

# CONNECTICUT EDUCATOR NETWORK

“Supporting a career continuum and  
elevating the profession”



## Why we are here...

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- We believe the expertise of educators in the field offers valuable perspectives to inform policy.
- We believe that engaging educators has mutual benefits for individual educators and all levels of the Connecticut education system.
- We believe that all Connecticut educators should have opportunities to engage collaboratively with state education policy makers to support our students and families across the state.

## A Brief History of Teacher Leadership at the CSDE:

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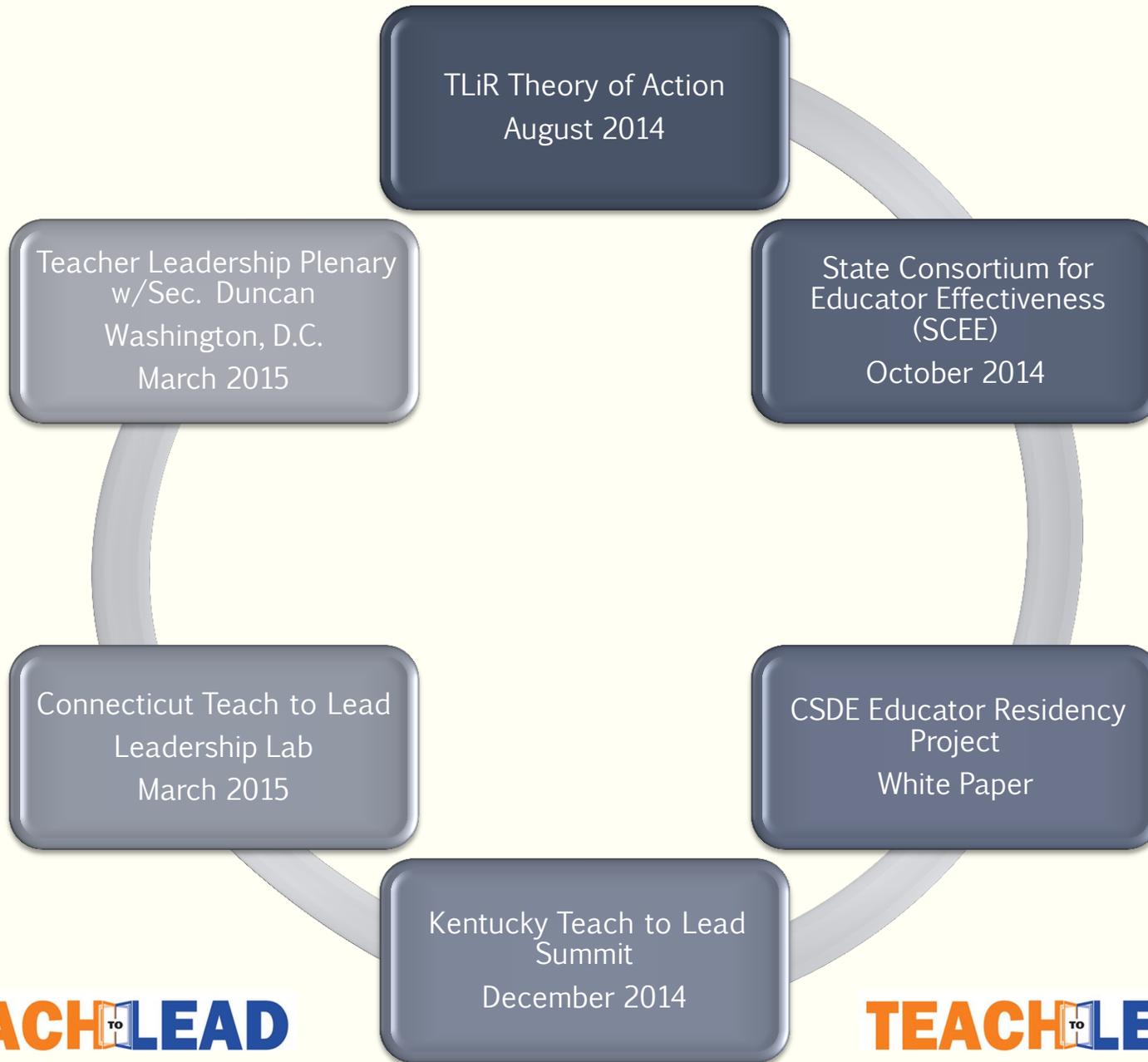
- Thousands of educators have contributed feedback and content area expertise
- Teacher/Leader-in-Residence programs – Over 300 educators and leaders across two decades

CSDE Leadership revitalized the program as the Educator Leader-in-Residence:

2013-14 = 1 Teacher Leader-in-Residence

2014-15 = 5 Teacher Leaders-in-Residence & 1 Principal Leader-in-Residence

**T  
&L**  
2015



**TEACH TO LEAD**

**TEACH TO LEAD**

# A Tiered Approach to Educator Engagement:

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## A Three-Level Educator Engagement Network:

- Provides educators opportunities to contribute valuable feedback from the field
- Provides a structured system for educator engagement
- Provides educators a greater sense of empowerment and leadership development
- Strategically aligns with CSDE goals
- Supports the implementation of CSDE initiatives

CSDE Practitioner  
Network

CSDE Field  
Advisor

CSDE Educator  
Leader-in-  
Residence

## Teacher Leadership:

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What is your vision of teacher leadership in the context of your professional role?

**TURN & TALK**

# Defining Teacher Leadership:

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“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement.”

- York-Barr, J., & Duke, K. (2004).

“Teacher leadership is a set of skills demonstrated by teachers who are able to influence students outside of the classroom and beyond.”

- Danielson, C. (2006).

**“Teacher leaders lead within and outside of the classroom. A teacher leader is a member and contributor to a community of teacher learners. They are influential in the continued improvement of educational practice.”**

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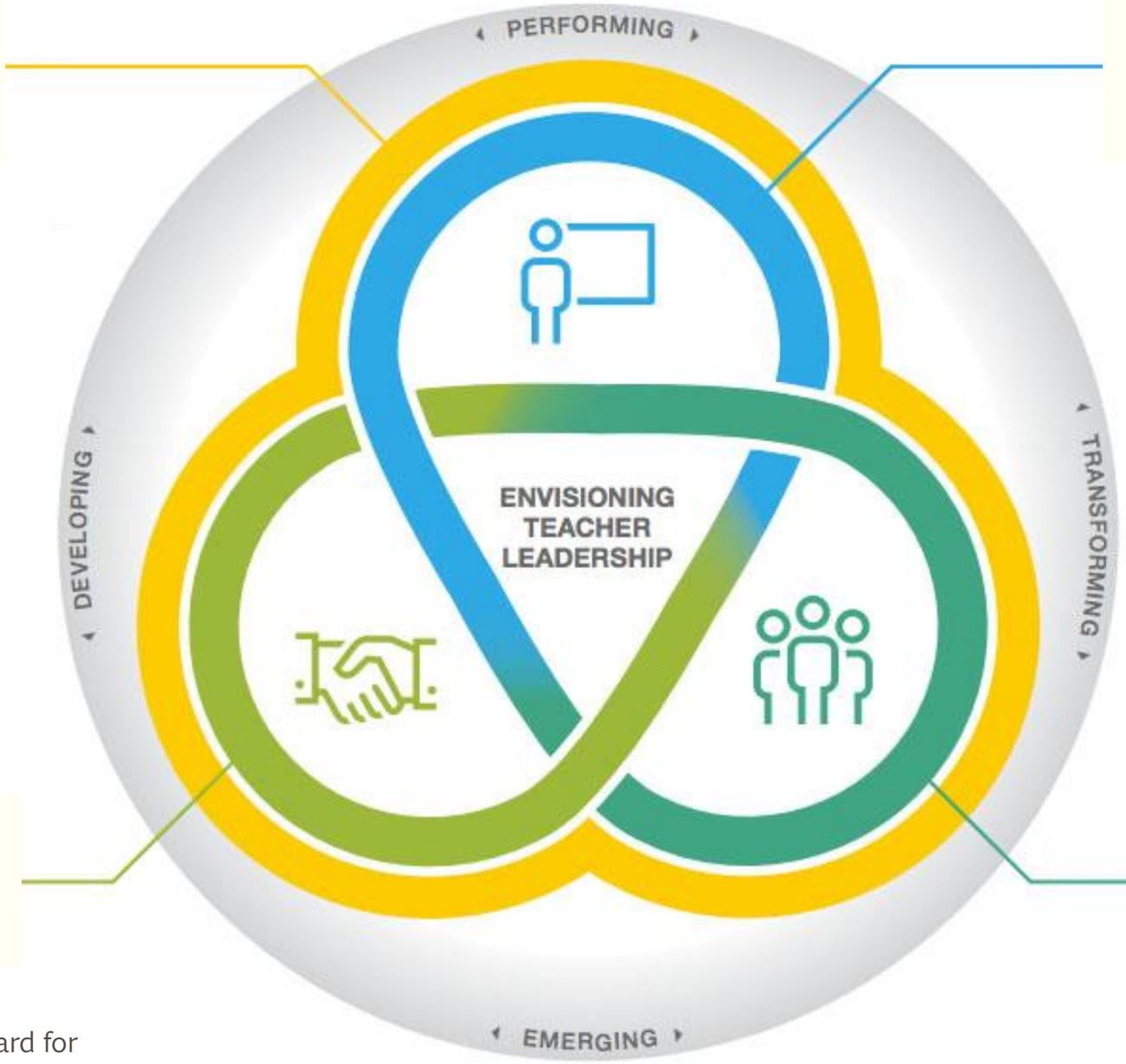
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Overarching  
Competencies

Instructional  
Leadership



Policy  
Leadership

Association  
Leadership

# Level 1 – CSDE Practitioner Network:

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## The CSDE Practitioner Network:

- provides an easily searchable field asset map to CSDE staff members
- is utilized and maintained with minimal cost to the Department in both time and funding
- provides a means by which all LEAs could recognize & support educators
- promotes the retention of practitioners through pathways of empowerment

### PROFESSIONAL LEARNING

- Participate in a 1-Day Teacher Leader Summit
- Engage with CSDE
- Work with Policy Makers
- Develop Action Planning Strategies

**CSDE Practitioner  
Network**

# Pathways into CSDE Practitioner Network:

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## Phase I: Spring 2015

Existing CSDE cohorts of educators who have engaged with the Department over the past three years

## Phase II: Fall 2015

Two Pathways:

**Nomination** by a District/Building Administrator and/or CSDE Staff

or

**Self-Nomination** with support from BOTH an administrator and a colleague

# Level 2 – CSDE Field Advisors

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Drawn from the Practitioner Network at the request of CSDE leadership and staff, CSDE Field Advisors:

- work with CSDE staff to develop and review resources or materials
- provide field expertise and support to the CSDE implementation efforts
- communicate and promote CSDE priorities to their colleagues in their district
- cultivate their own leadership capacity through project specific professional learning opportunities

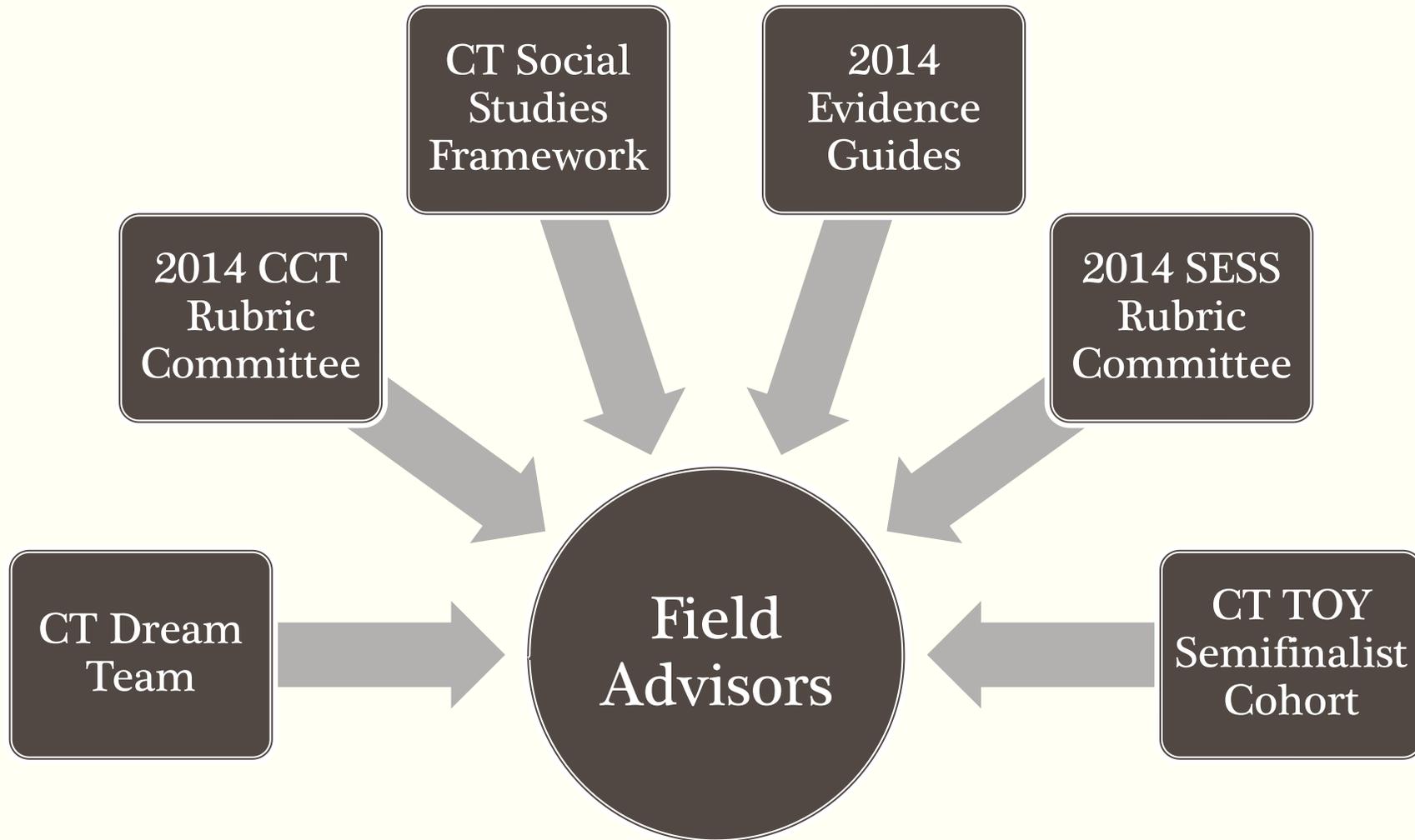
## CSDE Field Advisor

### PROFESSIONAL LEARNING

- Project Specific Professional Learning
- Obtains a stronger understanding of CSDE initiatives and implementation strategies

# Supporting & Enhancing Current Practice:

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# Level 3 – CSDE Educator Leader-in-Residence

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The Educator Leader-in-Residence (ELR) Program:

- creates hybrid leadership roles for teachers/administrators allowing them to remain in their classrooms and schools halftime
- provides sustained field support at the CSDE by supporting current projects of their assigned office that best align to their individual backgrounds and skill sets
- provides educators a deeper understanding of statewide initiatives and supports CSDE communication to the field

## PROFESSIONAL LEARNING

- Project Specific Professional Learning
- Platform for active and continuous input and feedback on CSDE initiatives
- Expanded view of public education through interaction with a wide-spectrum of stakeholders

**CSDE Educator  
Leader-in-Residence**

# Connecticut Educator Network S.W.O.T Analysis:

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Strengths	Weaknesses
Opportunities	Threats

# The Changing Face of Connecticut Educators:

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Currently 54,020 certified educators, teachers and administrators, work in the profession. Of those;

Workforce	Induction Program
21,385 (39.6%)	No Formal Induction Program
21,005 (38.9%)	BEST (1989 - 2008)
11,630 (21.5%)	TEAM (2009 – Present)
13,082 (24.2%) were born during and/or after 1981 (Millennials)	

# Attrition and Retention:

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Teachers leave the profession  
because of:

Richard Ingersoll – University of Pennsylvania

- Non-Competitive Wages
- Lack of Administrative Support
- Discipline Problems
- Limited input into the decision making process

Teachers say they want the  
profession to provide:

Susan Moore Johnson Harvard

- Teamwork & support
- Professional opportunities & acquiring new skills
- Leadership opportunities
- New roles and responsibilities

Millennials in the work force  
want:

Pew Research 2010 & 2014

National Comprehensive Center for Teacher Quality

- Career pathways with 3-5 year steps
- Professional development that includes leadership training
- Time and support to take initiative, be creative and solve problems

# Connecticut Educator Network: *“supporting a career continuum and elevating the profession”*

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## Educator Benefits

Feels empowered to affect change

Provides input & support for CSDE implementation  
validates practice

Engages in teacher leadership  
professional development

Accesses pathways to professional learning & growth beyond district

## District Benefits

Promotes & retains effective educators

Strengthens communication between district and CSDE

Cultivates professional learning

Expands a districts' ability to provide educators choice with regard to professional growth

## CSDE Benefits

Develops a formalized mechanism for engaging practitioners

Provides consultants readily available access to experience and expertise in the field

Supports implementation of CSDE initiatives

Supports CSDE communication to the field

**Connecticut Educator Network**

**As a small group, you will discuss how your district is already implementing teacher leadership, how the CSDE can help support your work and how the Connecticut Educator Network can be a mechanism for support.**

<b>How does your district currently engage teacher leaders? How does/could teacher leadership benefit your district?</b>	<b>Based on your district needs, what resources can the CSDE provide to support your work around teacher leadership?</b>	<b>How can the Connecticut Educator Network be a mechanism for support?</b>
	Connecticut Educator Network	

# Thank you:

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Our contact information is listed below should you would like to provide continued feedback or have any lingering questions:

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