

Kappa Delta Pi

RECORD

FALL 2011

CENTENNIAL ISSUE

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REALLY NEED TO KNOW?**

Special section featuring essays by
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publishes articles on the principles, practices, and strategies of teaching and learning for today's classroom.

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The *Kappa Delta Pi Record* solicits manuscripts on national and international education issues pertinent to policy, practical articles on theory-based instructional methods, original research reports, and evidence-based commentaries. The *Kappa Delta Pi Record* invites submissions from classroom teachers, school administrators, university faculty, and other practitioners. To submit completed manuscripts, e-mail pubs@kdp.org. For author guides, see the Publications section at www.kdp.org.

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The *Kappa Delta Pi Record* is a peer-reviewed journal that presents research-based articles on compelling issues relevant to national and international education professionals who work and teach at all levels and in a wide range of disciplines and settings. The *Kappa Delta Pi Record* promotes professional growth in the field of education by providing articles on evidence-based teaching strategies, reviews of current policy initiatives, examples of applied theories, and reports of original research in language that is accessible and practical.

Though articles on any educational topic will be considered, the editors currently are seeking submissions on the following areas of interest:

- Differentiated Instruction
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- Teacher Leadership
- International and Comparative Education
- Education Policy
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ABOUT THIS ISSUE



This special issue of the *Record* celebrates the 100th anniversary of Kappa Delta Pi, International Honor Society in Education. Kappa Delta Pi, a professional group of diverse and dedicated educators since 1911, boldly and innovatively shapes teaching and learning. From chapter Alpha to its current 625-chapter strong status, KDP honors and celebrates its legacy as it sets the pace for educators and their profession for the next 100 years.

Featured in this Centennial issue are essays from four esteemed educators who will participate in the Laureate Panel at the KDP 48th Biennial Convocation in Indianapolis, November 3–5, 2011. Addressing the theme “Teaching in New Times: What Do Teachers Really Need to Know?” are KDP Laureates Marilyn Cochran-Smith, Gloria Ladson-Billings, Ann Lieberman, and Deborah Meier.

Another two articles were contributed by authors who also will speak at the Convocation. Jason Ohler offers “Digital Citizenship Means Character Education for the Digital Age,” and Debbie Silver considers “Using the ‘Zone’ to Help Reach Every Learner.”

Two essays that appear here were written for the KDP Centennial Essay Contest on the topic “So to Teach, So to Serve, So to Live: Past, Present, and Future of Education.” In the University Faculty category, contest winner Rea Kirk reflects on “Words, Thoughts, and Acts of Hate: A Personal Story of How KDP’s Precepts Help Make Me a Better Teacher and a Better Person.” In the Student category, contest winner Heather Butler writes “Special Education: Creating Opportunities, Reaching for Success.”

Rounding out the issue is Kathryn Singh’s essay “Teacher Leadership: Making Your Voice Count.” The important topic of teacher leadership is prominent in KDP’s strategic plan for the coming years. Also a key part of the strategic

plan is public policy, and in this issue you will find a statement from the newly formed KDP Public Policy Committee.

Looking ahead, this special issue of the *Record* bridges the transition to the new publication schedule of the journal. Moving from a school-year to a calendar-year schedule, the *Record* will publish its next issue—Volume 48, No. 1—in January 2012 and continue quarterly. That issue will mark the beginning of a partnership with Taylor & Francis, publisher of hundreds of academic journals, to produce the *Record* and make it available in print format with digitized archives to a much broader base of readers and researchers through library subscriptions. The *Record* will join *The Educational Forum*, which has enjoyed a successful partnership with Taylor & Francis since 2008.

We hope this issue of the *Record* whets your appetite for the KDP Centennial Convocation. We’re looking forward to seeing you there! ■

Teacher Leadership: Making Your Voice Count

by Kathryn Singh



Discover how distributed leadership in schools works and learn strategies for ensuring that teacher-leaders have a strong and powerful voice.

Today, more than ever, teachers must work effectively and efficiently to meet seemingly

contradictory demands placed on them by society. On the one hand, school personnel are tasked with attaining and publicly reporting high levels of student achievement in response to No Child Left Behind (2002). On the other, school personnel must ensure that students learn 21st century skills such as critical thinking and problem solving, collaboration, adaptability,

entrepreneurialism, effective oral and written communication, and

Kathryn Singh is an Assistant Professor at San Diego State University in California. She specializes in the area of leadership training for school administrators. Her research interests include distributed leadership, culturally proficient leadership, and strategies for the teaching of education leadership.

accessing and analyzing information (21st Century Schools 2008). This dichotomy challenges educators to prepare students to select the right answers on standardized tests and, at the same time, to critically analyze the myriad possible solutions that may be appropriate for addressing problems in daily life. Teachers must prepare students to think both inside and outside the box.

Educators must respond to these demands within a complex environment characterized by demographic shifts, an economic crisis, national political struggles, and a rapid transformation in the way society produces, accesses, and uses information. In this context, teachers must guarantee that students acquire content and skills specified in state standards so that students will do well on standardized tests. Concurrently, educators must teach content and skills that are continually evolving and prepare students for a future yet unknown.

To address the challenges put before educators in the 21st century, organizations must have optimal performance. The design and oversight of the work required to achieve this goal, however, can no longer originate with one lone school leader. And teachers no longer can work alone. Meeting the challenges requires a “heads together” approach. As Hulpia, Devos, and Van Keer (2009, 41) stated, “Leadership is no longer seen as a one-person business, but rather a business that requires social interaction and cooperation of a whole team, leading toward an emergent property”; complexity and a sense of urgency require a new way of defining “the work.” Further, Woods and Gronn (2009) suggested that a more democratic and inclusive way of operating allows organizations to be more effective,

increases member engagement and self-esteem, enhances capacity, and permits members to deal more effectively with complexity. Ultimately, democratic organizations, they emphasized, lead to a more democratic society.

Shared Responsibilities

Though principals play an important role in setting the vision and moving their staffs toward that vision, it is increasingly apparent that teachers must take on active decision-making and problem-solving roles. By sharing these responsibilities, schools can tap into the expertise of those most in tune with teaching and learning, and thereby become more efficient and effective (Elmore 1999–2000). Teachers are the ones who can truly bring about change. Working in a classroom in isolation, without participating in collaborative problem-solving activities or contributing to daily operations of the school, is no longer a feasible option. Teachers’ involvement in leadership roles allows them to enhance their performance, feel more efficacious and satisfied, and as a result, may lead to increased student achievement. This change of roles, however, requires a paradigm shift.

As teachers become more involved in school-based decisions, the relationship between the principal and the teachers must undergo a metamorphosis. Though the school administrator continues to oversee the process and channel the efforts of staff, he or she ceases to act as the absolute authority, delegator, and monitor. However, the formal leader becomes even more important as a developer of and guide to those participating in the process, helping them recognize when it is appropriate for the leader to “step in” and providing the

support needed for their increasing involvement (Harris 2008). The traditional dichotomy of “leader-follower” falls by the wayside, and interactions become more horizontal than vertical. As the organization of work changes, new mind-sets are adopted, and new relationships and roles gradually emerge (Gronn 2003).

To distribute leadership, as Woods and Gronn (2009) have suggested, organizational members must move past the traditional roles played in a “contractual” setting, where status determines relationships and work is accomplished in order to earn pay. These authors advised organizations to be careful to avoid using the distribution of leadership for control purposes, as mere delegation and a way of getting others to do more. They added that strong leadership is needed to move groups in this more democratic direction. In addition, Flessa (2009) investigated the micro-political aspect of distributed leadership and warned that a shift in roles challenges the traditional structure and spurs conflict, which staff and leader must be prepared to address. These new enhanced roles will only be fruitful and satisfying if teachers are fully informed about this model and if formal leaders know how to implement it correctly.

In this article, the author presents a brief overview of distributed leadership, as well as shares insights gained as the result of creating and leading a distributed leadership team for three years at a high school. Working with a team offers benefits; yet, to ensure smooth operation, certain factors must be taken into consideration. The author translates her insights into specific suggestions for both principals and teachers who are becoming more involved in

distributed leadership models at their schools. Ultimately, the goal for teacher-leaders is to enjoy and benefit from the experience as well as to make worthwhile contributions where it counts—in the teaching-learning arena.

Distributed Leadership

Models of distributed leadership typically involve the interaction of leaders, followers, and situations that arise in the workplace (Spillane and Sherer 2004). The interaction is collaborative, dynamic, mutually accountable, and based on a match between organizational need and individual expertise. Distributed leadership implies that members of an organization “open their professional doors,” moving from an isolationist to a shared mode of operating. This innovative approach to decision making and problem solving allows participants to share passion for their work, pursue a common vision, take advantage of expertise within the group, and optimize collaboration.

As they work together, school staff members become better equipped to meet the challenges they face on a daily basis. Depending on the immediate issue, various individual members of the group naturally take on leadership roles. They work in diverse configurations, involving varying degrees of interdependence or sequences of interactions, according to the task. They assume different types of roles to move the group along in both tasks and relationships (Barry 1991; Gronn and Hamilton 2004; Spillane and Sherer 2004). When formal leaders create a distributed leadership model, they demonstrate that the organization values the contributions

of its members and affirm their belief that all individuals should have a voice (Woods and Gronn 2009).

One example of distributed leadership is a group of teachers in a professional learning community (PLC) who are problem solving about how they might address the issue of low student performance on test items related to place value in math. The principal, a math coach, and several teachers are analyzing student data, exploring benefits and disadvantages of the textbook and accompanying software, and discussing types of assessments used as benchmarks in each classroom. One teacher who uses music in her lessons reminds colleagues that learning a song helps students with content retention, and she offers to create a song on place value and teach it to her colleagues. Another teacher says that he will explore other instructional resources such as interactive Web pages and games. A third teacher says that she is willing to organize walk-throughs so colleagues can observe one another’s classroom to learn new ideas and provide feedback.

The principal speaks up, offering substitute time for two walk-through days, and mentions that there may be funds available for instructional materials. He also points out an upcoming workshop on using games and music to teach math. Each member of the group has stepped up to offer suggestions and, in doing so, has assumed a leadership role—organizing walk-throughs, exploring instructional materials, creating teacher-made materials and sharing them, providing funding, and offering staff development options. The group has identified an issue and has worked together to address

it. The solutions are many, and they have come from the group, not from “above.”

Of course, working together in a structure designed specifically for interaction, such as a PLC, does not guarantee that all emerging instructional leaders will be “on the same page” in terms of what the issues are, how to address them, and what their individual and group contributions will be. In fact, unless there is ongoing and honest dialogue that helps them come to consensus, members of the organization may find themselves on very different paths, following very different visions (Martinez et al. 2005). The fear of facing conflict and the potential of having to go “above and beyond” one’s regular responsibilities must not deter staffs from shaping themselves into effective and efficient teaching and learning teams. All members of the shared leadership model must understand the benefits and know what is required to make it effective.

Distributing leadership makes sense for many reasons. Teachers can collaborate to address complex issues. Hulpia et al. (2009) emphasized the positive impact that shared leadership has on teacher commitment, which in turn affects school success. Teachers who believe in the organization’s goals and values are willing to exert the effort required to reach those goals, and feel loyalty toward the organization. Ultimately, sharing the responsibility for school improvement provides a support structure for teachers. Also, a greater sense of professionalism develops as teachers feel more empowered. If distributed leadership seems like a viable option in a particular school, and the goal is to make sure that teachers’ time and energy is being

put to good use, it makes sense to prepare educators to be the best leaders they can be. Strong leadership throughout the school, in time, will make a difference in each classroom.

The Experience

During the period of 2003–2006, this author was founding director of a private high school in Mexico. The school, part of a larger campus that included both a high school and a university, was structured in a hierarchical, top-down fashion. The director's role was to create an all-new high school on the campus, to hire and train staff for the new site, recruit students, set up a teaching and learning infrastructure, and define daily operations. The director was faced with the option of doing it alone or asking others for help. In the existing traditional structure, teachers did not expect to be involved in decision making, and "higher-ups" were accustomed to obedience, loyalty, and compliance. Moving to a distributed leadership model would be a definite paradigm shift, but the director decided that it would be much less risky than operating as the "lone ranger" and facing the possibility of not making the best decisions or having staff half-heartedly implement them.

The following are lessons learned as a result of using distributed leadership to shape and operate the high school. The staff created a shared vision and plan, helped to hire and train a committed and energetic staff, recruited 500 students, which then grew to 1,000 within three years, and established the high school as a place of purposeful activity and results. The director began with a

small team of teachers who had experience working within the same multi-campus system, and then gradually added new members as they became more familiar with the organization. The group included those who worked directly with teachers and students, as well as with parents. The leadership team invited other members of the staff to participate in activities and decisions as the need arose.

In addition to the primary team, a system of alternates permitted other teachers in the various departments to be trained to take on leadership roles. Over time, as a result of their increased capacity and visibility in the organization, some of the "first tier" members accepted formal leadership positions. That allowed many of the alternates to become part of the main leadership team.

The distribution of leadership in this case served a number of purposes: it allowed for the efficient design and effective operation of the new school; it fostered organizational commitment and trust; and it developed capacity in staff members. Because there was intra- and inter-departmental alignment, teachers were able to make sure that students' experiences at the high school made sense. A number of school-wide events, organized by the team, also contributed to student and parent motivation.

Problem solving on teacher and student issues also took place in the leadership team meetings, allowing all participants to rally around those in need of support. When members were experiencing difficulties, both personally and professionally, the others provided emotional

support. This was especially useful because starting a new school can be a time-consuming and stressful endeavor. The director kept staff informed so that they were equipped with information needed to make wise decisions. She also provided training in decision making, teamwork, and leadership, as well as in specific areas in which decisions were being made. Obviously, there were ups and downs, as could be expected with any human collaboration; but overall, the experience was unforgettable and worth sharing.

Lessons Learned as a Principal

Here are some lessons learned as a principal and suggestions for those considering promoting greater involvement in leadership:

1. Power is not finite, nor is it tied to a position; it is tied to expertise and commitment. Related to that, knowledge is not the possession of a few. However, with knowledge and power comes responsibility. It's like having a key to the front door.
2. Success is more likely if the site team is made up of strong, opinionated, hard-working individuals. Capacity building is crucial. Knowledge and skills must continuously be refined to strengthen the links in the leadership chain.
3. Shared leadership requires trusting relationships. If teachers perceive unfair and dishonest treatment, trust will not develop or will wane, and those teachers will choose not to collaborate. Trust develops through honest and ongoing

dialogue. Teachers must dedicate energy to decisions that are relevant to them, and they must see results.

4. Leadership takes shape while addressing real issues, as the need for expertise arises. Leadership does not come about as a result of delegation or favoritism.
5. Examining decisions from different perspectives makes educators stretch and leads to sound, respected, and implemented decisions. Staff members should welcome positive conflict and debate as an opportunity to grow.

Suggestions for Teacher-Leaders

As teachers are invited to take on a more active role at their schools, it is important for them to consider the following suggestions:

- Don't let others make decisions that will impact you and your students. You should be involved in decisions that affect you and those you serve (e.g., discipline plans, textbook selection, staff development, budgeting, strategic planning).
- Take the time to get to know your colleagues. Developing relationships builds powerful bridges that connect visions (e.g., reaching out to your neighbor even though he teaches a different grade level, getting to know a new teacher sitting alone in the staff lounge).
- Carefully analyze and reflect on any information given to you about the organization. Every piece of information contributes to the "big picture" and is worth knowing. Organizations are systems, and everything is connected in some way (e.g., budget information impacts

instruction, as do policy decisions).

- Go about your business with the "leader lens" on, considering how decisions impact all aspects of the organization—but always keep your "teacher lens" handy (e.g., should money be spent on a part-time counselor or on extra pay for sponsoring after-school clubs?).
- Know your strengths and areas of opportunity. Seek experiences that allow you to continue developing facets of yourself so that you can contribute in multiple ways (e.g., developing the master schedule, being involved in interviewing teacher candidates, writing a grant).
- Always tie leadership to teaching and learning—that is the priority of teacher-leaders. Ask the question: How does this relate to our work (e.g., how facilities impact teaching and learning, how spaces influence what we can do, and how people feel)?

Getting Started

Distributed leadership provides teachers with the opportunity to have a voice in the organization, impact students' lives, and develop themselves both personally and professionally. It changes the way educators are seen and treated within a school site, community, district, and the profession. As teachers prepare to enter into distributed leadership models, it is best for them to know themselves and others, develop capacity, share and trust, and make decisions focused on the well-being of students and their families. Teachers who take a front seat in designing, delivering, and evaluating the whole teaching and learning process have the potential to do great things.

Distributing leadership is a gradual process that involves gathering knowledge about the model, examining current practices

in the school and district, assessing areas of expertise, building capacity, shifting paradigms, opening dialogue, resolving conflict positively, and putting in time and effort. Working together, districts, school administrators, and teachers can move easily toward this model. The model can begin with a leadership team (commonly known as ILT, or Instructional Leadership Team) and can branch out gradually to other staff members, parents, and, at higher levels, even students. At first, there will be adjustments; but with time, everyone will become accustomed to sharing information, making decisions, solving problems together, being mutually accountable, and growing individually and as a group. The next step is to empower students by implementing a distributed leadership model within the classroom itself. It's a wonderful experience that leads to positive results for all. ■

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Laureates Speak



Teaching in New Times: What Do Teachers Really Need to Know?

by Marilyn Cochran-Smith

In this special section of the *Record*, four Kappa Delta Pi Laureates explore what teachers really need to know to be effective. Their essays set the stage for the Laureate Panel at KDP's upcoming Convocation.

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Does Learning to Teach Ever End?

by Marilyn Cochran-Smith

Discover how three effective teachers work from an inquiry stance—a process of raising questions and using the data of practice to investigate those questions critically and collaboratively.



Marilyn Cochran-Smith is John E. Cawthorne Chair in Teacher Education for Urban Schools at Boston College's Lynch School of Education and Laureate Representative on the KDP Executive Council.

Our nation has extraordinarily high expectations for today's teachers, especially if we compare those expectations with the ones the nation had for the teachers of the past. According to one teachers' contract from 1923, for example—when our grandmothers and great-grandmothers were teachers—elementary school teachers had to be unmarried and agree not to get married or keep company with men (Apple 1987). They also were required to be at home during the evening and early morning hours, unless attending a school function. Teachers couldn't smoke cigarettes, drink alcohol, dress in

bright colors, wear short skirts, or ride in carriages or cars with men (unless they were their brothers or fathers). Teachers' contractual duties included tidying the schoolroom, scrubbing the classroom floor, cleaning the blackboards, and starting the fire early in the morning so the room would be warm when the children arrived. The salary was \$75 per month.

Of course, the gendered aspects of teaching reflected in the 1923 contract and in other teachers' contracts from that same era are striking. But what is also remarkable is that there are no references in the early contracts to the

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obligation of teachers to actually teach anything to anyone, and the only reference to students is that they be kept warm.

Times have certainly changed! Teachers today live in a different world—a world that is at the same time much bigger and much smaller than it used to be. In these complicated new times, many new teachers begin their careers in urban and other schools with increasingly diverse student populations. And as we know, many new teachers leave those schools—and some leave teaching altogether—after just a few years in the field.

In today's world, policy makers, politicians, educational leaders, the general public, and parents expect a great deal from teachers. Unlike our grandmothers' generation, we want teachers who know subject matter and know how to teach it to all students to world-class standards. We want teachers to be responsible for students' improvement on high-stakes tests, which in many states determines whether students will graduate and may determine teachers' salaries and future job status. We want teachers to be adept at all sorts of technology, to differentiate curriculum and instruction for students with special needs and disabilities, and to be thoroughly knowledgeable about multiple cultures. We expect teachers to teach students who do not speak English as a first language—without sacrificing attention to content and, in many cases, without long-term special programs.

And the expectations for today's teachers don't stop there. In many instances, we expect teachers to work long hours at school and at home, doing lesson preparation and grading over the weekends, completing additional coursework during the summers, and spending their own money for classroom resources. We expect teachers to participate in ongoing professional development and training for the implementation of new classroom strategies, curriculum materials, testing programs, assessments, and other new mandates from district, state, and federal regulatory agencies.

We also expect teachers to communicate and collaborate with students, parents, guardians, caregivers, social workers, psychologists, specialist teachers, medical personnel, speech therapists, parole officers, supervisors, administrators, mentors, and community groups. We expect teachers to be effective members of the school's professional staff—working to prevent bullying, drug and alcohol use, pregnancy, and suicide. In addition to all these expectations, we want teachers who *like children* and can relate to today's youth.

About the Essays

In this special section of the *Kappa Delta Pi Record*, four KDP Laureates explore what teachers really need to know in order to teach effectively in these new times when there are

such extraordinarily high expectations for teachers. In fact, many people around the world now agree that teachers are among the most important, if not *the* single most important determinant of students' learning, as well as the linchpins in educational reforms of all kinds. The four Laureates who have written brief essays for this special section of the *Record* also will be members of the Laureate Panel presentation at KDP's Centennial Convocation in Indianapolis in November. This collection of essays sets the stage for the panel and provides some background information about the panelists.

Each of the four essays collected here is titled with a provocative question about teaching in new times: Is meeting the diverse needs of all students possible? Can teachers really be leaders? What's democracy got to do with teaching? Does learning to teach ever end? In a simpler world, all these questions would have clear, one-word answers: Yes. Yes. Everything. No. But today's teachers don't live in a simple world, and these questions were explicitly selected for this section of the journal to get at some of the toughest and most complex issues educators face.

As these essays demonstrate, KDP Laureates are widely known for their scholarly work. Yet, many of them also have long been advocates and practitioners, working actively with teachers, school leaders, and community members to make schools better places for children and youth. Each of the essays draws on the author's varied experiences as a scholar, practitioner, and advocate. Singly and together, these writings make it clear that teaching in today's new times is challenging, complex, and—sometimes—daunting work. Nonetheless, every Laureate also describes rich examples of teachers and other educators working with colleagues and communities to improve students' learning and enhance their life chances. The essays suggest that these are more than isolated pockets of change and success. These are reasons for hope. ■

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Note: The Honorary Laureate Chapter was established in February 1924 to honor men and women who had made outstanding contributions to the development of professional education. John Dewey was the first nominee. Since 1924, 236 eminent educators have been named to Kappa Delta Pi's Laureate Chapter. Albert Einstein, Margaret Mead, Eleanor Roosevelt, Jean Piaget, and George Washington Carver were all Laureates in earlier times. Membership is limited to 60 living scholars.



Teacher education has not created a strong pipeline of diverse scholars who can challenge conventional thinking about what it means to teach diverse groups of students.

Is Meeting the Diverse Needs of All Students Possible?

by Gloria Ladson-Billings



I am sitting in a combined 2nd/3rd grade classroom observing a student teacher. I have specifically placed her in this classroom because she has had some struggles, and I am hoping the cooperating teacher—a former student of mine—might be able to help her.

I notice that the majority of the students are African-American boys. They are energetic and high-spirited. Seated at a table on the far left side of the classroom are three Latina girls who chatter incessantly in Spanish. At another table, all alone, sits a rather large (compared to the other children) European-American boy. He rarely interacts with the other students, keeps his head buried in a book, and shouts out answers (mostly correct) to every question the teacher poses. A talkative and sassy African-American girl sitting near the front of the room regularly makes it clear that her male counterparts do not intimidate her.

After a few minutes, more students stream in from another class. Two of them have physical disabilities, and another tall

African-American boy enters loudly and without regard for what the teacher is doing at that moment. One of the students is a twin, and he and his twin playfully run in and out of each other's classroom, fooling no one, and annoying the teachers.

In one of my post-observation conferences, I learn that the large European-American boy is a high-functioning student with Asperger's syndrome. The tall African-American boy has been shot, and his mother does not consent to his receiving any type of counseling or therapy.

This classroom is a beehive of activity, lots of it off-task and highly unpredictable. One of the few moments of peace and order comes once a week when an African-American man, a local pastor with an imposing stance, comes to mentor a group of the boys. His presence provides what the literature calls a "role model" or "father figure" for these boys. He is the only African-American male seen regularly at the school, and his combination of sternness and compassion seem to draw the boys to him.

Reflecting on my observations from that particular day, I asked myself: Is it reasonable to expect novice teachers to be expert managers and pedagogues in settings like this one? Even the experienced teacher in that classroom was struggling with these students. How can we expect newly minted teachers to find success in such classrooms?

The Nature of the Problem

I relate the preceding vignette as a way to help us think about the complexities of teaching in school environments that serve students from a variety of backgrounds and experiences. For many years, the notion of "diversity" was a code word for talking simply about race and ethnicity. To say one had

a diverse class was to say one was not teaching European-American students. Much of the literature, curriculum materials, and instructional practices was geared toward teaching particular groups of students—African Americans, Latinos, immigrant students, second language learners, or students with disabilities.

But the classroom I described and the many others like it make it abundantly clear that classrooms are complex organisms. The students bring with them richly textured biographies that go beyond their racial and ethnic categorizations, and their teachers bring their own sets of complexities. Somewhere in the nexus of this humanity, we are charged with producing literate, numerate, young

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citizens who are capable of learning more and faster than any generation that has preceded it. This is no small task.

To address the challenge of teaching all students well, we must start with the talent pool from which we are drawing individuals who will take on this task. As I sat in the 2nd/3rd grade classroom, I could not help but reflect on the group of student teachers I teach each Monday afternoon. They are bright, committed, and quite typical of the U.S. teaching force. Nearly all of them are European-American, lower-middle to middle income, English monolingual, suburbanites with a strong desire to teach in communities like the ones in which they grew up. They may see urban teaching as noble and socially important, but it is “too hard” for them. Unfortunately, far too many of them will find themselves taking these “hard” jobs out of economic necessity, and their lack of preparedness will show and be a disservice to yet another generation of poor and disenfranchised students, their families, and their communities. Even among the growing numbers of alternatively certified teachers who express a strong desire to teach in difficult-to-staff schools, we find poorly prepared teachers who regularly depart—at an alarmingly high rate—from urban schools and classrooms serving poor children of color.

Add to the challenge the current mandates of state and federal law regarding public education. The laws mandate that all children—regardless of the condition of their schools, the quality of their resources, and the preparation of their teachers—achieve at the same levels of proficiency on standardized tests of reading, writing, and mathematics. The consequences of this high-stakes demand were summed up poignantly by a colleague working on value-added assessment of teachers. One of the teachers in his study said something to the effect of, “we are now starting to resent the very children who need us most!” How do we begin to prepare teachers to teach all students in this environment? What solutions can we apply to the problems before us?

No Easy Answers

The challenge of teaching *all* students well is not a new one. In the nation’s early history, educators simply did not attempt to teach them all. Only certain students were deemed worthy of attending school, and these were the only ones we taught. In later years, we used the deep segregation of the society to cordon off African-American and American-Indian children from the European-American students, and we hardly cared about what was taught in these separate and unequal schools.

After the landmark Supreme Court ruling of *Brown vs. Board of Education of Topeka* (1954), there were attempts to desegregate the schools and do away with separate facilities. However, over time, powerful interests and court rulings found ways to chip away at *Brown* and, before we knew it,

the *de facto* conditions of segregation were recreated. Today, African-American and Latino school children find themselves more deeply segregated than before. Scholars like Gary Orfield and Erica Frankenberg (2007) argue that if we can break up that deeply entrenched segregation, we can improve the achievement level of all students.

In the face of the society’s deep resistance to school desegregation, we have attempted to remedy the problems that students in segregated settings face by recruiting and preparing more teachers of color. And, while that is a worthy goal (indeed, we should have more teachers of color), there is nothing in the scholarly literature to suggest that racial compatibility necessarily ensures school achievement. If that were the case, then most African-American families would rush to enroll their children in Detroit or Washington, DC schools. Many of the alternative certification routes to teaching do an excellent job of recruiting young people of color into the teaching force. But does their preparation help them survive and thrive in these urban classrooms? The data suggest just the opposite: young teachers of color leave the profession at a higher rate than their European-American counterparts.

But let us suppose that we could do a better job of recruiting young people of color into teaching. What will they find when they enroll in their local teacher-education programs? The fig leaf covering teacher education is the fact that most teacher-educators are old, European-American, and too far removed from PreK–12 teaching to be of much help when it comes to preparing novice teachers for diverse classrooms. Teacher education’s “dirty little secret” is that it has not done a very good job of policing itself when it comes to issues of diversity. The sad truth of the academy is that scholars of color are expected to enter it to focus solely on topics of diversity. Thus, teacher education has not created a strong pipeline of diverse scholars who can challenge conventional thinking about what it means to teach diverse groups of students.

In most teacher education programs, students encounter a scholar of color teaching the “multicultural” or “diversity” course, and sometimes teaching an English as a Second Language (ESL) or bilingual education course. Rarely do they see these scholars as helping them make sense of teaching and learning. Additionally, the very coursework that comprises teacher education fails to take up notions of culture and learning in robust and substantive ways. Instead of a “diversity” course, our prospective teachers could benefit from an authentic course on culture—from an anthropological perspective—and how culture impacts learning. Few teacher education programs offer such a course and, when they do, they rarely offer it as a program requirement.

So if the teaching force is not diverse, the teacher educators are not diverse, and the coursework does not adequately



prepare students to teach a diverse set of students, what can we do? There are ways to address these challenges that provide us a sliver of hope.

It's Not All Bad News

Two weeks before I sat in that 2nd/3rd grade classroom where both the veteran and novice teachers were struggling to meet all of the students' needs, I observed a high school classroom in New York. I walked about 22 young men, mostly Black (i.e., African-American, Afro-Caribbean, and African) and Latino. They were well-spoken, polite, and disciplined—without being regimented. They were a cohort of young sophomores who had an opportunity to work together to improve their academic profiles and plan for their post high school futures.

Every young man knew his score on the New York State Regents Exam, and every one of them was passing. This was a huge turnaround from their freshman year, and they were proud of the brotherly bond they had forged with one another. One key to their success was the fact that the principal had successfully recruited a group of Black and Latino male teachers to serve as their core course teachers (i.e., for mathematics, science, social studies, and English), and these teachers worked with them regularly to provide additional counseling and tutoring. The students challenged one another to do better.

At one point during our meeting, one student, known as “The Honcho,” organized the young men, called them to attention, and barked out a command for a “line speak.” Immediately, the young men began reciting in unison inspirational poems about taking responsibility for themselves and others, taking charge of their futures, and making good decisions. Their style reminded me of the Black Greek Letter Organizations (i.e., fraternities and sororities) where working together in a spirit of brotherhood is the paramount value.

When I asked what was difficult about high school, one young man hesitated, smiled, and said, “Actually, nothing about high school is that hard. If you just do your homework and study, you’ve conquered more than half the battle.” His classmates nodded in agreement. “Just doing homework will get you a long way,” remarked another boy. What had these youngsters learned that seems so difficult to convey to so many others? How had they learned it? What do we need to do to ensure that more of our students see school as “not that hard”? How can teacher educators help prospective teachers see all students as capable of mastering all that school has to offer? The time I spent with them made me hopeful that success for all of our students is possible—and necessary. ■

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Gloria Ladson-Billings



- Kellner Family Chair in Urban Education and Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin–Madison
- Former President of the American Educational Research Association (AERA)
- Awarded H.I. Romnes Faculty Fellowship, the National Academy

of Education/Spencer Postdoctoral Fellowship, and the Palmer O. Johnson outstanding research award

- Former fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University
- Invited to Laureate Chapter in 2009

What are your areas of expertise and interest?

Culturally relevant pedagogy as a means of enfranchising diverse students in schools; educational anthropology; cultural studies; and critical race theory applications to education.

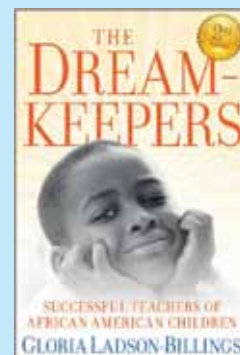
How do you recharge yourself professionally?

Because of the extensive travel built into my work life, I enjoy being able to stay home. While there, I am a bit of a film buff, so I love catching up on film (particularly foreign films). In my spare time, I try to practice the piano (am not very good), and I also enjoy physical things like yoga, zumba, and weight training.

How do you balance your professional and personal life? I actually think the notion of “balance” is a dangerous way to think about this because balance implies a 50-50 relationship that is nearly impossible to achieve. So rather than balance, I focus on “integration.” How can I integrate my work life into my personal life, and how can I integrate my personal life into my professional life? This quest for integration has made life really exciting.

Recent Work

Ladson-Billings, G. 2009. *The dreamkeepers: Successful teachers of African American children*, 2nd ed. San Francisco, CA: Jossey-Bass.



Explore how teacher-leaders can help change the focus from an accounting of learning to an accountability for learning.

Can Teachers Really Be Leaders?

by Ann Lieberman



This is a wonderfully provocative question that might be answered simply: Yes, teachers can be leaders! Much more complicated and interesting, though, are the specifics of how teachers become leaders and the different ways teachers lead.

Before considering how teachers become leaders, we need to understand the context within which teachers are being called upon to lead. First, we must examine the major challenge for schools today, and then contemplate the policies that constrain or enable good teaching. In this context, we can reflect on how teacher-leaders make a difference. And lastly, we can take a close look at some examples of the different kinds of teacher-leaders we now have and the important leadership roles they play.

The Challenge for Schools Today

The major challenge for schools is to ensure that *all* students are prepared with the knowledge, skills, and dispositions needed for the 21st century. Our new economy demands that all students be prepared for work and citizenry, and that they attain high standards of achievement traditionally available to only a select few. This generation of students needs to graduate from high school with the ability to think and reason, and to be comfortable with complex cognitive demands. Students also must have a readiness to be flexible and adaptive, and enjoy a command of print as well as both visual and digital literacies.

This is a heavy load for schools and teachers! It is made all the more difficult by the shifting demographics of the student population, the projected shortage of qualified teachers, and the reduced role of government in supporting and solving local problems (Lieberman and Miller 2004).

Policies that Constrain or Enable Good Teaching

The most common policy stance we have today is to hold schools accountable for meeting externally mandated standards

of student achievement. The purpose is to establish a set of guaranteed outcomes for all students and to measure them objectively and efficiently by testing all students. Unfortunately, the original intention has had serious negative consequences—on teachers, students, schools, and districts. Standards have become synonymous with standardized testing. And standardized testing has narrowed the curriculum so that teachers must teach to the test rather than to their students. In many instances, this undermining of the original purpose is having negative effects on the ability of teachers to provide a rich and varied educational program for their students (Hargreaves 2003).

An alternative policy stance taken by Darling-Hammond and McLaughlin (1999) is that we set forth a coherent vision of teaching and learning across the school system and recognize the diverse contexts within which teachers and students learn best. Darling-Hammond and McLaughlin have suggested policies that enable and build the capacity of teachers to respond to student needs using a variety of approaches to teaching that are differentially effective in different circumstances.

Both of these policy stances are being played out in our country, and teachers often must find ways to negotiate between them. It is within this policy context that we can illustrate how and why teacher-leaders can make a difference.

How Teacher-Leaders Can Make a Difference

Teachers who become leaders are in a unique position to make change happen. They have learned a great deal about how to teach well and know how to build the kind of school and classroom conditions that can help transform schools. They have not only “been there,” but they also have successfully worked with all kinds of students and have learned how to facilitate adult learning as well. They have learned to teach well in the context of a classroom and have developed the kind of knowledge that teachers trust and believe.



In today's context, teacher-leaders can influence decision-making in a number of ways—all critical in transforming schools.

Leaders of New Forms of Accountability and Assessment

Teacher-leaders can challenge the dominance of standardized tests as the sole criterion for success in school. They are in a unique position to draw on their expertise and enter the national conversation; they can help change the focus from an accounting of learning to an accountability for learning. They can insist that teachers be involved in the planning of any accountability schemes so that teachers can commit to taking responsibility for their own as well as their students' learning. They can help shape the performance assessments that show what students are learning from their teaching, rather than relying on standardized test scores that are often unrelated to their classroom work.

Innovators in Rethinking the Norms and Expectations for Students

Teachers in leadership positions can become change agents and help in reshaping the school day; changing grouping and organizational practices; ensuring more equitable distribution of resources; actively engaging in implementing curricula that is sensitive to diverse populations; finding time for their fellow teachers to learn together; supporting the kind of talk that leads to openness about problems; and holding high expectations for *all* students (Lieberman and Miller 2004). Teachers who take on this kind of leadership are those that are most trusted by their colleagues.

Change Agents for an Invigorated Profession

Teacher-leaders can help define the teaching profession as an intellectual and collaborative enterprise. By expanding their repertoire of strategies, teachers can provide examples of alternatives to restrictive mandates. They can nuance mandates, provide alternative ways of thinking about them, and formulate (with teachers) how to embellish the restrictions. They can lobby for professional development that draws on veteran teachers to support novice teachers. And they can help facilitate professional learning communities where people can engage in honest talk and get honest help. In these ways, they can sustain teacher commitment, passion, and persistence.

We now know that teachers who work together in their schools can become a powerful influence on the culture and can serve as an example to their district.

Teacher-Leaders of All Kinds

We are fortunate that we have a number of examples of teachers who are assuming leadership in both formal and informal ways. Though the examples that follow are formal, teachers in many schools help their colleagues informally as well. Some are change

agents, others outstanding teachers, while some learn to facilitate particular teaching strategies and are informally called upon to help.

Teachers as Professional Developers

For years, teachers have been told that they need to use “this” curriculum or “these” teaching strategies. The assumption has been that knowledge from the outside will improve teaching. Outside “developers” have been hired to provide this help, and a generic form of “professional development” has been the accepted form. However, several organizations have grown up with a different approach to learning, which includes teachers themselves as the “developers” and “leaders.”

Perhaps the single largest, most effective opportunity for teachers to learn to be professional developers lies in their membership in the National Writing Project (NWP). Diane Wood and I studied two university-based sites of the NWP and documented why the NWP is so successful as well as how teachers learn to become professional developers (Lieberman and Wood 2003). We found that the Summer Institute, which teachers attend in universities all over the United States, develops a set of *social practices* that provide teachers with an approach to leadership as they engage with others in learning to write, being part of a community, sharing their teaching strategies, and reading and critiquing both research and literature together. The social practices (Lieberman and Friedrich 2010, 5) include:

- approaching each colleague as a valuable contributor;
- honoring teacher knowledge;
- creating public forums for sharing;
- turning ownership of learning over to the learners;
- situating human learning in practice and relationships;
- providing multiple entry points into the community;
- guiding reflection on teaching through reflection on learning;
- sharing leadership;
- promoting an inquiry stance; and
- encouraging a reconceptualization of professional identity and linking it to community.

Writing Project teachers learn to go public with their work by teaching their favorite lesson or strategy to the other participants. They come to understand that learning in a community helps them frame problems and figure out together how to solve them. In the process of engaging in the social practices that are integrated in the Summer Institute, many teachers learn strategies they can use for their students as well as how to work with adults in improving their practice. For example, teachers soon find themselves in a professional community, sharing and shaping their writing with feedback from their peers. Though they are the subjects in the summer institute, teachers realize that they can do the very same thing in their classrooms with their students.

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Teacher-Leaders as Mentors

The New Teacher Center (NTC) in Santa Cruz, California, focuses on preparing mentors to work effectively with teachers during their first two years of teaching, now called the “induction years.” Like the NWP, the NTC selects excellent teachers and instills in them the knowledge and skills for mentoring new teachers by supporting them and providing them with continuous professional development as they learn to mentor teachers in a variety of contexts.

Mentors learn to lead by navigating a variety of tensions that inevitably occur when they enter schools to support teachers who are novices (Lieberman et al., in press). Mentors must learn to understand and work with the whole adult culture, not just teachers and their classrooms. They need to learn to work with administrators as well as veteran teachers. As mentors gain experience in their roles, they learn that some contexts can be very challenging for the new teacher as well as the mentor. Navigating these tensions as they arise is part of what teaches mentors to lead and provides them with the kind of experiences that both broaden and deepen their work.

Many have asked why the NWP and the NTC are so successful. One easy and important answer is that each of these long-term projects was initiated by a teacher. The NWP was the brainchild of Jim Gray, a secondary teacher; and the NTC was launched by Ellen Moir, initially a bilingual teacher in Santa Cruz.

Each of these initiatives starts with what teachers know and builds its program around teacher learning.

Teachers as Scholars

For ten years, from 1998–2008, the Carnegie Foundation for the Advancement of Teaching pursued the idea that teachers could be scholars (Hatch et al. 2005). As our work progressed, we realized that using multimedia, teachers could capture and share a piece of their teaching on the Internet so that others could learn from it. We encouraged teachers to create multimedia Web sites, and we formed a clearinghouse for collections of teaching practice (see *insideteaching.org*).

Teachers could use the site, and so could teacher educators. As it turned out, a number of teacher educators used the teachers’ videos in their preservice classes to *show* what good practice looks like. The videos also served as examples for other teachers in different subject areas and grade levels. Moreover, we found that the teachers who experienced the process of creating videos and Web sites became very articulate about their practice, and a number of them went on to become leaders in their schools.

These are three examples, among many, of the formal and informal leadership positions that teachers assume. Without teachers providing collegial leadership, there will be little improvement in schools. With teachers as leaders, there will be collaborative, facilitative, and ongoing teacher transformation! ■

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Ann Lieberman



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- Former President of the American Educational Research Association (AERA)
- Former Senior Scholar at the Carnegie Foundation for the Advancement of Teaching
- Invited to Laureate Chapter in 1995

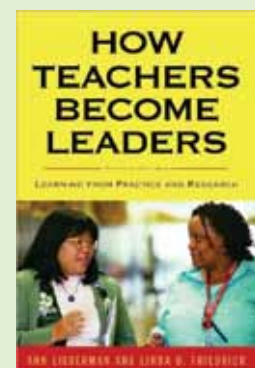
What are your areas of expertise and interest? Teacher leadership and development; collaborative research, networks, and school–university partnerships; problems and prospects for understanding educational change.

How do you recharge yourself professionally? I have always loved working with others, so it is not surprising that collaboration is one of the areas of my involvement. I am working with younger people helping them get published, and find this very exciting and an important way to use what I have learned over the years.

How do you balance your professional and personal life? I have most of the time been aware that my personal life is as important as my professional life. Of course, sometimes I have been overloaded, but I have felt that making the effort is worth it and, to a great extent, I have tried to keep a semblance of balance.

Recent Work

Lieberman, A., and L. D. Friedrich, eds. 2010. *How teachers become leaders: Learning from practice and research*. New York: Teachers College Press.





If we keep our eyes only on test scores, we will miss the opportunity that focusing on an engaged citizenry offers.

What's Democracy Got to Do with Teaching?

by Deborah Meier



To answer this question, join me in recollecting the personal experiences through which I came to understand the connections between democracy and teaching. I started substitute teaching in Chicago's Southside schools in 1964, when my youngest child was in nursery school and I wanted to make a little money to justify spending my time as a volunteer in the Congress of Racial Equalities Southside project.

I decided I'd sub two days a week max—at any K–8 school. It took getting credentialed—which I did mostly via a television course and one course at Chicago Teachers College. Once I was in the schools, everything intrigued me because, after all, I was doing this in part to learn about the conditions in Chicago's schools. I went into teaching as a sort of sociologist-detective on behalf of all good causes—not, heaven forbid, that I was ever going to be a regular teacher!

I had never been so bad at anything, but the learning experience was amazing. I observed firsthand what democracy is *not* like! From the perspectives of both a would-be teacher and students, school life was as far from what a democratic ethos is all about as one could concoct—except perhaps for modern prisons. The army allows for more camaraderie than schools, and even the General Motors assembly line is more sociable and respectful of human dignity. Nevertheless, schools are where 95 percent of all American citizens, past and present, get their education. There isn't some other Saturday school that teaches young people about democratic history, philosophy, and theory.

Developing Habits of Mind

Given that we're not naturally, genetically born to be democratic, I found it surprising that so many people grew devoted to democracy. I thought, just imagine what it might be like if schools—where we spend a precious 13 years from Kindergarten to 12th grade—were actually conceived of as a preparation, an initiation into being a full-fledged member of the republic by the age of 18. With intentional preparation, the habits of mind

we take for granted in a society whose laws rest on the wisdom of jurors (a compulsory part of being a citizen) to enforce might not seem so alien to most of us. Yet we constitutionally open the jury box to everyone.

By the time I realized I loved teaching—particularly young children—I found myself in an impossible position. I was first of all too old (35), too experienced in other fields, and too politically a democrat to undo the history of how I worked with others. I was averse to being treated as an underling or treating my boss as a fearsome parent figure—the pecking order that was all too common in K–8 schools. I had strong opinions to voice and expected others to share theirs, too. I liked the rough and tumble of adult political and intellectual life and had no intention of giving it up.

Developing Convictions

In fact, what I liked best about the schoolhouse was helping children enjoy their ideas and develop well-earned convictions. I liked watching the children experience the delight that can come from sharing convictions with others—ferociously at times, but with pleasure as well. Sorting out conflicting evidence—but not giving in too easily—has always been a fascinating challenge for me. That process turned out to be equally interesting to five-year-olds.

The opportunity for this type of participation in academia is a well-kept secret, as Gerald Graff suggested in *Clueless in Academe* (2003). But a good school is precisely a place where the young can “join the argument culture,” by seeing it played well and trying it out for themselves (Graff 2003, 95). School is the perfect context for accepting novice membership in society, with continuously increased responsibility for one's society before earning full membership. As psycholinguist Frank Smith noted in *Joining the Literacy Club* (1988, 31), “even as apprentices,” young people should be able to “take advantage of everything the club offers” and with “full rights and privileges.”

Developing Communities

At its best, explained physicist and educator David Hawkins (2002) in an essay entitled “I, Thou, and It,” learning involves a triangle—with the student, the teacher, and the subject of inquiry joined together in a common investigation. A part of my teaching experiences I loved the most was the one-on-one discourse with budding five-year-old intellectuals “at play” in a world we both inhabited.

So, when I quit subbing and joined a school (morning kindergarten for the first decade), I did what came naturally. I acted as if the schools I found myself in were such communities. At the same time, I was outwardly compliant with the monitoring powers, but adopted the “don’t ask for permission, just ask for forgiveness” advice of veteran colleagues. I held on to the assumption that we are all—as adults—equals, and that children are inexperienced adults with all the advantages and disadvantages their naiveté brings with it. Yet, I regretted the loss of lively adult exchanges. My connection to ideas was maintained primarily through the growing literature of working teachers such as John Holt, Herb Kohl, Sylvia Ashton-Warner, and Jay Featherstone.

Extending my stance about community to include parents was difficult, but sustaining relationships with parents was necessary. To assume that parents were my equals involved in a more central, but different aspect of child-rearing was a struggle—even though I was living both roles at that time. I reminded myself how unnerving I found my role as a parent whenever I had any disagreement with my own children’s teachers, and I reflected on the uncomfortable tension involved in our relationship. What must it be like, I thought, to feel powerless as a parent?

Opening the Doors

To protect the community within my classroom, I knew I needed to close the classroom door. At the same time, I knew that our isolation from one another as teachers or as parents made all of us less effective and less trustworthy. It is more difficult for democracy to take root when secrecy is also a must. But open the doors by force and new walls will appear, under new guises—as the inventors of “wall-less” schools soon discovered. As an aside, during the open classroom trend, I discovered that having the courage to resist imposed novelty is an important attribute of the humanity of students and teachers, and should not be considered “naughty.” Opening the door to my classroom, however, was still a must!

Schools as a Democracy Project

I saw schooling as an interesting democracy project. I didn’t intend to change the world through schools (or through any single class of people or institutions), but I was curious about how far schools could go in creating a deeply internalized attraction to democratic ideals, habits, and practices. While I was painfully exploring the out-of-the-classroom relationships among teachers, their principals, parents, and so-called “professional experts,”

inside the classroom I was enjoying the freedom along with my 25–30 youngsters. As Hawkins would have perhaps put it, I was rediscovering with my students what the world looked and felt like, and how to put our ideas to the test through words, arguments, experiments, photos, artwork, and music.

Luck was also on my side in terms of the schools I found myself serving, the principals I encountered, and the times during which I was living. As an enthusiast for unions, I spent time advocating for them to be more supportive of the collegial school life I thought was needed. That’s another story. In the meantime, there were, fortunately, teacher centers popping up throughout New York City, where formal and informal learning for teachers was central to their mission.

I got a chance, even, to start a school from scratch in East Harlem under the auspices of an open-minded young man named Tony Alvarado. The details of the next 30 years were the focus of two books I wrote—*The Power of Their Ideas* (1995) and *In Schools We Trust* (2002)—as well as the fodder for weekly columns I wrote for my colleagues, parents, and staff. I even got an opportunity to develop a plan for redesigning several big high schools in the hopes of creating a more self-governing model of a school “system.” Julia Richman High School was, with the support of every “power group” in New York City, a glowing example of what “could be.” Bursting with self-confidence, we developed a plan for spreading these lessons gradually throughout the New York City school system.

We didn’t accomplish all we set out to do, but we got much further than many of us had ever dreamed; and I continued these efforts through the Pilot School project in Boston. Even though neither the “system” nor the foundation world were ready to pursue this bottom-up dream, we discovered two happy things: creating a democratic school made for an incredibly invested and engaged body of adults and families; and a democratic school was beneficial in many ways to even the narrowest definition of achievement, but—equally important—to the broadest definition. However, if we keep our eyes only on test scores, we will miss the opportunity that focusing on an engaged citizenry offers.

Close Observation, Careful Listening, and Honesty

Modeling the concept of an engaged citizenry, Professor Eleanor Duckworth approaches her students at Harvard Graduate School of Education without regard to individual expertise, which is typically uneven. In the situations she creates for her students to tackle together—such as studying what one sees in a mirror or observing the phases of the moon—prior expertise is not an advantage. Through these ordinary experiences, her students jointly rediscover their ignorance. Because one’s prior expertise turns out to be of little use under the rules of Duckworth’s classroom, the exercises can be frustrating to some. To tackle Duckworth’s tasks, her students must patiently experience repeated failures and re-observations, and rely on the insight of one’s peers. Though her students may be skeptical of the process at first, in the end, she wins them over just as any effective teacher must.



Tasks like these became the model for Mission Hill School, which opened its doors in 1994. Each fall, we invited Duckworth to our K–8 school to teach a course to the faculty, a group of parents, and a group of Harvard graduate students. Year after year, we proved that our ignorance on the specifics of the posed tasks could be an advantage—a kind of useful naiveté—in the work of not only completing the task to our individual satisfaction, but also to the satisfaction of our team members.

Serious learning, like serious democracy, requires close observation, careful listening, and honesty. In addition, trust one's setting—or, at least, act as though one could trust it. Where it turns out the setting isn't trustworthy, stop to explore that too.

Sharing an Equal Voice

In my new role as outside observer, teachers I meet regularly can't explain why they are not full-fledged members of their school community, with an equal voice. They are presumed to be informed about their school and are entrusted with weighty responsibilities. Yet, they perceive their voices as unwelcomed at the decision-making table. They sometimes insist they wouldn't want to be more involved anyway, because they already are pressed for time dealing with their immediate task—educating the children in front of them each day. Further, how dare educators demand voice in the larger society when they don't have time to engage in their community? A century ago, the answer was a shorter work week. Were the Greeks perhaps correct that only leisured classes had the right to a vote? Only they, the argument went, had the time, the freedom, and the independence to make decisions of more than petty complexity.

In a democratically operating school, principals play an essential role. On behalf of classroom teachers, principals keep their focus on a larger vision and bring that view back to the community for consideration and decision-making. An informed faculty, like an informed parent council, is more likely to share in the decision-making. Working out the proper balance for involvement is precisely how we can best learn what democracy and equal rights are all about—and share that lived experience with the young.

Sustaining Democracy

Our democracy work in school was as powerful a lesson in the Constitution, Bill of Rights, and Supreme Court as any single course I took getting my degrees in American History and Politics. As I observed parallels within schools everywhere—on a scale that was both simpler and yet every bit as complicated—I found myself returning to read the latest ideas and theories about democratic theory. The experiences reminded me how easily one can lose the habits of democracy, how unnatural they are, and how constantly vigilant we must be to sustain the effort.

Sustaining democracy requires its citizens—teachers, parents, and students, in the case of schooling—to fight for it intelligently. The way we educate our teachers, like the way we educate K–12

students, will have a great impact on whether efforts for greater voice and influence in government are productive. Unionization was a critical, if petty, first step in that direction—one that took courage and risk, and remains vulnerable. But there's the next step, and it can't be accomplished unless students and novice teachers at some time “see what democracy looks and sounds like.” Schools of education, as well as schools themselves, must become communities that introduce the next generation to the democracy project. ■

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Deborah Meier



- Senior Scholar at New York University
- Board member of Forum for Public Education, Coalition of Essential Schools, Mission Hill School in Boston, Panasonic Foundation, FairTest, and others
- Editorial Board of *Dissent*, *The Nation*, *The Harvard Education Letter*, *Schools*
- Author of *In Schools We Trust*, *The Power of Their Ideas*, *Will Standards Save Public Education?*, *Keeping School*
- Invited to Laureate Chapter in 2000

What are your areas of expertise and interest? New approaches that enhance democracy and equity in public education, and creating public schools that serve predominantly low-income African-American and Latino students.

How do you recharge yourself professionally? I visit schools, meet with teachers, and remind myself in the process how resilient we are.

How do you balance your professional and personal life? I'm not so good at it. I'm either “on” or “off”—trying to balance is a challenge, which is why I think teachers need a long summer to truly “get away.”

Recent Work

Meier, D., B. S. Engel, and B. Taylor.
2010. *Playing for keeps: Life and learning on a public school playground*.
New York: Teachers College Press.



Discover how three effective teachers work from an inquiry stance—a process of raising questions and using the data of practice to investigate those questions critically and collaboratively.

Does Learning to Teach Ever End?

by Marilyn Cochran-Smith



The answer to this question is simple and straightforward: No, learning to teach never ends. In fact, learning to teach is no longer thought of as a one-time process of “teacher training” where student teachers are equipped with theory and methods and then sent out to “practice” teaching. Likewise, continued education for experienced teaching is no longer thought of as a process of periodic “staff development” where teachers are congregated into auditoriums to receive the latest updates about teaching techniques.

Instead we now know that learning to teach takes place over time rather than at isolated moments in time. We now know that learning to teach is about raising questions and working with others to generate local knowledge rather than simply receiving information from outside experts and applying it the same way for every student in every context. Simply put, we now know that learning to teach really never does end.

Taking an Inquiry Stance on Teaching

For many years, my colleague Susan Lytle and I have been writing about teacher learning as taking an “inquiry stance” on teaching (Cochran-Smith and Lytle 1999; 2009). We use the term “inquiry” to refer to teachers’ questions and problem-posing, and we use the metaphor of “stance” to allude to orientation and position. By “inquiry stance,” then, we mean a world view and a critical habit of mind about teaching—a dynamic and fluid way of knowing and being in the world of educational practice that carries across educational settings and informs professional work at all levels.

Working from an inquiry stance is a process of raising questions and using the data of practice to investigate those questions

critically and collaboratively. From this perspective, the major task of teaching is not simply figuring out how to get things done, but also deliberating about what to get done, why to get it done, who decides, and whose interests are served.

When teachers work from an inquiry stance, they engage every day in the life-long process of learning to teach. The examples that follow, which describe the work of three experienced teachers, highlight some of the most important reasons for taking an inquiry stance: enhanced teacher learning, improved student learning, and greater equity for all students.

Inquiry for Teacher Learning

Robin Hennessy has been a middle and high school English teacher for 15 years in three urban public school districts—Worcester, Seattle, and Boston. Since 1999, she has been a teacher and literacy coordinator at Fenway High School, a public pilot school in Boston, where she teaches literacy and language arts courses to students who are primarily African American. A few years ago, Robin wrote this about her work as a teacher:

Today I am not the same teacher that I was in 1994, 1996, or 1999. In fact, I'm not even the same teacher I was last week. The wider I open my eyes, the more my students and others teach me. This happens every day . . . I reflect on my experience as a White woman working with students of color; I wonder what I ever expected of them. I don't know that I was able to see their strengths, and I'm afraid to admit that I don't know if I do now, at least not always. . . . So I have to keep asking: Am I not seeing something in my students' reading, writing, listening, or speaking? I have to remind myself to look more carefully, to see them better.



Based on questions and issues like these, Robin set out to learn more about her students' strengths and the resources they brought to school (Hennessy 2010; 2011).

She intentionally invited the students in her ninth-grade foundations of literacy course to bring their cultural, linguistic, and experiential knowledge into the classroom. For a year, she recorded their conversations, collected all their written and other work, and kept a journal. She wanted to know what would happen when her classroom learning community, which was a racially and ethnically diverse group, built on the students' out-of-school literacies and regarded them as legitimate resources for learning. To do this, she intentionally avoided constantly correcting students' grammar or editing their speech; she honored their requests to write in languages other than Standard English; and she arranged the classroom space to facilitate discussion and move attention away from herself.

Part of what Robin learned was that when their knowledge was recognized as a legitimate resource for learning, many students came to believe that they had the ability and new opportunities to participate in the social and academic tasks of school. Roles and positions shifted, allowing students to work collectively and changing who was considered an expert or novice in discussions. In this new space, Robin and her students talked about critical, but formerly taboo, topics such as race and ethnicity, as these pertained to both literature and students' daily lives. By systematically analyzing the discourse in her class, Robin learned how her instructional decisions and communications had a major impact on students' participation and on their literacy practices.

Inquiry for Student Learning

Gary McPhail has been teaching first and second grade for more than a decade, currently at Shady Hill School in Cambridge, Massachusetts. Over a number of years, he noticed that the personal writing that was the focus of the first-grade writing curriculum (e.g., stories about day-to-day life experiences, personal narratives) was particularly appealing to many of the girls and not so appealing to many of the boys in his classes (McPhail 2009a; 2009b). He also noticed that the genres and styles to which the boys gravitated (e.g., comic books, adventure stories, fiction) were considered low-status by many teachers (and parents). He (McPhail 2009b) wrote:

As a male teacher in the primary grades, I have often been struck by the fact that my female students tend to both perform at a higher level with regard to writing proficiency and are far more interested in writing than my male students. . . . Many boys come to realize that their interests are not worthy of being taught in the classroom and as a result come to view writing as more a female activity than male.

He began to raise many questions about what he came to recognize was the "gendered" achievement gap in writing, an educational phenomenon identified nationally and internationally.

Based in part on the interests of his students, Gary created a new year-long writing workshop curriculum that intentionally included some genres of writing that he believed might appeal to boys, some that might appeal to girls, and some new genres for everybody (e.g., letter writing). As he implemented the new curriculum, Gary systematically collected all the students' written work; whole class and individual student interviews; ongoing classroom observation notes concentrating on several boys who had differing levels of writing skill; and biweekly entries in a teacher research journal.

He found that, for the most part and with some overlap, the boys and girls in his class did indeed seem to have differing literacy interests. But, even more important, he discovered that both boys and girls performed at higher levels when they were writing in genres that were of interest to them. With the new writing curriculum, some boys who had never performed well in writing began to blossom. Some girls who always excelled at personal stories struggled, but also learned additional skills when writing in new genres.

Eventually, Gary presented his research at conferences, in print, and in university classes. Just as importantly, he shared what he had found with his school faculty and invited others to join him in a teacher inquiry group focused on students' writing. The group members now have worked together for several years to interrogate their writing practices, unpack their assumptions about boys and girls, and create a new school-wide writing curriculum that responds to the interests of all writers.

Inquiry for Equity of Opportunity

Erin Hashimoto-Martell began her teaching career as an environmental educator in the Santa Cruz Mountains for the public schools of San Mateo County, one of the most diverse counties in California—ethnically, socioeconomically, and linguistically. The program built students' environmental literacy and appreciation within a context that focused on students' social and emotional development as well as their academic learning; this was created through group living within a natural setting. For the last seven years, Erin has taught PreK through eighth-grade science in Boston: one year in a charter school, three years at a two-way bilingual immersion school, and three at a small public elementary school.

In part because of her own status as an Asian-American woman, Erin continually raised questions about science and equity. She wrote:

Why do the students from low socioeconomic backgrounds more often seem more emotionally affected by their week at outdoor education than the other students? . . . If teachers often notice that kids who cannot focus in the classroom actually can focus in the outdoors, why don't we do it more? . . . What if students from urban areas had more opportunities to play in natural areas? . . . How does being in a minority-majority environment affect those students' identities as different from being a minority?



Erin wanted to encourage all her students to develop greater interest in science with the goal of ultimately helping to increase the low numbers of students of color who pursue science in higher education and work.

She engaged in a semester-long inquiry (Hashimoto-Martell 2011a; 2011b) to examine how her teaching practices encouraged or served as barriers for students' formation of science identities. She created a brief survey asking her students about their interests in science; analyzed students' science journals; interviewed students; and kept a teacher research journal. She focused on four students who had shown evidence of developing science identities by being highly engaged in class and asking for additional science opportunities, even though they weren't necessarily top students in all areas.

Erin had assumed that her efforts to support students' science identities would be limited to within her classroom. By systematically looking at the data of practice, however, she learned that students' emerging science identities actually crossed classroom and school boundaries and extended to their interests and activities related to science outside of school. Her recognition of their science experiences outside the classroom as valuable science was key to helping the students see themselves not just as "science students," but as "science people." Connecting science to their lived experiences broadened what her students understood as "science" and provided further opportunities for them to develop science identities.

As a result of the inquiry, Erin concentrated on bridging what she did in the science classroom to the students' experiences outside school and on creating spaces for students to share their outside science experiences. She also worked on home-school connections and opportunities for the students to get to know working scientists.

The Never-Ending Work of Learning to Teach

These descriptions of three very experienced teachers illustrate not simply that the work of learning to teach never ends, but also how important that work is. The point is not that these teachers began teaching not knowing what to do. All three were very successful beginners. The point is that these teachers, like all teachers in the changing world of schools, had to deal with new questions and new problems all the time. They could not know all the answers prior to entering teaching. What they needed to know was how to keep on learning over time—how to pose important questions, how to develop new ways of seeing, how to unpack deeply held assumptions, and how to work with colleagues to transform students' learning opportunities and outcomes. To do this work, taking an inquiry stance is critical. ■

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Marilyn Cochran-Smith



- John E. Cawthorne Chair in Teacher Education for Urban Schools at Boston College's Lynch School of Education
- Past President of the American Educational Research Association (AERA)
- Elected into the National Academy of Education for her pioneering efforts in teacher education research, practice, and policy analysis
- Inaugural holder of the C. J. Koh Endowed Distinguished Professorship, National Institute of Education, Nanyang Technological University, Singapore
- KDP Laureate Representative on the Executive Council; invited to Laureate Chapter in 2003

What are your areas of expertise and interest?

Teacher education research, practice, and policy; practitioner inquiry and teacher learning across the professional lifespan; teaching/teacher education and issues of equity, diversity, and social justice.

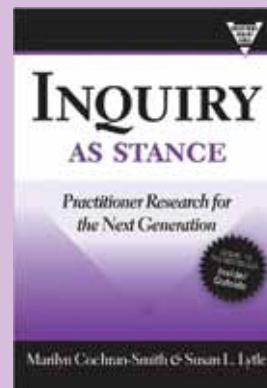
How do you recharge yourself professionally? I work collaboratively on a wide array of projects related to teaching and teacher education with doctoral students, colleagues, and fellow researchers locally, nationally, and internationally.

How do you balance your professional and personal life?

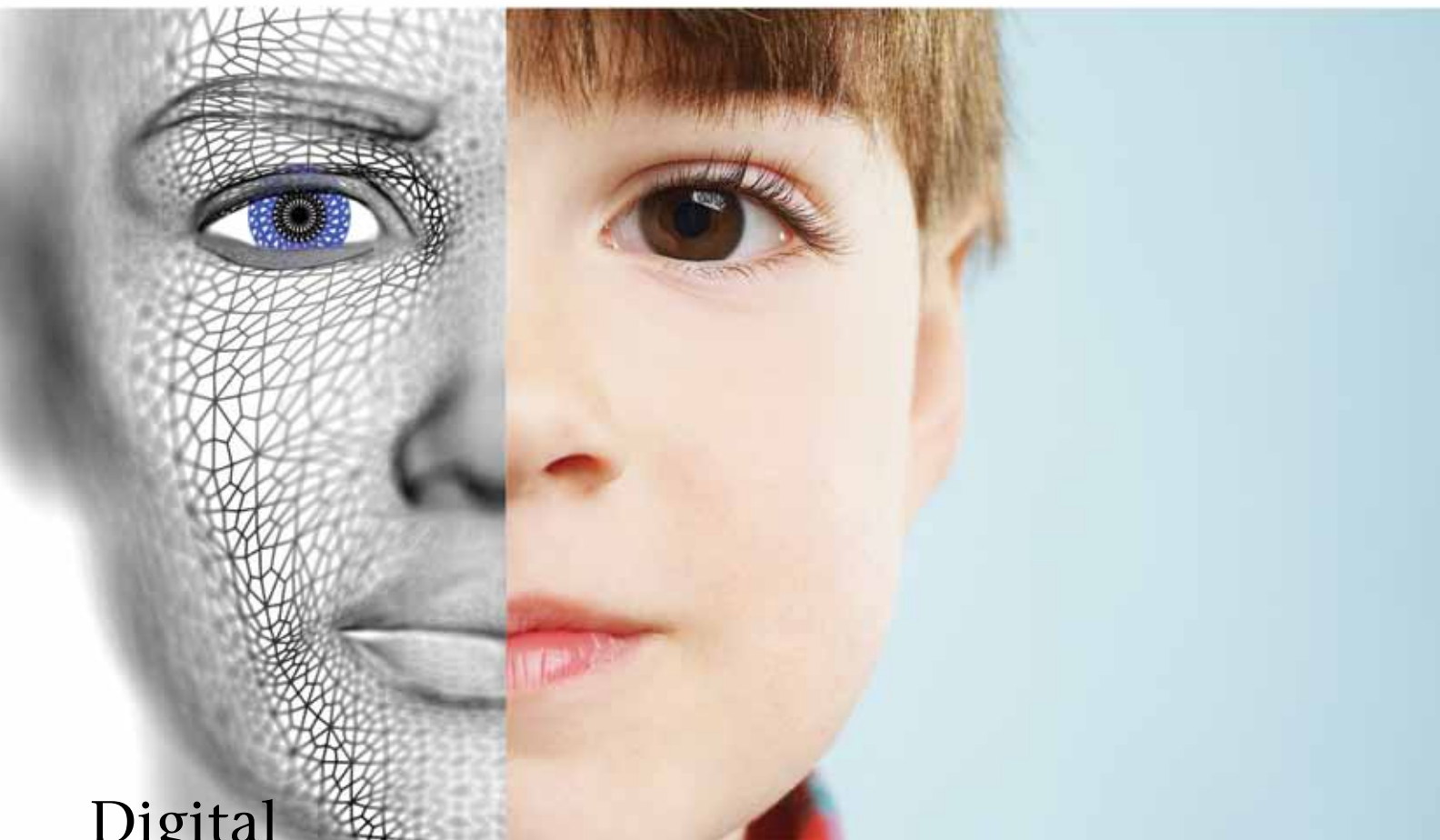
Frequent travel for professional purposes is intertwined with visits to old and new friends in multiple locations.

Recent Work

Cochran-Smith, M., and S. L. Lytle. 2009. *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.



Digital Citizenship



Digital Citizenship Means Character Education for the Digital Age

by Jason Ohler

The digital age beckons us to usher in a new era of character education, aimed directly at addressing the opportunities and challenges of living a digital lifestyle.

Two lives or one? That's the question that should drive our desire to help our children develop a sense of perspective about living in the digital age, which views success in terms of community and humanity, as well as abundance and bandwidth.

The "two lives" approach assumes that our students should unplug when they enter school, and then plug back in when they leave for the day and reenter the zone of continual connectivity that had no place during the school day. This approach assumes that the digital technology so integral to their lives is too costly or distracting to use responsibly or effectively while at school. Most importantly, it assumes that studying issues related to the personal, social, and environmental effects of a technological lifestyle have no place in school. This approach leaves our children to



Jason Ohler is a writer, teacher, cyber researcher, and lifelong digital humanist, as well as a passionate promoter of combining innovation, creativity, and digital know-how to help reinvent teaching and learning. He is a featured speaker at the KDP 2011 Convocation and the author of *Digital Community, Digital Citizen* (Corwin Press 2010).

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fend for themselves as they come to grips with issues of digital citizenship, cyber safety, and the responsible use of technology.

On the other hand, the “one life” perspective assumes the opposite—that the most important job before us as a society is to help our students understand issues of digital responsibility, and to do so at school as part of a digital health initiative. Further, it assumes that such an initiative should be largely dedicated to helping our digital kids balance the individual empowerment of digital technology with a sense of personal, community, and global responsibility. Above all, the one-life perspective invites our students to bring their digital lives into our schools so that we can pursue these objectives in ways that are meaningful to them. But this can only happen if we help them live one life, not two.

Caught Unawares

For most everyone, hot button digital behavior issues such as cyberbullying and sexting seem to come out of nowhere. In fact, they are the result of technological innovation—which has entered a state of permanent, rapidly evolving overdrive, with no apparent braking system. In this technological environment, we tend to move ahead in “full-throttle forward-reactive” mode: we innovate, distribute far and wide, and then wait for the fallout. Anticipating unintended consequences of our innovation in this environment has become all but impossible.

Of particular concern in this scenario is that as issues such as sexting and cyberbullying emerge, educators tend to respond as though these cyber issues are unrelated. School systems tend to respond to all such issues either on a case-by-case basis, or by arbitrarily blocking Internet resources and punishing students who break whatever rules of digital engagement the school district has developed. While expedient, these approaches address symptoms, not issues. The first fails to acknowledge that all digital issues are ultimately related and are most effectively approached that way. The second does nothing to help students develop the skills and perspectives necessary to be digital citizens. Both approaches reaffirm for students that they are living two lives, not one, and that they should pursue their digital interests

apart from the help of adults, teachers, or the school system.

The reality of our students’ cyber lives has thrust upon us a third approach: creating character education programs tuned to digital youth that are both proactive and aggressive. Taking this approach will help integrate students’ digital activities within the context of the communities in which they live, both local and digital.

Character Education for the Digital Age

Character education, a foundational part of western education for many centuries, yielded to a period of morals clarification that began in the 1960s and has never really left us (DeRoche and Williams 2001). In a morals clarification environment, instead of learning right and wrong from teachers, students are encouraged to get in touch with their own sense of what is right and wrong in relation to the morals of their communities. Regardless of how one might view this posture, it has bred a certain amount of confusion as we struggle to understand what ethical perspectives public schools should advocate.

Even though we may not have all the answers, we can’t wait any longer to revive character education. The sudden emergence of a plethora of cyber issues that literally defines K–12 policy toward technology integration has created a dire need for ethical clarity and behavioral policy. The digital age beckons us to usher in a new era of character education, aimed directly at addressing the opportunities and challenges of living a digital lifestyle.

A true character education program is built upon community-defined values. To be clear, this requires town councils and school boards to talk openly and honestly about technology, not just in terms of costs and academic integration, but also in terms of cyber behavior, digital ethics, and other confounding issues. Typically, communities may benefit from developing a values inventory to guide their efforts. (See “Ethical Inventory Resources” for examples of values inventories.)

An effective community-based effort should include students, for a number of reasons, not the least of which is that they have more information about what happens in cyberspace than adults do.

Ethical Inventory Resources

Many high quality resources are available on ethics and character education. Here are four of them:

- The 12 Guiding Principles of Exceptional Character, developed by the International Center for Leadership in Education
www.leadered.com/guiding_princ.html
- The Seven Universal Ethical Attributes, developed by the Heartwood Institute
<http://heartwoodethics.org/1-approach/framework.asp>
- 11 Principles of Effective Character Education, developed by the Character Education Partnership (2010)
www.character.org/11principles
- The Morally Mature Person, from the ASCD Panel on Moral Education. 1988. *Educational Leadership* 45(8): 5.
www.ascd.org/ASCD/pdf/journals/ed_lead/el_198805_p4.pdf

Another important reason to involve them is to allow students and adults to engage in important conversations about living digitally that simply aren't happening. In addition, asking students to actually help develop the values of a character education program that would guide their activities would encourage their participation and buy-in.

The Ideal School Board

Of course, none of this happens without a school board that is willing to take up the challenge. An "ideal school board"—the topic of Part III of *Digital Community, Digital Citizen* (Ohler 2010)—is ready to take on the task of creating academic and character education programs tailored for raising an intelligent, caring generation of students who understand the responsibilities and opportunities associated with living a digital lifestyle. This ideal school board engages in a number of processes to harmonize its mission and programs with the digital frontier. Here are just three.

First, and most importantly, the board identifies how the community's physical and virtual environments differ, and then tailors its values inventory to reflect both. The values inventory, for example, should consider differences inherent in a "digital community," where activities such as slander and theft aren't always very clear. Second, while balancing the need for safe and virus-free networks, the board considers how to provide access to the Internet—a prerequisite for being able to teach digital citizenship. Locking down the Internet precludes this opportunity. Third, it empowers librarians and teachers to actively train students in the opportunities and ethics of digital activities, from searching for reliable information to understanding and avoiding cyberbullying.

It's All about Balancing Opportunity and Safety

When I was attending school during the 1960s, one of the most ardently debated issues at public school board meetings was sex education. Two camps planted their flags on the moral high ground, one saying that sex should be taught in the homes to ensure parents were in charge of their children's moral perspective. The other camp advocated for it to be taught by health teachers to ensure that students would receive the information they needed to make informed decisions. More than 40 years later, sex education is a fairly well-established part of most high school health curricula. This development is due, in large part, to a concern for the safety of our children, who, without an informed understanding of the risks of sexual behavior, were clearly jeopardizing their safety in a number of ways.

We are at the same point with regard to teaching digital health. We need to talk to our children about how to live digital lifestyles that are informed, safe, and healthy. We need to set this discussion within the context of encouraging students to develop the many social and professional opportunities that the digital world provides. This discussion needs to happen at school as well as at home.

The inclusion of digital health and digital citizenship in our educational lives is inevitable. As we reflect on sex education, we look back and wonder why it took us so long to do something that makes so much sense today. Given that this will undoubtedly be the direction for helping our children live digital lifestyles in safe, positive ways, why not start our efforts in digital health and digital citizenship now? ■



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“Ah, but a man’s reach should exceed his grasp, or what’s a heaven for?”

—Robert Browning



Using the ‘Zone’ to Help Reach Every Learner

by Debbie Silver

With the right motivation, students will reach beyond their comfort zones to achieve their personal goals.

“Kids today are unmotivated; what’s wrong with them?” This is a common cry I hear in my work with educators and parents throughout the country. The concept of the *unmotivated child*, however, is actually an anomaly. Kids start out as interactive discoverers of the world and are naturally curious explorers. Everyone has a basic desire for recognition and productivity. We are “hard-wired” to enjoy achievement and to overcome obstacles in our paths.

Think about the teenager yearning to drive a car. With all the talk about apathetic teens who supposedly cannot read well, communicate coherently, or even remember important homework assignments, isn’t it amazing how most of them are able to show up for and pass a challenging written and manual driver’s test? If they fail it the first time, they voluntarily continue to take the test until they finally demonstrate enough mastery to move on to and

pass the performance assessment. And who does not remember the thrill and the pride of receiving that first driver’s license?

Try This

Let’s be clear about my use of the term *self-motivation*. I want you to think of something significant you have accomplished in the last few years—something important to you, something you really wanted to do. It can be a goal, an accomplishment, something you wanted to win, or just something you wanted to finish. When you first thought about it, you may not have been sure about whether or not you would be successful, but it was something you had to try for yourself.

(Okay, I see you trying to continue reading here without doing this exercise. Don’t do that! Seriously, this will mean more to you if you stop and do this little mental exercise!)

Now picture the steps you had to take to attain your goal—the big ones and even the little ones. Maybe your friends and family were on your side saying things like,

- “I know you can do it.”
- “You’ve got what it takes!”
- “Don’t give up.”

Or maybe they weren’t so supportive. Maybe you heard things like,

- “You’ve got to be dreaming.”
- “Don’t you think that goal is a little ambitious for someone like you?”
- “You know you always have the great ideas, but you never follow through.” (*You get the idea*).

The point is, it really doesn’t matter what *they* said or did. What matters is what *you* did to achieve your objective. You probably had to do some things you had never done before—take some risks, stretch your abilities, and work harder than you ever had before. And just as important, you had to *give up* some things—a “safe zone,” maybe some sleep, maybe some creature comforts. But in the process, you committed your heart and soul to the thing you wanted. You did whatever it took.

Do you remember how you felt the moment you realized it finally happened—when you had that one brief shining moment of realization that you *did* it? *You* did it! I wasn’t there, but I’ll bet you felt like putting your fists on your hips, sticking out your chest, and bellowing a triumphant “Tuh-tuh-tuh-Dah” superhero call!

‘Tuh-tuh-tuh-Dah’ for Kids

And I’ll bet you also felt like you could do more of the same thing you just did, and you were willing to try. Is there anything more gratifying for a child than to accomplish something she heretofore was unable to attain? Think about the sheer joy for a child when she puts her entire heart and soul into a directed effort. At first, success evades her, but she continues to try new strategies, to patiently build a repertoire of skills until she finally makes it happen. Immediately, the child gleefully proclaims, “I did it! I did it!”

Then she often asks, “Did you see that?” Finally, she announces, “I did it all by myself!” And generally at that point, the child is ready and more than willing to proceed to the next level.

That moment holds one of the greatest feelings in the entire world. And I want that feeling for all our children today. I want kids to have more “Tuh-tuh-tuh-Dah” moments in their school days and at home. My belief is that those moments can provide a carryover effect that keeps students moving forward through the moments that aren’t so spectacular.

Unfortunately, in a world of enabled, entitled, “protected” offspring, we often rob children of the very essence of what builds resiliency, persistence, courage, patience, and joy. We rush in to make sure children “feel good” all the time. We don’t want to risk getting their egos bruised or their “comfort zones” violated. We sometimes behave in ways that imply the only way to get kids to do anything we desire is to *make* them do it.

I have watched children in skateboard areas try to master new techniques. They fall down. They get bumps and bruises, and keep trying. They do the same moves over and over and over. They do not get bored, whine, or complain. They keep trying until they master the desired skill. They are truly self-motivated. “Tuh-tuh-tuh-Dah!”

Adults in Tandem with Children’s Motivation

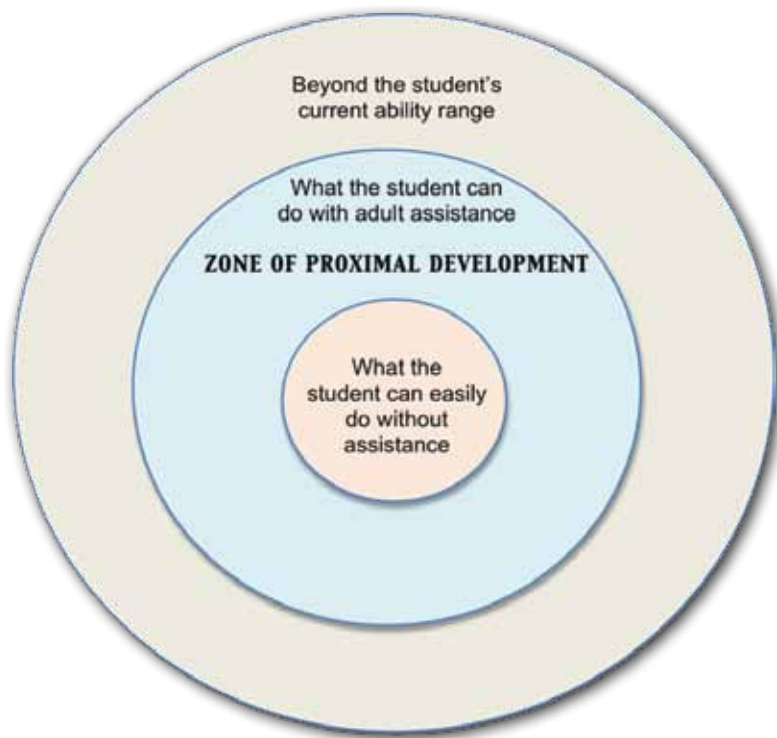
I am not saying that children should be allowed to pursue only what interests them at the moment. Often it is difficult for them to see the “big picture,” to know what kinds of things they will need to master in all areas, or to see that some steps are really building blocks for future pursuits. I think part of the adult’s job is to explain those things to children—to help them see relevance in their endeavors. I maintain that children are intrinsically motivated and, with the proper kind of feedback, they can learn all sorts of necessary skills and self-sustaining learning practices.

One might ask, “If children are so naturally inquisitive, what happens to their drive and



Debbie Silver, a featured speaker at the KDP 2011 Convocation and 1990 Louisiana State Teacher of the Year, has taught almost every grade level and most every kind of student. This essay is based on her forthcoming book from Corwin Press in which she writes about student motivation and what adults can do and say to encourage students to be empowered, resilient, independent lifelong learners.

Figure 1. Zone of Proximal Development



enthusiasm as they grow older?" "What about all of those times when children complain, avoid, deflect, and downright refuse to even try?" "How do we help them be self-motivated when they stubbornly rebuff all efforts to get them to participate in tasks designed to help them learn?" "How do we compensate for their firmly held beliefs that they are dumb, untalented, or so behind they can never catch up?"

A common denominator I find among most motivational authors and researchers is their emphasis on the importance of learners stretching toward consistently higher goals. They describe the necessity of pushing oneself just beyond one's current state. Many describe the energized feeling people have when they are totally focused on an objective just beyond their present reach, but within their perceived realm of possibility. The writers hold a common belief that the most powerful motivational reinforcer is for students to experience *earned success*—success they have had to work for. That is what I previously referred to as a "Duh-tuh-tuh-Tah" moment. Nothing is so motivating as hard-earned success.

Vygotsky and the 'Zone'

It occurred to me that basically everything associated with maximizing student engagement, achievement, optimal learning environment, learning zone, and the like can be attributed to the work of Lev Vygotsky (1978). A Russian psychologist and social constructivist, Vygotsky (1896–1934) proposed a concept so fundamental to the theory of motivation that it undergirds nearly every aspect of its nature. Vygotsky called the rarefied area between a learner's present performance level and just beyond the learner's grasp the "zone of proximal development." In his research, he observed optimal motivation in his study participants when they were asked to reach just beyond their present state.

A student's Zone of Proximal Development, or ZPD, is defined as the student's range of ability with assistance from an instructor or a more capable peer. On the opposite ends of the range are the student's present level of comfortable mastery and the area totally beyond the student's level at the current time (see Figure 1).

Vygotsky, among other educational professionals, believed that the role of education should be to provide children with experiences within their ZPD, thereby encouraging and advancing their individual learning. The experiences roughly flow like this:

1. Adult models the behavior for the student.
2. Student imitates the adult's behavior.
3. Adult phases out direct instruction.
4. Adult offers feedback on student's performance.

Scaffolding

Educators may be thinking, "Oh, that is where we must have gotten the idea of *scaffolding* that I hear so much about." Actually, Vygotsky never used that term himself, but others have since associated the act of providing incremental "stepping stones" to help learners move forward with his work. Similar to erecting temporary platforms to facilitate movement

Scaffolding Instruction Guidelines

Teachers can use many proven effective teaching strategies including:

1. Assessing accurately where the learner is in terms of knowledge and experience.
2. Relating content to what the learner already knows or can do.
3. Providing examples of the desired outcome and showing the learner what the task *is* as opposed to what it *is not*.
4. Breaking the larger outcome into smaller, achievable tasks with opportunities for feedback along the way.
5. Giving students a chance to orally elaborate (“think out loud”) using problem-solving techniques.
6. Incorporating appropriate verbal clues and prompts to assist students in accessing stored knowledge.
7. Emphasizing specific vocabulary that emerges from the exploration of the unit or context of the lesson.
8. Regularly asking students to hypothesize or predict what is going to happen next.
9. Allowing students time and opportunity to explore deeper meanings and to relate the newly acquired knowledge to their own lives.
10. Setting aside time for students to “de-brief” about their learning journey and review what worked best for them and what did not work well.

higher and higher up a building, *scaffolding* in educational terms means figuratively to use helpful interventions to help students progress.


When differentiated instruction expert Carol Ann Tomlinson (2001) refers to “raising the level of support,” she is basically talking about adults providing challenging, but suitable steps for students to acquire requisite skills. Contrary to the concept of *remediation*, which generally means “going back and doing something over,” both *scaffolding* and “raising the level of support” suggest that instruction moves the learner forward rather than backward.

Teachers should be able to break desired skills into logical parts and to be attentive to things they can do to facilitate students “getting a foothold” on the problem. Often what is asked of students is not so much insurmountable as it is just too wide a gap

for them to span without the assistance of a skilled teacher.

Closing Thoughts

Simply put, adults can maximize the use of Vygotsky’s Zone of Proximal Development as a strategic tool in helping students stay motivated toward a given task. The idea is to keep raising the bar just beyond the student’s reach while giving only the minimal support he or she needs to make the leap to the next level. Adults need to be supportive, but honest with students; we can give learners effective feedback that avoids labels (both positive and negative).

Educators and parents need to instruct students about purposeful practice and help them internalize the necessary mechanisms to reach just beyond their current grasps. Every learner deserves a reasonable chance at success, and working within a student’s ZPD is a proven way to help every learner become self-motivated. 

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Call for Nominations

KDP Executive Council

Kappa Delta Pi invites all members to recommend qualified candidates or to consider serving on the 2012–2014 KDP Executive Council. KDP strives to ensure that all member segments are represented in the international governance process.

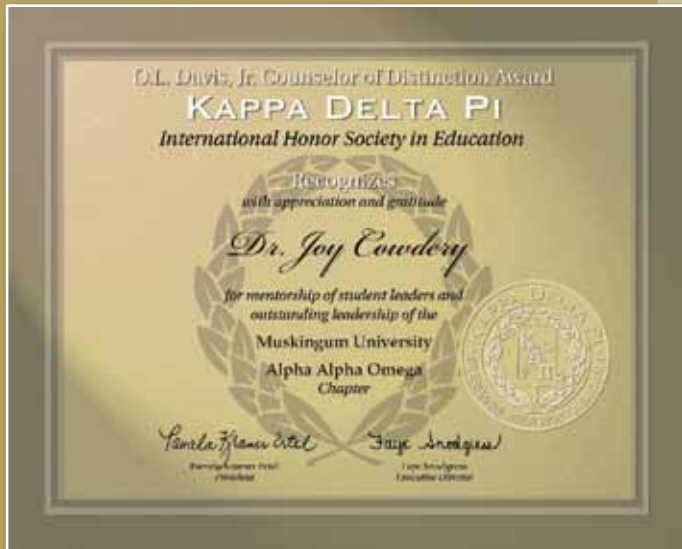
Completed Officer Candidate Application Forms must be submitted online by 5:00 p.m. EST, November 11, 2011, and are for terms beginning July 1, 2012.

Visit www.kdp.org/aboutkdp/ourleadership.php for:

- Complete information about the requirements for each position and the associated responsibility
- Officer Candidate Application Form

The Officer Candidate Application Form requires brief biographical information and responses to several questions. Candidates will be reviewed by the Nomination Committee, and nominations by that committee will subsequently be balloted for election by the KDP membership.

Questions or comments on the Call for Nominations for the KDP Executive Council should be directed to Mark Sutter, Chair, Nominations Committee, by e-mail to SutterMark@elyriaschools.org.



O. L. Davis, Jr. Counselor of Distinction Awards

First presented in 2009, the O. L. Davis, Jr. Counselor of Distinction Awards acknowledge the service, scholarship, and professional development of chapter counselors who have shown outstanding leadership and mentorship of chapter student leaders for at least five years. Congratulations to the 2011 recipients of this prestigious award.



Dr. Elizabeth M. Elliott
Omega Epsilon Chapter
Florida Gulf Coast University



Susann Ragone
Alpha Beta Gamma Chapter
St. John's University–Staten
Island



Dr. Ron W. Wilhelm
Alpha Iota Chapter
University of North Texas



Centennial Essay Contest Winner

Words, Thoughts, and Acts of Hate:

A Personal Story of How KDP's Precepts Help Make Me a Better Teacher and a Better Person

by Rea Kirk

To celebrate Kappa Delta Pi's Centennial anniversary, educators were invited to reflect and write about significant changes in the field of education over the last century and about how education may evolve as we move into the 21st century. Submitted essays were considered through a blind review process, and the winning essays are presented in this issue of the *Record*.

Flashback 1950: "Don't talk to those kids." "They are strange. They will give you cooties!" "Miss Breeden must be weird too." These are comments



Rea Kirk is a Professor of Special Education at the University of Wisconsin-Platteville and serves as Associate Counselor to the Iota Rho Chapter of Kappa Delta Pi. Her essay was selected as the best in the University Faculty and K-16 Educational Administrators category.

made about students with physical and cognitive disabilities. Miss Daisy Breeden is their teacher. Their classroom is housed in a bungalow at the far end of the playground, far away from all other classrooms. I am six years old. I avoid the children in Miss Breeden's class, and I avoid Miss Breeden.

Fast Forward 2010: "That is so retarded." This is a comment heard regularly at schools and colleges throughout the nation. I am a professor of special education. Through the KDP ideal of "science," I have been studying preservice teachers' attitudes toward inclusion of students with disabilities. Through the KDP ideal of "service," I work with our local school district to foster acceptance rather than exclusion. Through the KDP ideal of "toil," and with the help of the KDP symbols of the scroll and the stylus—the first tools used to transmit knowledge—I teach my students what I have learned about people with disabilities. And, through the KDP ideal of "fidelity to humanity," I try to live every day with a generosity of heart and mind toward all people.

Please come with me on my personal journey from prejudices to social and educational activism, and see how the KDP ideals, and the Society's motto "So to Teach, So to Serve, So to Live" dovetail with my story.

Flashback 1953: "Don't wear green or yellow to school on Thursdays. If you do, it means you are a queer." I am nine years old and will not wear yellow or green on Thursdays for many years.

Fast Forward 2010: "That is so gay!" This is a comment I hear daily on my campus.

Fast Forward September 22, 2010: Tyler Clementi, an 18-year-old freshman at Rutgers University, dies by suicide after his roommate and one other classmate post a video of his gay sexual encounter (Mushnick 2010). Our local Alliance (for students who identify as lesbian, gay, bisexual, transgender, or questioning, or who are allies) holds a forum. I attend. I wear a green dress and a yellow scarf. It is a Thursday.

The Alliance forum models the KDP motto "So to Teach" as its members teach the audience. I learn from them; I am now better prepared to follow through with the rest of the Society's motto, "So to Serve, So to Live."

Flashback 1954: Brown versus Board of Education. Schools must be integrated. My mother: "I don't want my daughters riding a bus; it is dangerous." My father: "If they move into our neighborhood, our property values will go down." I am ten years old; I am afraid of "colored people."

Fast Forward 2010: Colleges and university campuses are the third most common place where hate crimes occur (Stop the Hate 2010). The Southern Poverty Law Center (2010) identifies 932 active hate groups in the United States in 2009.

Fast Forward October 17, 2010: My university campus. In black permanent marker, written on the windows of two of our residence halls: “Lynch the n-----” (*Exponent Brief* 2010). During fall semester 2010, 25 hate-based incidents are reported on- or off-campus. These include swastikas, racial slurs, homophobic slurs, and sexist drawings (Broege 2010). At my request, members of the Black Student Union come to speak to my classes. We use the KDP symbols of the scroll, the stylus, and the beehive as we together talk and work and learn and write to decide what we can do to change the climate of hate on our campus.

Through words, thoughts, and acts of hate, we stifle the ability of people in marginalized groups to become all they could be. For instance, the National Institute for Native Leadership in Higher Education stated that for every 20 Native American students entering college, only three will graduate (Designation Reflects Tribal Appreciation 2011). This hurts not only the Native American population; it also hurts all of us. It diminishes the chances of our nation becoming all it can be, because it disenfranchises a large part of the talent and intelligence of our citizens.

I am a product of my culture, my environment, my experiences, and the way I integrate all of these. Thankfully, I have had many of what Howard Gardner (1991), our KDP Laureate, refers to as Christopherian Encounters. In other words, I have learned through practicing KDP’s precepts that much of what I thought I knew from my earlier frames of reference was not accurate. The changes in me were, and are, the result of education.

What well-hidden prejudices does each of us hold inside? What spark of humanity breaks through these prejudices? Wang and Falconer (2010) stressed the fact that we hand down ideas and patterns of behavior from one generation to the next. From the day we are born and for the rest of our lives, we are exposed to, immersed in, and learn through our cultural lenses, shaping us in ways we are unaware. Through the use of the scroll, the stylus, and the beehive, we can increase our practice of the KDP ideal “fidelity to humanity.” Let us use KDP’s precepts to make a better world. ■

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SPECIAL EDUCATION:

Creating Opportunities, Reaching for Success

by Heather Butler

“Vroom—vroom! Zoouoooooom!” *Stomp, stomp, stomp . . . Plop!* “Do I get stickers today, teacher?”

Without even turning around, I can tell that Ricky has swooshed into the classroom, twirled in a few awkward circles while mimicking a jumbo jet, and taken his seat. Every day, it is the same thing. He struggles with focusing on school work and he can be disruptive at the most inopportune times, but his lovable personality and excitement at arriving at school overshadow those “bad days,” making him a favorite amongst all the teachers.

You see, Ricky has autism.

The first day of student teaching, my supervising teacher informed me that she taught the highest reading level group in first grade. When Ricky came zooming into the room, I was afraid there had been a mistake and that, while trying to challenge the “regular” students in the class, I wouldn’t be able to keep things “on his level.”

Boy, was I wrong!

Despite the social limitations and attention issues Ricky experiences, he is an extremely intelligent child. Working with peers who challenge him and include him has had a positive effect on Ricky, and taking part in a regular, structured program has been beneficial for him.



Heather Butler earned her undergraduate degree from Rowan University in Glassboro, New Jersey. She is a member of the Eta Psi Chapter of Kappa Delta Pi. Her essay was selected as the best in the Undergraduate or Graduate Student Category.

A Worthy Ideal

Kappa Delta Pi embodies the belief that as educators, we have a responsibility to live our lives in such a way that we serve our students to the best of our ability, giving all that we have to help them succeed. It is a worthy ideal—one that all teachers should strive to meet. Students like Ricky have been touched by teachers with this mind-set, who have provided the support necessary to help guide their students throughout their childhood and beyond.

In fact, if it weren't for the determination of passionate educators and advocates of education, the "Rickys" of the world would not have the opportunity to interact with fellow students or to receive an education commensurate with their peers. The changes that have taken place in the field of special education over the past 100 years have made a positive impact on the lives of innumerable children, thanks to the efforts of individuals who choose to live by the ideals Kappa Delta Pi represents.

The Notion of Special Education

In Europe, the implementation of special education programs specific to the needs of the children ignited the movement in American schools to keep up with their foreign counterparts. In 1911, the New York Board of Education created "special ungraded classes for students who were unable to progress in regular classes" within the public education system (Guidara 2003). While this wasn't the first time a special education class had been implemented, it was a lasting program that impacted nearly 2,000 students, thanks to the decision of education advocates and the dedication of many teachers who individualized instruction based on students' needs (Guidara 2003). People were beginning to realize the need for creating programs of individualized instruction "to care for children whose ability is inadequate to the demands of the regular classroom" (Giordano 2007, 128).

This progressive thinking was in stark contrast to the typical lack of concern in the past. One of the earliest suggestions to educate children with special needs came in 1800 when Jean-Marc-Gaspard Itard of France began to work with 12-year-old Victor, a child who was left to roam the woods on his own and to live much like an animal. Through Itard's efforts working with Victor to help him overcome his challenges (the boy was deaf and mute), Victor learned much about how to care for himself and how to communicate. This success yielded the first instance where "the notion that even children with significant needs could benefit from instruction and were worthy of attention was introduced," and it was revolutionary in the field of special education (Friend 2007, 5–6).

Therefore, over a century later when the special education classes in New York were being developed, it became clear that individuals like Itard were ahead of their time in recognizing the importance of educating those who weren't deemed "normal," and helping them to succeed and triumph over societal norms. Hannah C. Strandal, another individual committed to this ideal, taught in Beverly, Massachusetts, beginning in 1931. She wrote many reports about the program she helped shape, where education was meant to be engaging and interesting, and the students were eager to do their very best (Guidara 2003). She helped her students feel confident and worthwhile, and she made a difference. Strandal and those like her, many whose names are lost in the annals of history, made an impact upon the lives of their students, choosing "to teach, that [their] words inspire a will to learn," "to serve, that each day may enhance the growth of exploring minds," and "to live, that [they] may guide young and old to know the truth and love the right" (Kappa Delta Pi 2011).

Opportunities to Succeed

Many legal rulings have been made since the 1930s, guaranteeing the rights of children with disabilities to receive support and accommodations to help them to succeed (Friend 2007). In recent years, the practice of inclusion has made it possible for many special education students to learn and experience schooling within the boundaries of a learning community comprised of non-classified peers and the regular district curriculum (Friend 2007). Students like Ricky are able to learn and grow in an inclusive environment where they can reach their full potential. One hundred years ago, Ricky would have been fortunate to be placed in a state school for the handicapped or, possibly, a pioneering special education classroom within the local public school system. And a century before that, he might not have had any opportunities at all.

Without a doubt, educators have worked tirelessly throughout the years to bring the greatest opportunities for success to all children. And though Ricky may not recognize the importance of those countless teachers and advocates who have fought for the rights of children with special needs, as I hear him read *Snow White* to his enraptured classmates, I silently thank each and every one of them for providing him with this opportunity. ■

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TEACHERS OF HONOR



Kappa Delta Pi is proud to present this recognition program to honor practicing teachers with more than three years of experience who demonstrate commitment to continuous professional growth and integrity in the classroom. For a full listing of all Teacher of Honor recipients, along with short biographical information, visit www.kdp.org/recognition/tohrecipients.php.

Congratulations to Our 2010 and 2011 TEACHERS OF HONOR

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Golden City Middle/High School
Golden City, MO

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Troy University Phenix City Campus
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Dr. Guoli Liang
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KDP Educational Foundation Roll of Honor

We wish to thank the individuals, organizations, and businesses who have generously contributed to the Kappa Delta Pi Educational Foundation between July 1, 2010 and June 30, 2011. Together, we are helping educators help students. You deserve to be properly recognized for your contributions, and we strive for 100 percent accuracy. If we have made an error, please contact the Foundation Office at 317-829-1542.

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A tribute gift honors or memorializes a loved one or colleague while supporting the critical work of KDP and the educators the Society serves.

In honor of . . .

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21st Century Campaign

Launching our next century of service to educators

In celebration of KDP's Centennial, the Educational Foundation committed to raising \$100,000 to sustain the Society's legacy of pursuit of excellence in education. Thank you to these generous donors who are investing in KDP's future.

Impact 100

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KDP EDUCATIONAL FOUNDATION

helping educators help students succeed



KDP Educational Foundation 2011 Scholarship Recipients

Established in 1981, the Educational Foundation offers scholarships on a competitive basis to qualified KDP members. Congratulations to the following 2011 scholarship recipients for their selection based on scholastic excellence, recommendations, participation and leadership roles in their chapter, and campus and community activities.

Counselors' Scholarship

Dana Gustafson
University of Florida
Kristen McMahon
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For more information about the
scholarships offered and to access
an application, visit [www.kdp.org/
educationalfoundation/scholarships.php](http://www.kdp.org/educationalfoundation/scholarships.php).
The scholarship program would not
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KDP Historical Highlights



The history of Kappa Delta Pi's first 100 years is rich with examples of the Society's focus on issues in education and the ways KDP has been instrumental in advancing them. Shared here is a sampling of the many moments in which—through its principles and actions—the Society has moved education forward, pursuing changes that were innovative and progressive for the times. Excerpts are drawn from a variety of sources documenting KDP's past.

1910

The Illinois Education Club at the University of Illinois first sought national affiliation with Phi Delta Kappa, but was rejected by PDK because "There will never be an opportunity to secure the admission of women." From the very beginning, the Education Club was based on high standards of scholarship among men and women alike, on faculty supervision and participation, and on *the broad principle of democracy without any racial, religious, or other restrictions*. These principles became the foundation of Kappa Delta Pi as a realized national organization.



The Illinois Education Club was organized through the efforts of KDP founders Dr. William Chandler Bagley, Dr. Truman Lee Kelly, and Dr. Thomas Edgar Musselman.

1920

The Society's first publication was entitled *The Kappa Delta Pi Record*, but bears no association with the current *Kappa Delta Pi Record*, which began publication in 1964. In the first issue, published in 1920, an editorial stated:

"Toward a finer and more serviceable plan of education, members of Kappa Delta Pi must strive in ways unselfish and unbiased. Those of us who can enlist support for scientific investigation have here a stimulating opportunity. All of us can help to mold public sentiment in favor of better teachers and more equitable salaries. After all, the schools belong to all of us. We must acknowledge the ownership, pay taxes, make improvements and make justifiable our pride of possession."

1934

During an economic depression in the United States and impending World War II, the Executive Council authorized the Kappa Chapter to send the following resolutions under the name of Kappa Delta Pi to the President of the United States and Congress:

Kappa Delta Pi Resolutions on Federal Aid for Education

Whereas: during the current school year, 1,025,300 rural school children will be denied adequate educational opportunities because over 2,000 schools did not open, because 715 schools are running less than three months, and because 18,500 schools will run less than six months.

Whereas: one out of every four cities have shortened their school terms because of lack of available funds,

Whereas: one out of every four American public school teachers is now teaching at a rate of less than \$650 a year when the "blanket code" of the NRA for unskilled workers is \$728 a year.

We the members of Kappa Chapter, Kappa Delta Pi urge that the President of the United States and Congress act to provide direct Federal grants in aid or loans for public education in the several states.



1936



At KDP's 11th Convocation in 1936, Executive President **Dr. Thomas C. McCracken** summed up the state of education and KDP's role as he told delegates:

"I personally am deeply concerned with trends in attitudes toward public education now in evidence among the people of the United States. There is grave danger that the enemies of the public schools may tear down foundations upon which, during decades of struggle, we have been building our opportunities in education. We, as teachers and as members of Kappa Delta Pi, believe that every child should have adequate educational opportunities for his development. We will desire to use our influence to uphold all that is basically good in education, including the preparation of efficient teachers. . . . It is my hope that Kappa

Delta Pi may be able to maintain itself as an agency which is far-reaching in its educational influence—an influence which is exerted not so much by its national administrative organization, however, as by the personal consecration of its many members to the high ideals of the Society."

1944



In May of 1944, just two years prior to his death, **Dr. William Chandler Bagley** reflected on the first third of a century of KDP's existence. He noted how the Society was born at a "propitious time" when the study of education was expanding and the nation was in need of an increasingly large number of teachers. The culture was ripe for KDP to grow.

Dr. Bagley identified the most important contributions KDP had made to American education. He started with the fact that KDP had decided to hold up academic ability, scholarship, and character as the three primary ingredients in making good teachers. This focus was unique then, and it remains so today.

Next, he argued that KDP had provided the teaching profession with a means to promoting professional pride, professional morale,

and an *esprit de corps* that only comes through an appreciation of the role teachers play in a democracy.

Further, he identified such efforts as the biennial convocations, the creation of the Laureate Chapter, and the establishment of publications such as *The Educational Forum* as essential steps that would continue to contribute to the growth and strengthening of the teaching profession for many years to come. He correctly identified the most enduring initiatives that KDP had begun.

1949

Interaction between America's diverse cultures and races always has played an important role in defining the nation's educational system, and throughout U.S. history, schools have reflected society's struggles in this area. As early as 1949, Kappa Delta Pi was examining the issue on behalf of its members. In an article published in *The Educational Forum* titled "Co-operation across the Color Line," writer Nettie Wysor of Dublin, Virginia, challenged KDP members with the idea that "only wholehearted cooperation across the color line can bring to both races peace, friendship, and good will."

1954



The U.S. Supreme Court ruled to desegregate schools in its landmark decision, *Brown v. Board of Education*.

1965

Race was at the forefront in a series of four articles *The Educational Forum* published in 1965 during the heart of the U.S. Civil Rights Movement. Well-known author Dr. Maxine Greene took up the issue of "The Teacher

and the Negro Child: Invisibility in the School.” She explored what Dr. Martin Luther King, Jr. had described as “a degenerating sense of ‘nobodiness’” that effected black children and adults. In essence, Dr. Greene asserted that black children may feel, as author James Baldwin called it, “faceless” in the classroom and, as a result, “fail in mastering elementary skills” needed for later life success.

Dr. Greene also wrote extensively about the impact of poverty on young students and the result:

“The teacher, then, confronts ambiguities and perplexities of all sorts when he takes the responsibility for a Negro child. He realizes that he will be hard put to motivate and teach if there is little feeling of self-regard or worth.”

1968

Delegates at the 26th Biennial Convocation authorized the Executive Council to establish a Commission on National Educational Problems, directed toward the strengthening and furthering of the Society’s leadership role in:

1. The encouragement of creative programs of teacher education;
2. The identification of the effective approaches to the complex problems of urban schools; and
3. The applications and implications of technology to education.

1970

The work of the Commission on International Education was recognized by the United States Office of Education. Commissioner James Allen invited about 40 organizations to a conference on plans for International Education Year 1970, and Kappa Delta Pi was one of the societies represented.

Because Kappa Delta Pi had made some excellent suggestions for participation in International Education Year 1970, UNESCO and the United Nations were informed that Kappa Delta Pi is one of the major organizations in the United States.

Given KDP’s high profile, one member of the Commission, Father John E. Coleman of St. John’s University in Jamaica, New York, reiterated the responsibility of KDP membership:

“Once a person is accepted and accepts for himself the ideals of this Society, he has placed upon himself a very heavy load of responsibility. He is now expected—whether he can do it or not, he is still expected—to make the best decisions . . . not only in his field, but otherwise, because he’s marked as a person who has not only attained a scholarly degree as the basic element, the scholarly attainment to be considered, but also the attainment for potential high-quality service in the field of education—whether it be as a teacher or as a specialist working with children, an administrator, perhaps, or a counselor. . . . [He] has taken upon himself a load of responsibility that people who are not members don’t quite have.”

1976



Dr. Clementine S. Skinner became the first African-American President of KDP in 1976. The times were rife with women, including many African Americans, who were well-educated, professional, political leaders and reformers.

Dr. Skinner introduced Congressional leader Barbara Jordan before her keynote at the 1978 Convocation.

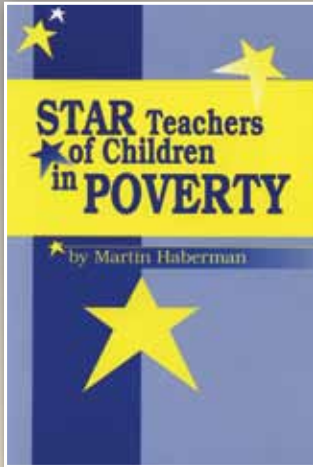
1980

A growing desire to expand on scholarship and giving opportunities for the Society led to the establishment of the KDP Educational Foundation. The Foundation continues to support the scholarships, grants, and professional development programs that make Kappa Delta Pi, International Honor Society in Education, an educational leader.





1995



KDP published Dr. Martin Haberman's *Star Teachers of Children in Poverty*, a best-selling book for the Society in which the author, a KDP Laureate, examines what sets a "star" teacher apart from those who fail to reach children in poverty.

2004

At a time when educators needed a reasoned voice and advocate, KDP, Laureate John Goodlad, and the Institute for Educational Inquiry promoted the Agenda for Education in Democracy through workshops and the publication of articles in KDP journals. That same year, the introduction of the sweeping No Child Left Behind Act of 2001

prompted Laureate Nel Noddings and KDP to organize a series of town hall meetings to increase understanding of the legislation.

2008



A delegation from Taiwan visited KDP Headquarters to pursue greater collaboration.

KDP's early work with Taipei Municipal University of Education led to a Memorandum of Understanding and chartering of a chapter. Partnering KDP and Taiwanese educators pursue opportunities for joint professional development and research projects.

2011



KDP celebrates the Society's Centennial at Convocation in Indianapolis, themed "Crossroads of Excellence."

Cherishing Our Past,
Celebrating the Present,
Creating Our Future

Kappa Delta Pi, a professional group of diverse and dedicated educators since 1911, honors and celebrates its legacy as it sets the pace for educators and their profession for the next 100 years.

Public Policy Statement

Making the voices of educators heard in discussions of local, state, or national education policy is important for the education profession, educators, schools, districts, and students—and to Kappa Delta Pi, International Honor Society in Education. As a leader in education, KDP is positioned well to advance the understanding of what is best practice in the teaching profession. Accordingly, in 2010, the KDP Executive Council established the Public Policy Committee to lead this charge. Following are the mission and priorities of the committee, along with a description of the policy development process.

Mission

The mission of the Kappa Delta Pi Public Policy Committee is to create a forum to communicate and exchange educational policy issues that advance the field of education in a reflective manner in order to sustain professional opportunities, advancement, and growth for educators, and success for students.

Priorities

In accordance with this mission, the committee has established these priorities:

Teacher Preparation

We believe that effective teachers are well prepared to teach their students and to work collaboratively with others in accordance with the KDP vision to “strive to a high degree of professional fellowship, leadership, and growth in the field of education.” Among other qualities, skilled teachers have:

- Appropriate certification in the areas they teach and understanding of how their own disciplines relate to other disciplines.
- Practical knowledge, understanding, and experience in planning and using education standards that are research-based.
- In-the-field preparation throughout their coursework to allow for appropriate depth and breadth of perspective as they prepare to enter the field.
- An extensive understanding of the foundations of education and current research-based applications of teaching and learning.
- A willingness to teach in a learning community based on trust and inclusiveness and work with others to create an environment that engages students and encourages positive social interaction.
- An understanding of how all students learn and develop, the ability to create instructional opportunities adapted to their particular needs, and the capacity to help them reach their full potential.
- The qualities that embody lifelong learners, continually seeking to improve their craft.

Teacher Quality

KDP’s mission is to “sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service,” which requires that teachers are well-trained and committed to serving their students. Once they enter the profession, teacher learning continues in a collaborative manner. Among other key characteristics, teacher quality encompasses:

- Knowledge and understanding of learning standards.
- Professional preparation, motivation, and commitment.
- Lifelong learning, reflection, and growth as professionals.
- Critical thinking about their own practice and professional dispositions by regularly seeking and incorporating feedback on their performance.
- High ethical standards that exemplify the virtues teachers seek to inspire in students.
- Collaborative work with colleagues, parents, and community members to promote an inclusive and holistic learning environment.
- Research-based best practices that maximize teaching and learning.
- A teacher evaluation based on fair and reasonable criteria developed with input from teachers.

Resources and Support

KDP believes that effective teachers receive adequate resources and support to maximize their abilities. The purpose is to maintain a supportive community of learners that views teachers as valued colleagues. Necessary resources and support include the following:

- Recognition of teachers’ goals in conjunction with the needs of the school.
- Comprehensive, sustained professional development programs based on the best research-based methods of teaching and learning.
- Appropriate class sizes, adequate working conditions, and access to appropriate materials and challenging curriculum.
- Regularly scheduled evaluations that involve specific feedback on the areas to develop and opportunities to improve performance within a specified time.

Student Achievement

KDP believes that student achievement, which includes personal growth as well as academic success, is the ultimate outcome of effective education. As part of KDP’s mission to “recognize excellence in education,” KDP believes that:

- Teachers make every effort to ensure that all students continue to grow and develop as learners.
- Student achievement is viewed in terms of social/interpersonal, critical thinking, and communication skills.
- Assessment results are interpreted and applied to the purposes for which they were designed.

- Assessments include ongoing formative assessments that teachers coordinate, plan, and develop, as well as the end-of-course summative assessments that are typically developed at the state level.
- Student performance data are used to inform and improve instruction to ensure continued growth.
- Teachers empower students to become self-directing and self-assessing learners.
- Every effort is made to reduce achievement gaps among students (in terms of race, culture, gender, disability, socioeconomic status, and other demographic variables).
- Students have access to appropriate resources and effective instruction.
- Student achievement always encompasses both quantitative and qualitative data that are developed, administered, and analyzed with input from teachers.
- Student achievement is dependent upon community and family support to ensure a child's well-being and readiness for learning.
- Educators acknowledge the importance of students' physical, physiological, and emotional states on their readiness for learning.
- Educators incorporate global learning communities to leverage student achievement in our 21st century learning environment.
- Teachers promote reflective and critical thinking among

learners, fostering creativity, self-assessment, and intrinsic motivation.

Developing Our Policy Stances

The KDP Public Policy Committee develops its policy stances based on the following:

- Member and global community input through staff resources, member surveys, committee forums, and the KDP Public Policy Web site.
- Policy positions generated through committee discussions, forums, and scheduled meetings, and submitted to the KDP Executive Council.
- Policy statements that are disseminated through the KDP Public Policy Web site, KDP publications, and the Biennial Convocation.
- Action plans that align with the policy positions.

Learn More

For more information about KDP's efforts in the areas of Public Policy and Advocacy, visit www.kdp.org/aboutkdp/publicpolicy.php. The Public Policy site allows and encourages KDP members to contribute to the discussion about KDP's Public Policy Statement and issues relevant to us as educators, leaders, and lifelong learners. Investigate the site's views and news, action guides, and resources, and participate in the Public Policy discussion forum.

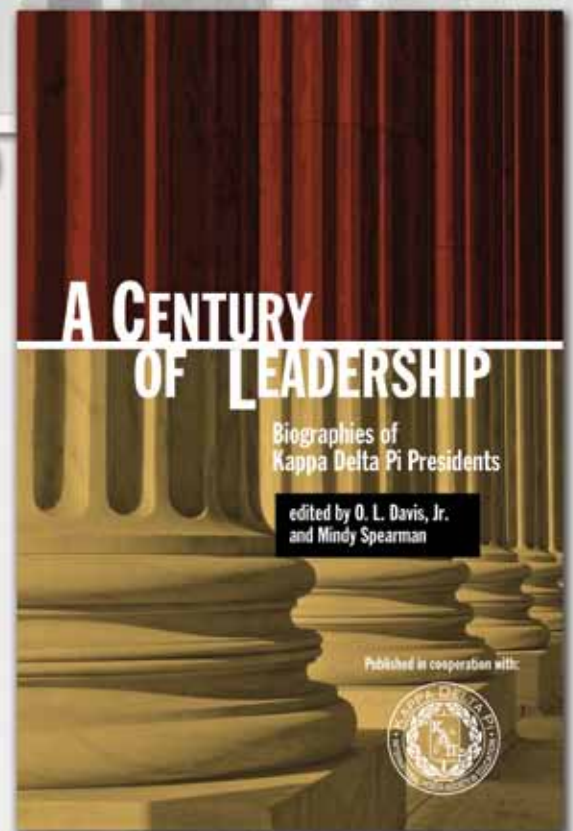
A CENTURY OF LEADERSHIP

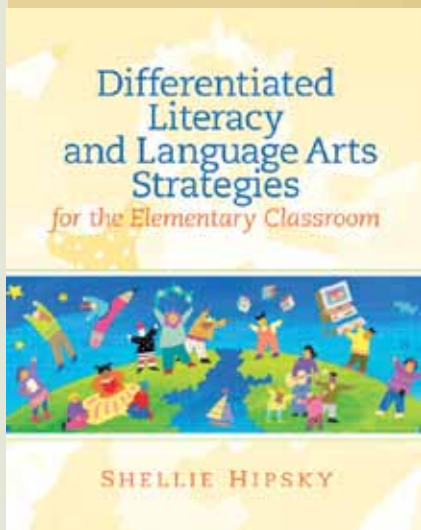
edited by O. L. Davis, Jr. and Mindy Spearman

Serving as a leader has its twists and turns, as well as its rewards and accomplishments. Learn about the committed, passionate, and diverse educators who have served as president of Kappa Delta Pi since its founding in 1911. Each president has left his or her unique imprint on the Society's evolution.

In addition to each president's own scholarly pursuits, *A Century of Leadership* provides insights about the external influences on education throughout the decades and the leader's response to them, providing a unique perspective on both the Society's history and accomplishments, and the teaching profession.

All proceeds will be contributed to the Presidents' Scholarships Fund.





In *Differentiated Literacy and Language Arts Strategies for the Elementary Classroom*, Shellie Hipsky offers practical ideas for designing instruction to meet the needs of all elementary students. It is challenging to create lessons that accommodate students with special needs, English Language Learners (ELLs), gifted and talented students, and students who are on grade level. For new teachers entering the field, this challenge can be overwhelming. Hipsky has written a book that can be used in Teacher Education Elementary Education preservice classes to help future teachers prepare for the many diverse needs of their future students. While the book is written primarily for preservice teachers, it also offers veteran teachers many ideas for differentiating instruction in literacy and language arts.

Hipsky draws from her background as a special education teacher and as-

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Differentiated Literacy and Language Arts Strategies for the Elementary Classroom

by Shellie Hipsky. Boston, MA: Pearson. © 2011. 175 pages. ISBN: 978-0135131138.

Reviewed by Leah H. Kinniburgh

sistant principal at a school for students with emotional and behavioral disabilities. Because she has taught kindergarten through doctoral level students, the personal experiences she shares throughout the book give credibility to the content. Authentic scenarios from both Hipsky's own classroom experiences, as well as those provided by practicing teachers, make the ideas shared throughout the chapters genuine to the reader. Her writing style is personable, and the tone of the book puts readers at ease with content that can be intimidating, especially for preservice teachers.

Chapters one through five set the stage for the reader by explaining what teachers should know about differentiated instruction. These chapters include information regarding the definition of differentiated instruction and the importance of teachers gaining information about their students' backgrounds, abilities, and interests. Hipsky also describes how the differentiated learning environment should look and feel, and she gives an overview of what the average student should know at each grade level in elementary school. Many examples of formal and informal assessments are included to help teachers assess students' needs and interests. Hipsky explains the value of using the assessment data for planning lessons that will accommodate, motivate, and engage all learners.

Chapters six through eight focus on reading, writing, speaking, and listening. In chapter nine, the importance of

differentiating literacy instruction across the curriculum is discussed. In every chapter, Hipsky explains the purpose, or the *why*, of differentiating instruction in each literacy area, including the research and theory to back up the explanations. She then shows readers *how* to create lessons by providing specific activities and instructional methods that can be used in a differentiated classroom.

The book concludes with journal entries from a 30-year veteran teacher that differentiated instruction in her first-grade classroom. This teacher recorded her experiences for one year as she planned and implemented her instruction. Because chapter one includes a detailed account of a visit to this teacher's classroom, the final chapter shows readers the process she went through to have an effective differentiated classroom environment.

Each chapter in the book contains objectives and real classroom scenarios. At the end of each chapter are questions for reflection, activities for active engagement, a conclusion, and Internet resources. Three appendices provide documentation sheets to assist teachers with record-keeping in a differentiated classroom.

Differentiated Literacy and Language Arts Strategies for the Elementary Classroom is a practical book that offers both preservice and veteran teachers effective methods for differentiating instruction to meet the needs of diverse students. In today's inclusive classrooms, this book will be an excellent resource from which teachers can draw advice and find teaching resources that will assist them in designing effective instruction. ■

Hi, Doll!

by Frances Peacock



“I should have been just another youngster in Dr. Brennan’s chair. He didn’t have to make me feel special, but he did.”

The best things I know about teaching I learned from my dentist.

Dr. Brennan took care of my teeth from the time I was five years old, and that man had a way about him. He knew that some children, while they waited in the chair, found ways to scare themselves silly. I’d imagine the long, moveable lamp above my head was really a pterodactyl in disguise. I’d tell myself the crazy, swirling spit sink would suck me up whole if I leaned in too close. And then Dr. Brennan walked in, and the whole place changed. One flash of his big smile removed all my fears.

“Hi, Doll!” he’d say. That’s what he called me every time, and it’s the first thing he taught me about teaching. He said I was a beautiful doll and my choppers were the prettiest set of pearls he ever inspected. His words were so convincing, his manner so genuine. He made me feel great, and so I stretched my magnificent mouth wide open for him, and

*Originally from South Bend, Indiana, **Frances Peacock** began teaching in elementary schools in Indianapolis in 1990. In 2008, she earned her Masters degree in Education. She and her husband, Andrew, are the parents of two children.*

I never once considered biting that man’s hand.

Looking back, I know it didn’t have to go this way. I’ve seen my old school pictures and, frankly, I wasn’t really a doll. I was an uncombed, freckled girl with Crayola® under my fingernails and choppy bangs I trimmed myself. I smelled like peanut butter, hardly brushed, and never flossed. I should have been just another youngster in Dr. Brennan’s chair, for whom his task was to check the molars, fill the cavities, and send home with shiny teeth. He didn’t have to make me feel special, but he did.

Now I am a teacher, and my students are the dolls. When I use Dr. Brennan’s words in my classroom, I see the same thing he saw: a child who looks up at you and smiles and soaks in what you say. A child who feels so charmed, so happy inside, that he’d let you take a pointy metal drill and run it right down through the middle of his tooth.

Or let you teach him to read.

After the drilling, Dr. Brennan took out the treasure box, and I learned something else about teaching. He plopped that box of wonderful toys onto my lap, told me to pick something out, and gave me all the time in the world. The Mayor himself could have been in the next room, waiting for a painkiller and a double extraction, but Dr. Brennan didn’t care. There was a child here, and a present

to be chosen, and the decision could not be rushed.

My treasure box is just like Dr. Brennan’s. It’s a collection of whistles, yo-yos, and plastic rings for my students to churn their hands through. On Fridays I call the children to my desk one by one to pick out a prize, and I give them all the time they need, the way Dr. Brennan showed me it’s done.

To look at it, that treasure box of mine is nothing fancy. It’s just a bunch of toys in an old plastic container, a collection of simple stuff that costs a few pennies each. It’s no big deal at all, really. Not anything special about any of this, I guess. Unless you happen to like whistles and yo-yos. Unless you’ve ever waited in a cold room, nervous and scared. Unless you’ve ever been showered with words of flattery while you swished fluoride around in your mouth.

Unless you were ever a doll like me. ■

Do you have a “telling story” about your teaching, learning, or an influential teacher that is close to your heart and that gives meaning to your professional career? Send your personal story, no more than 600 words, to Kathie-Jo Arnoff, Managing Editor, at kathiejo@kdp.org or *Kappa Delta Pi Record*, 3707 Woodview Trace, Indianapolis, IN 46268.

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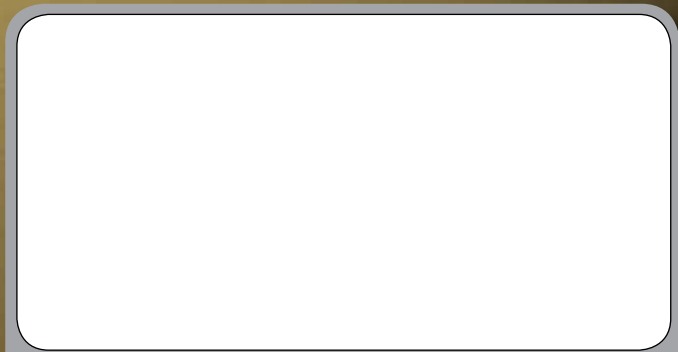
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