

AdvancED Source

CEO MESSAGE

Are You Leading for the Future?

Mark A. Elgart, Ed.D., President and CEO, AdvancED®

So often it is hard to envision what the world will look like in 20 or 30 years, as we are caught up in the day-to-day. The needs of our students, however, demand that we not idly wait for that time to arrive. We must look forward to their future — who will be leading our educational system; who should be leading our educational system? How must it change to meet the needs of tomorrow's graduates? What will be required to lead in the future, what qualities, what qualifications, what vision will prepare us for education in 20 years?

As both our states and the federal government grapple with the future of our educational system, each of us has the opportunity to play a role in leading for the future. Whether you are a teacher, a principal or a superintendent, you know that our education system needs to look forward, not just making tweaks, but making wholesale changes that stir our thinking and test our abilities.

We must begin to think toward the future and prepare not just for this generation, but for the next. Leading for the future will take foresight and courage — are we up to the challenge?

In this issue of *AdvancED Source*, we invited authors to share their perspectives on **Leading for the Future**. There are so many “leaders” in the field of education from students to teachers to boards of education. Their perspectives are varied and rich.

We begin this issue with Annice Brave, the 2011 Illinois Teacher of the year. In her piece, *Teacher Leaders are Here, But do our Schools Know What to do With Us?*, she offers a shift from the traditional classroom structure to one that will allow teachers to hold leadership roles and contribute their expertise beyond the classroom. Mary Broderick, President of the National School Boards Association, shares the leadership she believes school boards must exhibit to truly lead their schools and school systems into the future. Her article, *Local Leadership and Responsibility for the Future*, begins on page 3.

For the first time in *AdvancED Source*, we are pleased to share a student-authored piece, *Tomorrow's Leaders Must have Opportunity to Lead Today* (page 4). Austin Fuss, recent graduate of Shorecrest Preparatory School, took some time this summer to share the skills he believes educators must teach students for them to be successful leaders in the future. On page 5, author Barnett Berry explores major changes that will be crucial to *Creating the Teaching Profession that 21st-Century Students Deserve*.

AdvancED takes it role as the leader in accreditation and school improvement seriously, and on page 6 you can learn more about the new AdvancED Standards for Quality and Accreditation Protocol that will lead educational institutions

into the future (*Standards for Quality, Standards for the Future*). Our final article in this issue is authored by Hiba Nashabe, Principal of Makassed's KBWH College in Lebanon. In *Feminine Educational Leadership in the Arab World*, she shares her expectations of what a new generation of leaders must do to create a new vision for education in the Arab World.

We are grateful to our authors for sharing their visions and perspectives on the challenges and opportunities we face in *Leading for the Future*.

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SUBMIT YOUR STORIES

Next AdvancED Source – Transforming Schools

With the Elementary and Secondary Education Act still in limbo and more states expressing their disapproval with the future requirements of NCLB, what will it take to transform schools? How do we imbed transformational processes into underperforming schools? How do we transform traditional practices for 21st century learners? What transformations do you see coming in your own institution — are they the right transformations?

The Spring 2012 issue of *AdvancED Source* will explore all types of transformations taking place in schools and how we must transform schools to meet the needs of students at all levels in the future. Educational leaders, practitioners and authors are encouraged to submit articles to support the theme of the spring issue – *Transforming Schools*.

AdvancED Source publishes articles on educational strategies and practices supporting educational quality. Articles should contain useful information and techniques for practitioners serving students Pre-K through grade 12. Articles based on original research also are welcome.

Articles are now being accepted for the spring 2012 issue. Submissions should be between 900-1500 words and submitted electronically in Microsoft Word® to joliver@advanc-ed.org by January 5, 2012. View *AdvancED Source* editorial guidelines at <http://www.advanc-ed.org/advanced-source>. For additional information, please contact Jennifer Oliver at the e-mail above or 888.41ED NOW, ext. 5547.



Teacher Leaders are Here, But do our Schools Know What to do With Us?

By Annice Brave

Several years ago I was invited to address a group of participants in an Administrators' Academy held at a local university. At the time I was president of a large school district union and was also one of the first National Board Certified teachers in my area. The instructor asked me to explain the certification process to his class and give my impressions of how the National Board process had made me a better teacher.

I dutifully arrived about a half hour early to sit in on the class and get a feel for the crowd I'd be addressing. As I settled into a seat at the back of the lecture hall, I was struck by what the first speaker was saying about educational leadership. Thankfully, his precise words have faded from my memory, but the feelings he evoked in me are still distinct. I listened in amazement as this expert told the class that a building principal must be the educational leader in "his" school and all others (referring to teachers) must follow "his" lead.

I managed to get past the lecturer's obvious paternalistic tone, but remained shocked by his stinging words about teachers not being educational leaders. I had always considered myself to be a leader, not only in my classroom, but in my school building and district. After holding many union offices and even negotiating labor contracts, how dare he say that teachers like me were not educational leaders?

I can't even remember what I said to the class that evening. My mind was whirling. What if he was right? It occurred to me that, as a teacher, I had reached the top of my career ladder on my first day of teaching. Although my salary would increase due to a salary schedule that I had helped to negotiate, there would be no additional titles or "career advancement" unless I chose to go into administration, and that was not an option for me.

I love teaching and it was teaching, after all, which made me feel that I was an education leader. So what does "teacher leadership" mean, and in our present model of public schools, do new models of teacher leadership need to be developed?



Teacher Leader Model Standards

From the evening I addressed the Administrators' Academy until now, many things have changed in my life. I have served on a local school board, been chair of the English department at my large high school, won several awards for my teaching, renewed my National Board certification, talked to numerous groups about education, and presented workshops on education methods. Yet, I am still basically a classroom teacher who wonders if her school district knows what to do with her. So it was with great anticipation that I attended the roll out and press conference in Washington, D.C. for the new Teacher Leader Model Standards held in conjunction with a meeting of National State Teachers of the Year sponsored by the Council of Chief State School Officers.

The model standards are the result of the Teacher Leadership Exploratory Consortium, a group comprised of highly regarded leaders in education. The standards have seven domains covering the areas of collaboration in schools and in the community, research to improve practice, data collection, professional learning communities, and advocacy for education. As I listened to the presenters and hurriedly looked over the standards, I didn't see anything new, and I certainly didn't see anything that my high school didn't already have in place.

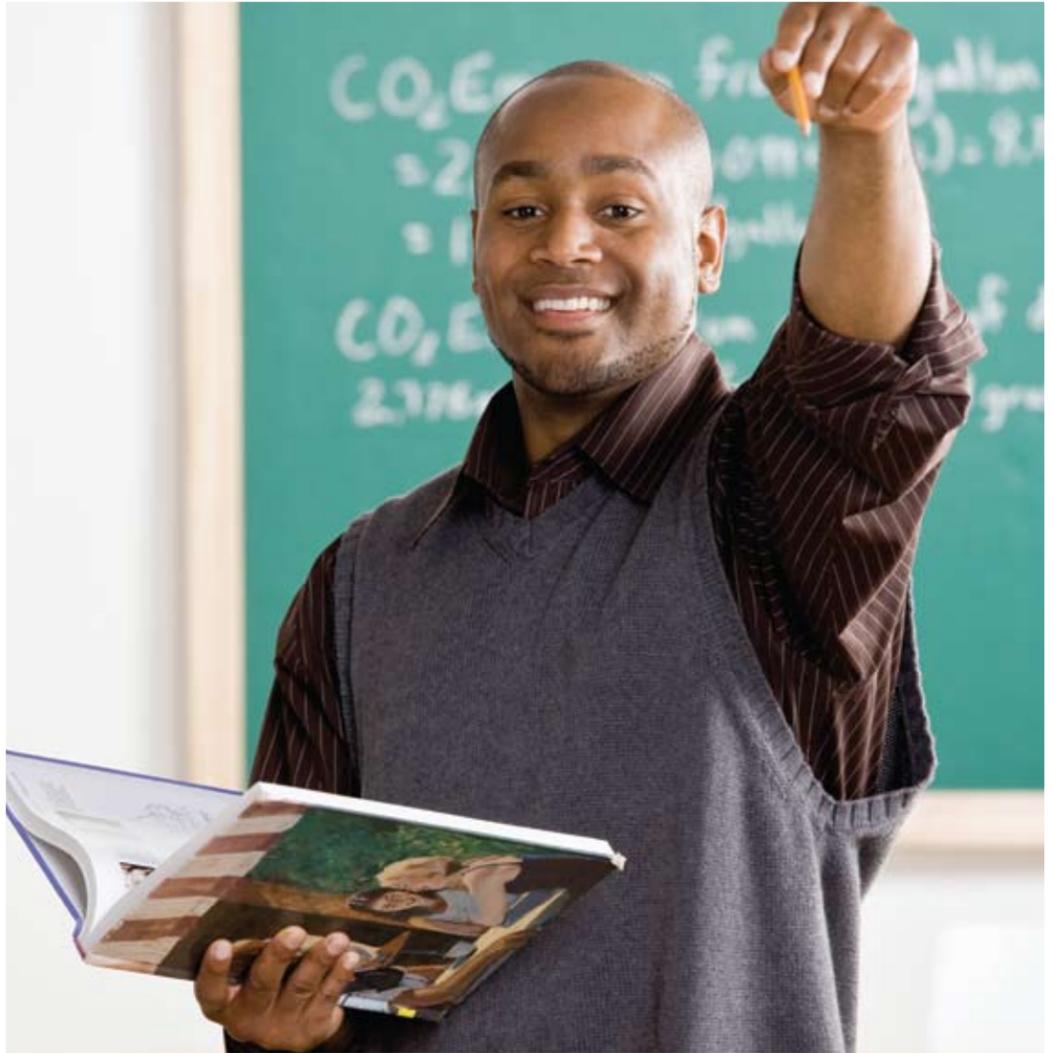
It wasn't until I got back home and had the chance to read the Policy Document within the Standards Document that I began to take heart. Here was what I was looking for. Finally, a way I can have my cake and eat it too.

The Policy Document describes teachers as untapped resources for educational change and the hybrid roles for teachers who want to remain in classrooms, "...but are willing to assume new responsibilities that afford them leadership opportunities in or outside the classroom while still teaching full or part-time."

Paradigm Shift

Any teacher who has sat through mind-numbing professional in-services knows that when we hear the words "paradigm shift" it is time to shut down; but the Policy Document calls for a paradigm shift, and this is a shift that I'm willing to join. We need a whole new structure for today's schools, one in which teacher leaders are allowed the time and respect to do what we do best: build curriculum, mentor, provide quality in-service, and **teach**.

Within this new paradigm, how about providing regular release time so that when I am asked to mentor a class of beginning teachers, it is not another duty crammed into my already jam-packed schedule? I envision a day when I am a co-teacher. I may be sharing a class with a teacher who is struggling and needs to watch as I model classroom management, or how to keep students at a high level of engagement while maintaining levels of differentiation for a variety of learners. Then again, I may be working side-by-side with another recognized teacher-leader as we tag-team a class, allowing each other the time to mentor, serve as curriculum coordinators, and prepare professional development for our school and district.



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Since every bit of education research says that the most important element is to have a great teacher in every classroom, I call for a **National Teacher Leadership Initiative**; an initiative that keeps great teachers in the classroom and rewards and honors them for the important job they do. I have some ideas on how to do this, so allow me to speak for all good teachers and provide one model which I think will work.



Put me in a Fishbowl

Pair me up with another teacher identified as being high quality, and put us together in a classroom ... the room with the one-way mirror or the one equipped with video cameras. New, struggling, or merely curious, teachers can come into the observation room to watch as I teach.

My partner can be in the observation room and serve as interpreter while I model good teaching. "Did you notice how she redirected the class's attention from that misbehavior and kept the class engaged?" the interpreter could point out; or, "Did you notice how she returned to the student who only gave a partially correct answer and allowed him to give a complete answer and then followed up with praise?" These are often subtle master teacher techniques that go unnoticed by the novice or untrained observer.

After I teach my two hours, we can switch roles. We also can spend our time working on curriculum or professional development activities, something I would love to do but for which I seldom have time. Who better than practicing teachers, those in touch with the daily needs of teachers, to provide these necessary services for a school or district?

This model can be modified to fit the needs of individual schools and grade levels, but think of the positive impact a team of master teachers can have when we have the time to work with other teachers to build a teacher-leader corps? I'm not crazy about the concept of merit pay, but at least a system such as this would provide a systematic method of determining who deserves merit pay rather than basing it on student test scores or on the whims of administrators.

But whatever happens, for goodness sakes don't take our teacher-leaders out of the classroom. As soon as the classroom door shuts behind a teacher, she (or he) begins to lose the skills that have made that teacher great. We need to continue as the hands-on service providers for our most precious resource, students. *

Annice M. Brave is a Teacher at Alton High School in Alton, IL. She also serves as the English Department Chair and the Journalism Advisor. In 2011, Ms. Brave was named the Illinois Teacher of the Year. She currently serves as a Member of the Board of Examiners for the National Council for Accreditation of Teacher Education and is a Member of Delta Kappa Gamma Society International for Key Women Educators. Ms. Brave holds B.A. in Mass Communication and an M.S. in Education from Southern Illinois University, Edwardsville.

Local Leadership and Responsibility for the Future

By Mary Broderick

Several years ago, I witnessed a conversation between a new assistant superintendent in my school district and the superintendent. The assistant superintendent was mulling over a question posed by an elementary principal and asked for the superintendent's advice.

Instead of giving his opinion, the wise superintendent advised his assistant to let the principal make the choice. "Help her think through the various options, but she needs to decide," he said.

Over and over, this superintendent led by allowing those who would be most affected by the decision to weigh in and make the decisions where appropriate. During this superintendent's tenure, our district made great academic gains because teachers, principals and other staff felt empowered and were willing to explore new ideas and take risks.



Important Local Link

Our nation's education system was designed so that decisions are appropriately made at different levels: the federal government, state legislatures, and departments of education have important roles to play in addition to local school boards. We should expect that their actions enhance appropriate local decision-making and don't diminish the local role.

But we've recently seen a spate of partisanship, funding issues, and increasing competition for scarce resources in Washington. And I'm concerned that the top-down, command and control model of education, where Washington calls the shots, is overtaking our ability to encourage students and staff to be empowered and innovative.

There has been some discussion lately about whether we need school boards, whether there might be a better alternative to leadership at the local level. I am confident that school board leadership — which includes both elected and appointed boards — is overall working quite well, and here's why.

School boards are the vital link between a local community and its public schools. Given that the vast majority of funding for schools comes from local taxes and the state, it's important to have this robust connection to citizens' and taxpayers' oversight. School board members ensure that a community's values, hopes, and dreams are alive in their public schools.

A Daunting Task

We also must keep in mind that the role of the school board is evolving. A recent report by the National School Boards Association and several other groups, *School Boards Circa 2010*, found that board members are increasingly focusing on student achievement, though they are rightly skeptical about the fervent drive to test, test, test and other No Child Left Behind Act mandates.

Well-known researcher Rick Hess and his assistant, Olivia Meeks, surveyed hundreds of school board members and about 100 superintendents across the country for this report, which is the largest and first national survey of its kind in almost a decade. They found that about two-thirds of those surveyed see an urgent need to improve student achievement, and nine out of 10 are concerned about an overly narrow focus on achievement.

We can't ignore the impact of the economic downturn on our public schools. Declining revenues have led to program cuts and staff layoffs in most school districts by now, and this survey found that the major concern for school board members is dealing with the financial realities and decline in local real estate values and state revenues. More than two-thirds of board members ranked their funding and economic situations as extremely urgent. A report released in August 2011 by the Annie E. Casey Foundation noted that 20 percent of children are now living in poverty, and food insecurity is at its highest level in years, statistics that will no doubt impact schools and students' learning. This comes at a time when our schools—and our country at large — are seeing increasingly diverse populations with special needs.

With all this on their plates, school board members have an important role to play in positioning our districts for a future that is in perpetual motion. To survive and flourish, we need to govern in ways that value creativity, dreaming, proposing, and risk-taking.

It's a daunting task. But we know what works.



Characteristics of Effective Boards

Earlier this year, NSBA's Center for Public Education analyzed the research that exists on school board governance. Without a doubt, we know that effective school boards have distinct characteristics. These include the ability to collaborate and create a shared vision of high standards with teachers, parents, students, business leaders, and community members. At the local level, we are capable and in a unique position to tap resources and engage with our communities.

Boards also should set tightly focused goals and rigorously monitor the district's progress toward meeting those goals, use data to monitor and evaluate progress, ensure resources are allocated where they can make the most difference, and constantly strive to improve instruction and learning for every child.

The Center's analysis found that the board's relationship with the superintendent also is important. The most effective board members do not micromanage or delve into administrative issues, but focus on policy and setting the course for the school district. They create a trusting, collaborative relationship with the superintendent and other key administrators.

And this is taking place in school districts across the nation. Consider the Baltimore City school district, which with strong board leadership and a



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collaborative relationship between the board and superintendent, turned around a low-performing, large urban district. In less than a decade, the district made sizable increases in state test scores, significantly improved minority students' achievement, and sharply cut its drop-out rate, making it a role model for success.



Facing the Future

In my own district, we saw student achievement climb through the roof when the board worked with the superintendent to set a vision of excellence and caring, ensured the direction was aligned with community values, and trusted our administrative and teaching staff to carry it out. Teachers and students alike developed a new love of school. In addition to excitement about learning, a pervasive spirit of caring overtook the schools. Test score improvement has been a consistent byproduct of this culture of excellence and caring, though never a target.

Our research and practices have shown us that improvement — and sustained growth — begins at the local level. If we are to generate innovative and creative problem solvers and ignite the potential in our students and staff, it will not be because state and the federal governments mandate accountability and testing. The seeds to creative problem solving are sown locally. The responsibility for improving student achievement and improving our schools must stay with the local school board.



Our *School Boards Circa 2010* report showed that our school boards reflect our country's extraordinary diversity and cultural complexity. We are able and willing to meet all the challenges our communities and school face now and in the future. *

Dr. Mary Broderick is the 2011-12 President of the National School Boards Association. Dr. Broderick has served as a member of the East Lyme Board of Education in East Lyme, Connecticut since 1989, and her board service has included many leadership committee positions. Her service continues on a state and regional level, serving as a member of the Board of Directors of the Connecticut Association of Board of Education among other positions. Dr. Broderick completed her Doctorate in Educational Leadership at the University of Connecticut.



A STUDENT PERSPECTIVE

Tomorrow's Leaders Must Have Opportunity to Lead Today

By Austin Fuss

For the past 13 years I have been a student at a small independent school in St. Petersburg, Florida. Shorecrest Preparatory School has given me a top-notch education, provided me with amazing opportunities, and passed on life lessons, which have shaped me into the scholar, but more importantly, the leader of society I am today.

The most vital aspect of my education has been the teachers. These members of the faculty honestly care about each and every student who walks through their classroom doors. They work incredibly hard to pass on as much knowledge as they can and push every student to do their very best. They teach more than just the curriculum, they teach life lessons, which mold their students into active, positive, and efficient leaders of society.



The "Hard" Teacher

Mr. David Field is just one of the many outstanding teachers who have influenced my life. I had the honor of taking three of his math classes in high school: Honors Geometry, Honors Pre-Calculus, and BC Calculus. I have learned so much from his class, not only how to find the area under a given curve, but also how to work hard and accomplish a goal. He taught me, if you do not understand something, you ask questions immediately and solve the problem from the start. All of these lessons have transferred over from math class and into my everyday life, allowing me to excel as a leader in my community.

Mr. Field is known throughout the student body as a "hard teacher." While spending an hour of your night trying and re-trying to solve a problem, the thought that his class is extremely difficult may cross your mind, but Mr. Field is hard at work trying to pass on as much knowledge as he can and pushes every student to do their very best. The problem solving techniques I learned in math class transposed into solving problems as a leader. While being Mr. Field's student, I learned persistence is needed in order to accomplish anything. Continuous drive, which I learned through countless hours of practice problems in Mr. Field's class, shifted into not giving up when things do not work out the way they are planned. There is always more than one way to solve a problem, both in and out of math class.



Relay For Life

Along with passionate teachers, education is backed by opportunity. My schooling at Shorecrest has furnished me with vast opportunities to excel as a leader in my community. With numerous ways of getting involved, leadership provides students the ability to make a difference, and by supplying clubs and organizations dealing with all different topics and causes, everyone has a chance of getting involved in something they care about. Giving younger students the option of joining a club allows for an early connection. They begin to identify with the organization and grow up within it. As they develop as students and move up through the years, they continue to be involved as a member and grow to be involved as a leader.

When I was in 7th grade, my school became a Relay For Life Host School. Relay For Life is an event that brings together the community in the fight against cancer

as it raises money for the American Cancer Society. Since the beginning I chose to participate in our School's Relay For Life as a team captain. Team Captain is the perfect opportunity for members of the community to step into a leadership role. As team captain, these budding leaders are in charge of organizing their team's fundraisers prior to and during Relay For Life, as well as keeping connected with the committee that runs the event.

As I passed through middle school and into high school, I took with me my involvement in Relay For Life. I continued to be a team captain every year. In addition, I became more involved as Entertainment Chair for my sophomore and junior years of high school. As the Entertainment Chair I planned the activities for the overnight event including relay races, scavenger hunts, and contests.

Before beginning my senior year at Shorecrest, I looked at the community in which I was about to spend my last year as a student before college, and I thought to myself: How could I impact this school which has helped me in so many ways? I set up a meeting with my school's headmaster, Mr. Michael Murphy, and I asked him if I could be the event chair for that year's Relay For Life. I was asking to be given a leadership position that was traditionally held by an adult in the community, typically a parent. Now I do have to say, getting Mr. Murphy to say yes was no easy task. I was asked to provide him with a game plan of what I was going to do, and how in the world I would have time for this on top of applying for college, being enrolled in four AP classes, participating in the theatre program, as well as serving as Senior Class President and Co-Student Council President. I guess I said the right things, because I became the first high school student Event Chair of a Relay For Life in the state of Florida. As I worked on putting together the final Relay For Life I would participate in as a high school student, I turned to the people who know me best, my peers. I put students in all the major leadership positions on my committee. My goal was to turn our Relay For Life into a completely student run event.



Chance to Lead

To be a leader, one must be provided with the opportunity. Given the chance to lead is the first step in becoming an active and influential member of any community. Being a leader means to be a problem solver, to be charismatic, and to be innovative. While in the future, society will be different and the situations in which people must lead may differ, I believe the qualities that make good leaders will remain the same. Leaders will always need to solve problems, leaders will always need to be able to intrigue others, and leaders will always need to find new paths in the process. My schooling has taught me how to be a great leader, and my experience leading has taught me how to be a great member of society. In order to be a leader of tomorrow's society, one must lead today. Give students the chance to make a difference.

Austin Fuss was recognized as the Outstanding Senior from the Class of 2011 at Shorecrest Preparatory School in St. Petersburg, FL. He graduated Cum Laude and is now attending Emory University in Atlanta, GA.

Creating the Teaching Profession that 21st-Century Students Deserve

By Barnett Berry

In America, the debates over teachers and their profession have been raucous, especially of late. But the struggles (over who enters teaching, how they are prepared, and how they are paid) are anchored in 20th-century policies based on 19th-century principles of student learning.

Many reformers propose a “superhero fix” for our highest-need schools, placing young recruits in challenging classrooms for just a few years. However well-intentioned, it’s a solution that dodges the real problem: teaching in the 21st century is complex, challenging work. And we need millions of well-prepared, highly savvy teachers who teach in schools designed to spread their expertise—whether with colleagues down the hall or in virtual communities. If we truly want the profession to benefit our students, we must reframe the reform narrative. We must enact aggressive policies driven by a new vision for teaching and learning.



Reimagining Teaching and Learning

Over the last decade, the Center for Teaching Quality has evolved a great deal. We began as a think tank to advance the teaching profession, and we’re now an action tank that cultivates teacher leadership for 21st-century schools. I have had the privilege of working closely with an expanding group of classroom experts in our virtual community, the Teacher Leaders Network, which now includes more than 1,200 educators.

With generous support from the MetLife Foundation, I have undertaken a remarkable intellectual journey with 12 of these accomplished teachers. We co-authored a book on the future of teaching and learning, *TEACHING 2030: What We Must Do for Our Students and Our Public Schools—Now and in the Future*. We looked forward 20 years, when today’s young teachers will be middle-aged, hopefully still teaching while also leading their profession. (And having the time, space, and rewards necessary to fulfill both roles.) My co-authors and I reached for fresh “third way” solutions that transcend current policy debates: ideas that not only address the issues we see today, but also anticipate the trends predicted to shape education tomorrow.

Our team determined that effective teachers (now and in the future) must know how to:

- Teach the Googled learner, who has grown up on virtual reality games and can find out almost everything with a few taps of the finger;
- Work with a student body that’s increasingly diverse (by 2030, at least 40 percent of students will be second-language learners);
- Prepare kids to compete for jobs in a global marketplace where communication, collaboration, critical thinking, and creative problem-solving are the “new basics”;
- Use sophisticated tools to measure student learning and fine-tune instruction; and
- Connect teaching to the needs of communities as economic churn creates instability, pushing schools to integrate health and social services with academic learning.

EMERGENT REALITIES

In our book, we envision how new technologies and transformed school organizations can elevate the teaching profession. We highlight promising ideas from reformers and practitioners on different sides of today’s debate. We present robust ways in which education could respond to likely future events. These “emergent realities,” as we call them, reveal how schools — and the teaching profession — could change to better meet 21st-century demands:

Emergent Reality 1

foresees a transformed learning environment in which digital tools allow students to learn 24/7 and to develop in-demand skills. Many of the same tools allow teachers to learn from each other anywhere, at any time. And — as importantly — such technologies help teachers share more accurate data about student learning with policymakers and the public, boosting accountability.

Emergent Reality 2

posits that expert teachers will create seamless connections between learning in cyberspace and in brick-and-mortar schools. These educators know how to reach the “iGeneration” student and how to serve as community organizers. Even as online learning explodes, an unstable economy and growing socioeconomic divides will require that teacher-leaders build strong school-community partnerships, connecting students and their families with a wide range of integrated services.

Emergent Reality 3

envisions differentiated professional pathways that allow teachers with different skills and career trajectories to maximize their respective strengths. Educators will operate within career matrices, not old-school hierarchical ladders. Schools will employ an intricate array of specialists and generalists. Some will teach for only a few years. Some may teach solely or partially in online settings. However, schools (even high-need schools) will be led by those who are committed to teaching for the long haul. Every school will be anchored by a core group of accomplished teachers who know deeply the students and families they serve.

Emergent Reality 4

predicts the need to develop 600,000 “teacherpreneurs.” These are effective teachers who continue to work with students regularly, but also have the time, supports, and rewards necessary to apply their expertise in other ways. For example, teacherpreneurs may mentor new teachers, design new instructional programs based on gaming technologies, orchestrate community partnerships, or advance new policies and practices. Teacherpreneurs will be the “highest-paid anybody” in a school district—and their roles will finally blur the lines of distinction between those who teach in schools and those who lead.



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Levers for Transformation

We cannot transform our schools unless we first imagine major changes to the profession of teaching. Yet, reversing teaching's complicated history will be challenging. The profession's past has been marked by a lack of clarity and rigor in becoming a teacher, as well as limited prestige and income. Teachers have been siloed in classrooms, sequestering the pedagogical expertise and muffling the policy voices of our best practitioners.

SIX LEVERS OF CHANGE

Looking forward, I see six interlocking levers of change that will be crucial to creating the 21st-century teaching profession that students deserve:

- 1 Invest in public engagement.** We must help the public understand that teaching is complex work and that investing in teacher development, support, and compensation will benefit students.
- 2 Rethink school finance systems.** Doing so can help us to ensure equity, drive the integrated delivery of services, and encourage new partnerships among school districts, universities, health and social-service agencies, and community-based organizations.
- 3 Redefine teacher preparation and licensing,** drawing on performance assessments to determine who is ready to teach and in which contexts.
- 4 Cultivate improved working conditions that make high-need schools easier to staff,** providing the resources, time, tools, and access to expertise necessary to teach effectively.
- 5 Reframe accountability to promote 21st-century student learning.** Use indicators that not only identify which schools are more effective, but also why, and what needs to be done next to improve teaching and learning.
- 6 Transform teachers' unions into professional guilds** with expectations that their members meet rigorous performance metrics and that the skills of the most effective teachers are brokered both locally and globally.



We understand that such profound changes will require the cultivation of political will and technical know-how. But we also are certain that many teachers, and their advocates, are frustrated with the status quo. They are ready to pull reform out of the 20th-century debates. They are prepared to push policymakers, practitioners, and the public to think differently about what it takes to educate all children to meet the demands of the global economy and the civic responsibilities of our democracy.

TEACHING 2030 coauthor Renee Moore from the Mississippi Delta put it best:

*"We stand on the cusp of a great opportunity to end generations of educational discrimination and inequity, finally to fulfill the promises of our democratic republic. I believe the noblest teachers, students, and leaders of 2030 will be remembered by future generations as those who surged over the barriers to true public education and a fully realized teaching profession—while myopic former gatekeepers staggered to the sidelines of history."**

Barnett Berry is founder and president of the Center for Teaching Quality in Carrboro, North Carolina. He authored *TEACHING 2030: What We Must Do for Our Students and Our Public Schools ... Now and in the Future* (Teachers College Press, 2011) with 12 accomplished teachers from across the United States.

ADVANCED ACCREDITATION

Standards for Quality, Standards for the Future

By Annette Bohling

Each and every day, educators and administrators in educational institutions around the world seek new ways to help students reach their greatest potential. No longer are parents, communities or even students satisfied with minimum requirements. Educators and administrators must be prepared to meet this demand and continue to improve as they strive for excellence.

The commitment to continuous improvement is a dynamic effort, consistently requiring attention and revision. AdvancED expects this commitment from the educational institutions we serve, and we expect it of ourselves. To that end, once every five years, AdvancED reviews, and revises if necessary, the Standards that serve as the foundation of the AdvancED Accreditation Protocol.



Stretching for the Future

The new AdvancED Standards for Quality, which will be implemented in the 2012-13 school year, will lead schools and school systems into the future, challenging them to reach higher, to examine closer, and to demonstrate the fidelity and integrity of best practices. No longer will institutions just meet AdvancED Standards of best practice; they will demonstrate continuous improvement in the use of those best practices.

The new Standards will "stretch" even the best of schools and school systems to exceed their current performance levels, while giving underperforming schools a roadmap to improve. Combined, the Standards, indicators, and performance levels reflect the current "best thinking" in education research today, including topics such as personalization, collaborative learning, and collective accountability. They significantly increase the focus on teaching and learning; incorporate 21st Century Skills; embed high expectations for professional practice; and focus on rigor, equity, student engagement, and depth and application of knowledge.



Evolving Accreditation

Coupled with the new Standards is an updated AdvancED Accreditation Protocol that provides a framework for schools and visiting peer review teams to delve deeply into data to discover more accurately and completely the practices that are working and those that should be adjusted or discarded. The AdvancED Accreditation Protocol will bring together observations of the peer review team, insights from the institution's own self-reflection, student achievement results, and stakeholder perception data to provide a more complete view of the institution's overall effectiveness. The new protocol provides a true balance of measures between student performance and the institution's instructional processes and practices.

The new AdvancED Standards for Quality and Accreditation Protocol are designed for the future, not just today. They represent the continued evolution of accreditation as a powerful tool for driving effective practices in support of student learning.

AdvancED takes seriously its role as a leader in accreditation and school improvement. To that end, it is only fitting that the new Standards for Quality and AdvancED Accreditation Protocol are leading schools and school systems for the future.

Annette Bohling is Chief Accreditation Officer for AdvancED. She leads the Accreditation Division, which manages and oversees the accreditation functions, policies and procedures for accredited institutions and school systems. Her professional career spans 37 years including the fields of education and law. She has served as a teacher, administrator, deputy state superintendent, interpreter/translator, and attorney. She was the chief architect in the design of Wyoming's assessment and accountability system under No Child Left Behind.

Feminine Educational Leadership in the Arab World

By Hiba Nashabe



A Story to Tell

In 2005, I was nominated to head Makassed / Khaled bin al-Walid al-Horj College (KBWH). Now just being a candidate to lead KBWH College, was an honor many principals of the 50 Makassed Islamic Philanthropic Association of Beirut (MIPA) Schools worked hard to achieve. Yet for me it was half the way to fulfilling a dream. KBWH is the MIPA Flagship School, thus highly qualified candidates were roaming the central administration, most of them were males, and probably I was the youngest candidate for the job. So, obviously this meant that I had to fight for it.

In the job interview with the President of MIPA Mr. Amine Daouk six years ago, he said: "Hiba, you graduated from this School, and I know how much you love it. I know your high competence in leadership, but we want a "MAN" to lead our Flagship School. Nothing personal, but that's what is needed since it's a huge co-ed school. In addition this school is located in a politically and socially sensitive and conservative area and only a man can handle this job in this politically unstable situation." Pondering for a while he added, "We need a principal for the Makassed College for Girls, it's a small beautiful school, and you will do great over there." Without hesitation, I said that my commitment to MIPA's cause is to the mission and not to the position. But if the gender issue is the only obstacle then I will fight for it all the way, because as a Muslim, I know well the rights of women in Islam, and MIPA was a pioneer in teaching girls of the Muslim community in the early 20th century when no one in Beirut dared to do so. As a Lebanese, I know that men are partners rather than dominators, so let it be a competition and may the best win. The School started in September 2005 and backstage, gender competition was sizzling. Finally, gender discrimination lost the case, and I was appointed to be the principal of Makassed/KBWH College.

Moral of the story, even if the combination of religious misconceptions and masculine power try to dominate our feminine world, we can win the fight with our determination.



A Historical Perspective

The Arab World consists of three major monotheist religions that emerged in the Fertile Crescent and Hejaz. The majority population is Muslim, followed by Christians and a small minority of Jews. This population is geographically spread out in 22 countries, though they all speak the same language (Arabic); yet differ in traditions and cultures from one extreme to another. This diversity is not related to religion but rather to traditions and social customs.

Historians recognize the major role Prophet Mohammad (peace be upon him) played in radically improving the stance of women in the 7th century AD. Women who lived during his days and thereafter shared a considerable deal of equity with men. In fact, and specifically in the educational domain, women took part in establishing many Islamic educational institutions, such as Fatima al-Fihri who founded the University of Al Karaouine in the 9th century. Thus, it is not Islam that deprived women of their rights, but those who interpret it and those who are in power.

Today, women are widely spread in the field of education in the Arab World. In the Gulf area for example, and due to gender separation in schools, all teachers and administrators in girls schools are females, yet most of these schools are governed and/or owned by males. Even in other more liberal countries such as Lebanon, Syria, Jordan, Tunisia and Egypt, the majority of school governance whether a co-ed school, a girls' or boys' school, is in the hands of males. The main factor for this issue is the traditional power that men gained over the past couple of centuries, in addition to social traditions that gave men power in the political, economic, and social fields.

It also is important to mention here that family ties and obligations still play a major role in the Arab world, which places another burden on women. Family obligations that men impose on women hinder them from climbing the stairs of leadership, even if these women manifest remarkable ability, especially in education. While men in some Arab countries express their approval of women working in the field of education, the moment you ask them: why is this preference? Their spontaneous answer would be: they have long vacations, they come home early, and they will be close to their children at school. Thus the leading role of women in educational leadership is rarely recognized.

Data

Unfortunately, International Organizations have no accurate statistics or data regarding educational leadership positions women hold in the Arab world. The reason for that is mainly because we have recently entered the domain of data collection. Therefore getting accurate figures regarding women in the field of educational leadership is almost impossible.

Nevertheless women leadership in the field of education has been increasing in the past two decades. While some Arab countries are still negotiating the approval of women to work, other Arab countries have female ministers and members of parliament. The gap between these two extremes will narrow due to several factors. The first is the wide spread means of communication that has made the world a small village. The second is the political maturity of people in the Arab World, and their rising calls for democracy. Finally, education made women more aware of their rights and even if they do not articulate this awareness frequently, yet some shy trails have been expressed even in the most conservative societies in the Arab world.

Charlotte Whitton once said "Whatever women do they must do twice as well as men to be thought half as good. Luckily, this is not difficult." Fortunately women are achieving and leading in some Arab countries and, hopefully, will achieve and lead in the future in all Arab countries. This hope for gender fair play is not a call for trading places but a call for equity, where women even in the highest decision-making positions keep their charm, and men, even when changing diapers, maintain their masculine charisma.



A New Vision for Education

To set these achievements on firm grounds, Arab women should realize that actively participating in today's new world is based on three major factors: education, capacity building and determination. Indeed whenever these factors are acquired, women can become economically independent and committed to a cause. This autonomy and dedication will free her from the cultural and social burdens that have been laid on her for decades. Therefore Arab educators should foresee multiple scenarios of the next 20 years where women leadership in this fast changing world, especially on the technological level, becomes a priority. Consequently equal opportunities for education as well as leadership will prevail.

This gender equity in education and leadership will create a new generation of leaders in the Arab World who believe in diversity, tolerance, and acceptance of others who differ from them in opinion, religion, and race. This gender equity will be the first step into a global world where the coming Arab generations learn how to accept others as they are and not as they want them to be. This equity will not threaten their national and historical identity; on the contrary it will strengthen their commitment to build a better world, where leaders are chosen on the bases of their traits and achievements rather than on their gender, ethnicity, or religion. Therefore educators and policy makers in the Arab world should communicate these concepts pragmatically as well as theoretically, starting with formulating a new vision for education in the Arab World, a deep and continuous revision of their curriculums, setting standards for equal chances in professional development, and making serious efforts in creating an educational philosophy not only for gender equity, but rather for human justice. For as Martin Luther King once said: injustice anywhere is a threat to justice everywhere. *

Hiba Nashabe is Principal of Makassed Philanthropic Islamic Association's KBWH College in Lebanon. She has published numerous articles on education theory and practice. Ms. Nashabe has earned a B.A. in History and a Diploma in Educational Leadership from the American University of Beirut.

This equity ...
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and achievements.

SUGGESTED READING



10 Great Ideas

By Jim Carroll

This article summarizes 10 great ideas for organizations to transform themselves into an organization of growth and innovation. The article focuses on how to turn change into opportunity and provides tips that can be applied to any organization.

>>> <http://www.jimcarroll.com/innovation-inspiration/innovation-idea/>



Ten Roles for Teacher Leaders

By Cindy Harrison and Joellen Killion

Explore a snapshot of ten leadership roles that teachers can assume in support of school and student success. The article outlines both formal and informal roles that can build a school's capacity for improvement.

>>> <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>



The Change Leaders

By Michael Fullan

This timeless article discusses the critical role of principals. The article goes beyond characterizing a principal's immediate role but rather discusses the impact of a principal's role in creating a fundamental transformation in the learning cultures of schools and of the teaching profession itself.

>>> http://www.cdl.org/resource-library/articles/change_ldr.php

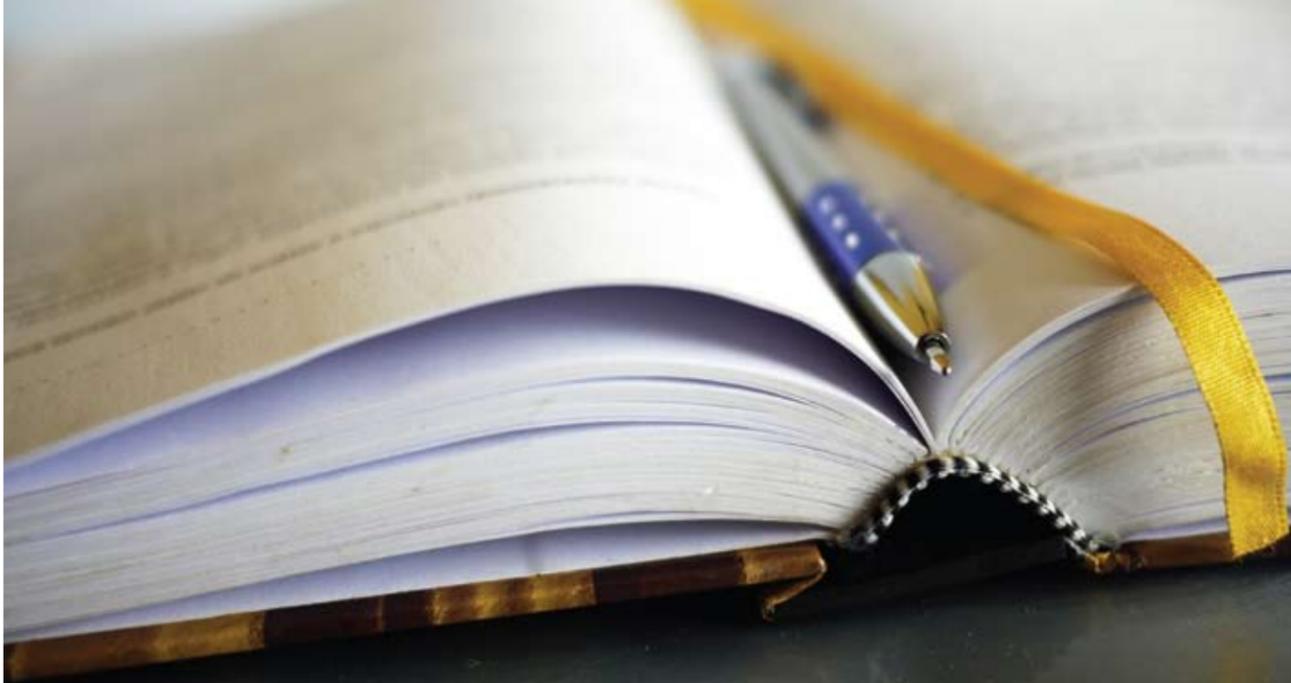


Tips from School Improvement Leaders

By Lani Seikaly

Principals, team leaders, and those responsible for providing leadership in the area of improving student achievement may find this article beneficial. The article focuses on the need for clear school improvement objectives and a game plan for attaining those objectives.

>>> <http://mdk12.org/process/leading/tips.html>



About AdvancED

The world's largest education community, AdvancED serves and engages 27,000 public and private schools and districts across the United States and in more than 70 countries, educating 16 million students. AdvancED is dedicated to advancing excellence in education worldwide through an international accreditation process supported by research-based standards, innovative products and services, and professional learning through its international network.

The vision of AdvancED is to advance excellence in education worldwide so that every student is prepared for success in an ever-changing and diverse world.

The North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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