Mastery learning design, 66–67
Measures of Academic Progress (MAP), 157, 158, 176
Mentoring, 196. See also
Pre-service candidate learning
Middle school, 88–89
Montclair State University Network for Educational Renewal (MSUNER), 238
Multidimensional inter-organizational settings, 33
Multiple leadership roles model, 21

National Assessment of Educational Progress results, 108
National Association for Professional Development Schools (NAPDS), 2, 12, 111, 165, 219, 279
National Board Certified Teachers (NBCTs), 27
advanced learning, 169–170
Architecture of Accomplished Teaching (AAT), 175
certification process, 162
clinical faculty members, 165
clinical practice supervision course, 167–168
content and pedagogical knowledge, 170–171
co-teaching models, 176
Council for the Accreditation of Educator Preparation (CAEP), 162
Council of Chief State School Officers (CCSSO) report, 164
data collection and analysis, 168–169
direct and oversee learning, 171–172
feedback, 173, 174
in-service teaching, 174
leadership qualities, 177
learning communities, 172–173
Measure of Academic Progress, 176
mentoring and communication skills, 174
National Association for Professional Development Schools, 165
National Board for Professional Teaching Standards (NBPTS), 162
National Council for Accreditation of Teacher Education (NCATE), 163
participants, 167
positive professional relationships, 176
pre-service teachers, 175
P-12 school clinical educators, 163
Teacher Leadership
   Exploratory Consortium (TLEC), 163
teacher leadership roles, 165
teacher leadership standards crosswalk, 165, 166
university-based teacher educators, 175
National Board for Professional Teaching Standards (NBPTS), 27, 162
National Commission on Excellence in Education, 26
National Council for the Accreditation of Teacher Education (NCATE), 11, 116, 163, 278
National Education Association (NEA), 9
National Network for Educational Renewal (NNER), 2, 9
National professional network, 12
National Staff Development Council, 144
New York State English as a Second Language Achievement Test (NYSESLAT), 50–52
Nine PDS Essentials, 12, 111, 116, 165, 202, 219, 279, 283, 287
No Child Left Behind (NCLB), 109 legislation, 28
Open-door policy, 210
Organizational culture, 29
Organizational leadership, 24
Organizational skills, 185
Organizational structures, 255
Overarching competencies, 31
Parallel leadership, 24
Parent and Teacher
Organization (PTO), 274–275
Participative leadership, 24
Performance-based compensation systems, 27
Personalized learning, 209–210
Policy leadership, 31
Political leaders, 4
Pre-service candidate learning adult learning, 46
factors, 47
gradual release model, 47–48
Preservice teacher education curriculum, 48–49
Pre-service teachers, 175
Professional learning communities (PLCs), 282–283
collaborative process, 145
faculty benefit, 146–147
implementation, 146
learner-centered education, 146
seventh grade math report card, 147, 148
staff-based training, 146
standards-referenced report card, 146, 147
Professional learning opportunities, 42, 52
Professional learning series
core teaching practices, 49
experience and professional knowledge, 50
New York State English as a Second Language Achievement Test (NYSESLAT), 50–52
professional learning opportunities, 52

Project teacher leadership
Baltimore County Public Schools (BCPS), 80
context, 81
funding and implementation, 84
information meeting, 81–82
reflections to improve, 84–85
weekend workshop, 82–84
chain-of-command structures, 77
collaborative inquiry
“centers of inquiry,” 79
grade level team, 78
institutional and cultural barriers, 79
knowledge-making, 79
local knowledge, 91
principles, 78
school and university bureaucracies, 80
conceptualization of, 76
data analysis protocols, 85
field and new learning
elementary school (intermediate), 88
elementary school (primary), 87–88
high school, 89–90
middle school, 88–89
team inquiry projects, 86
knowledge-of-practice, 92
problem-solving teachers, 90
“reality checks” teachers, 75–76
“stance of inquiry,” 91
teacher-centered professional development, 77
Teacher Leader Model Standards (TLMS), 77
teacher–professor–intern collaboration, 86
top-down professional cultures, 92
Towson University (TU), 80
  context, 80–81
  funding and implementation, 84
  information meeting, 81–82
  reflections to improve, 84–85
  weekend workshop, 82–84
Promise of Leadership (POL)
  Award recipients, 259
P-12 schools, 255
  clinical educators, 163
Pygmalion Effect, 61

Quality teacher preparation, 4
Reflective feedback, 185
Research-based teaching practice,
  5, 43–44, 53
School learning walks, 145
  agenda, 150
  classroom visits, 150, 151
  collaborative leadership, 147
  complex and dynamic process, 152
  education program, 149
  instructional strategy, 149
  observation form, 151
School–university–community
  partnerships, 30
School–university partnership,
  2, 5, 9, 24, 32, 61, 142, 283–284
American Association of
  Colleges for Teacher Education, 219
Beginning Teacher Project,
  217–218, 231
College of Education, 143
Council for the Accreditation
  of Teacher Preparation
  (CATP), 219
distributed leadership, 220–221
elementary classroom teachers,
  143
empirical evidence, 223–224
features, 227
  community engagement, 230
  dialog and feedback, 228
  instructional decision-making, 229–230
  sociocultural theoretical
  framework, 226
targeted professional
  development, 226–228
turnkey training, 228–229
Hillside Public Schools, 218, 222
initial findings and resources,
  225–226
K-12 science teachers. See K-12
  science teachers
leadership roles, 143–144
master teachers, 256
National Association
  for Professional Development Schools,
  219
positive learning community,
  143
research context, 222–223
sociocultural theoretical
  framework, 218
teacher leadership, 220
  sociocultural approach, 221
teacher preparation, 219
Wyoming schools, 143
Self-fulfilling prophecy theory, 61, 62, 70–71
Servant learning
“coach in the copy room,”
129–130
explicit tensions, 133
participants feelings, 132
prioritizing roles, tensions, 134
professional growth, 128
professional learning, 127–128
roles and responsibilities, 128
self-development, 130–132
service and equity, 135–136
Service practices, 3
Side by Side (SbS) Charter School, 184
Site-based decision-making, 27
Sociocultural theoretical framework, 226
Sputnik, 7
Stakeholders, 3–4
Student learning, 20, 53
and achievement, 7–8
agenda, 116
authentic community, 114
beyond test scores
Elementary and Secondary Education Act, 109
English language learners (ELLs), 111
National Assessment of Educational Progress results, 108
No Child Left Behind (NCLB), 109
P-12 achievement, 108
zero-tolerance discipline policies, 110
classroom-based evidence, 54–55
Continuous Improvement Plan (CIP) Committee, 102, 103
courageous, collegial partnership, 99–102
educational experiences, 107–108
English language proficiency, 55, 56
exercise, significant and responsible, 114
formal organizations, 112
grade level and team-based collaborations, 113
inquiry-based teaching and learning, 112
institutional barriers, teacher leadership, 111
learning and collaboration, 104–106
long-term effects, 55
National Association for Professional Development Schools (NAPDS), 111
National Council for the Accreditation of Teacher Education (NCATE), 116
organizational constraints and pressures, 113
outcomes, 62, 67, 69–70
quality, 44
Teacher Leader Model Standards, 115
Teacher Leadership Exploratory Consortium, 115
Zane Trace Elementary School, 102
Targeted professional development, 226–228
Targets of Measurement (ToMs), 51
Teacher candidates (TCs) passions, 211–214. See also Teacher preparation program (TPP)

Teacher-centered professional development, 77

Teacher collaboration model, 64, 70

Teacher education programs, 6, 13

Teacher-in-residence program, 23

Teacher Leader Model Standards (TLMS), 29, 30, 45–46, 77, 115, 192

Teacher leader preparation and development

formal roles, 279

National Association for Professional Development Schools, 279

National Council for the Accreditation of Teacher Education (NCATE), 278

partnership development pathways, 279–280

themes

Beginning Teacher Project, 282

professional learning, 282–283

reflective stories, 280

school–university partnerships, 283–284

teacher educators, 285–286

transformational learning, 282

Teacher leader reflections, 196–197

Continuous Improvement Plan (CIP) Committee, 102, 103

courageous, collegial partnership, 99–102

empowerment and leadership, 187

free educational workshops, 188

instructional coaching, 269–271

learning and collaboration, 104–106

organizational skills, 185

Parent and Teacher Organization (PTO), 274–275

professional development program, 187

professionalization, 183

reflective feedback, 185

residency model, 184

school-based professional development, 189

Side by Side (SBS) Charter School, 184

teaching and learning experiences, 186

time management, 185

tools for, 272–274

total teacher leaders, 181–183

traditional student teaching model, 184

William Paterson University (WPU) PDS Network, 188

Zane Trace Elementary School, 102

Teacher Leadership Exploratory Consortium (TLEC), 29, 115, 163, 192

Teacher leadership model, 19, 21

Teacher learning, 45–46, 52–53

Teacher mentoring programs, 27

Teacher preparation program (TPP) distributed leadership perspective, 203–204

“grow your own” philosophy, 215
Master of Education in Teaching (MEdT) program, 202
alumni Pipeline, 205–206
assignments, 206–208
innovative practices, 209–211
iterations of, 204
placements, 205
partnership level, 214–215
school–university partnership, 201
teacher leadership, 202–203
Teacher–professor–intern collaboration, 86
Teacher Quality Enhancement Partnership Grant program, 11
Teacher Quality Partnership (TQP), 15
Teaching and learning practices, 23
Teaching/learning cycle, 3
Time management, 185
“Tomorrow’s Schools of Education,” 10–11
Top-down leadership, 197
Towson University (TU), 80
context, 80–81
funding and implementation, 84
information meeting, 81–82
reflections to improve, 84–85
weekend workshop, 82–84
Traditional mentoring continuum, 154, 155
Transformational learning, 282
Turnkey training, 228–229
Watson College of Education (WCE), 256
William Paterson University (WPU) PDS Network, 188
Wipro Science Education Fellowship (SEF), 236
change agents, 248
education reform, 238
elementary science teachers, 249
Montclair State University Network for Educational Renewal (MSUNER), 238
ownership, 248
selection, 239
supports, 249
themes, 247
Zane Trace Elementary School, 102