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Teacher Leadership in State Education Policy

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2016

Abstract

Teacher Leadership in State Education Policy

by

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MA, University of South Florida—St. Petersburg, 2003

BS, Clemson University, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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Abstract

There is a national call for teacher leadership, which has occurred after many education reforms have struggled due to a perceived lack of teacher involvement. The purpose of this study was to examine whether teachers felt that their involvement in education policy had impact and whether there is ample teacher expertise in education policy. The overarching research question was to appraise educator perceptions of teacher impact on state education policy. The study revealed a perceived lack of teacher impact and education expertise. The conceptual framework was based on theories of adult learning and the development of expertise and supported the necessity of teacher expertise in policy discussions—because teachers are the ones who have developed classroom expertise and the potential impact of policy on classrooms. A case study methodology was applied with 5 state teachers of the year participants. The participants were from 4 states, recognized from 2012-2015, and had local, state, and national policy experience. Interviews were conducted to collect data, with direct interpretation and categorical aggregation through coding applied to analyze data during collection. After identifying a perceived lack of teacher impact, themes were identified that could create more effective impact. Themes were grouped into skills, knowledge, and dispositions that could be taught in a series of learning experiences, serving as curriculum for teachers to build expertise in policy. This project has the potential to assist educators in developing the skills, knowledge, and dispositions needed to become more effectively involved in policy. It also has the potential to create social change in the United States by assisting teachers in getting meaningfully involved in policy, thereby positively impacting public education for their students in their classrooms, schools, districts, and beyond.

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Dedication

This is dedicated to the over 3 million public school teachers across the United States who are working hard every moment, every day, every year to help every student reach his or her full potential. Without you where would any of us be?

Acknowledgments

Special thanks to my father for his unwavering support for my career and my education, both in spirit (and in finance). I also appreciate the support of my husband in his understanding of the late nights home and other compromises that were made so that a dream could be fulfilled. Love to you both!

Table of Contents

Section 1: The Problem.....	1
Introduction.....	1
Definition of the Problem	1
Rationale	5
Definitions.....	8
Significance.....	9
Research Question	10
Review of the Literature	11
Conceptual Framework.....	11
Current Research.....	16
Implications.....	29
Summary	29
Section 2: The Methodology.....	31
Introduction.....	31
Research Design and Approach.....	32
Rationale for Choosing a Descriptive Case Study Approach.....	33
Participants.....	34
Participant Access.....	36
Ethical Protection of Participants.....	36
Role of the Researcher	37
Data Collection	38
Data Storage.....	41

Data Analysis	41
Measures to Address Quality	43
Findings	46
Priori Cross-Case Themes.....	48
Summary	62
Section 3: The Project.....	63
Introduction.....	63
Description and Goals.....	63
Review of the Literature	66
Introduction.....	66
Education Policy	66
Relationship and Education Policy	68
Mindset	69
Advocacy	73
Implementation	76
Potential Resources and Existing Supports.....	76
Proposal for Implementation and Timetable.....	77
Advocacy Training Modules.....	78
Session 1: Policy Fluency Module (August 30, 2016)	78
Session 2: Two-Way Communication Module, Part 1, September 6, 2016	78
Session 3: Communication and Public Speaking Module, Part 2, September 13, 2016.....	79
Session 4: Building a Courageous Mindset Module, September 20, 2016.....	80

Session 5: Educational Entrepreneurship Module, September 27, 2016	81
Session 6: Relationship-Building Module, October 4, 2016	81
Session 7: Advocacy Module 1, October 11, 2016.....	82
Session 8: Advocacy Module 2, October 18, 2016.....	83
Roles and Responsibilities of Students and Others.....	84
Evaluation	85
Implications Including Social Change	85
Local Community	85
Far-Reaching Implications.....	86
Summary	87
Section 4: Reflections and Conclusion	88
Introduction.....	88
Project Strengths	88
Limitations	89
Recommendations for Remediation of Limitations.....	90
Project Development and Evaluation.....	92
Leadership and Change.....	93
Analysis of Self as a Scholar	94
Analysis of Self as a Practitioner	94
Analysis of Self as a Project Developer.....	95
The Project’s Potential Impact on Social Change.....	95
Implications, Applications, and Recommendations for Future Research.....	97
Summary	99

References.....	100
Appendix A: The Project	117
Appendix B: Approval for Cooperation	184
Appendix C: Request for Cooperation.....	185
Appendix D: Participant Consent Form.....	186
Appendix E: Participant Invitation	188
Appendix F: Teacher Interview Guide	189
Appendix G: Draft Posts for Participants	191
Appendix H: Confidentiality Agreement.....	192
Appendix I: Confidentiality Agreement Consent Email.....	193
Appendix J: Sample Transcribed Interview.....	194
Appendix K: Themes, Subthemes, and Meaning Types.....	203

Section 1: The Problem

Introduction

There is a national call for teacher leadership, with educator involvement becoming a necessity in areas of curriculum, instruction, advocacy, and policy since many education reforms have struggled due to a lack of teacher involvement (Berry, Barnett, et al., 2010; Darling-Hammond & Rothman, 2011; Organisation for Economic Co-operation and Development [OECD], 2011; Sarason, 1990; Wells, 2012). But do teachers feel that their involvement in education policy has impact or that there is ample teacher expertise? This study examined perceptions of state teachers of the year to address this question.

This section addresses the problem of perceived lack of teacher expertise in state education policy. It begins by framing a short history of education reform in the United States, with an overlap of teacher leadership that evolved in parallel. Then it addresses the necessity for teacher leadership as indicated by research, articles, and leaders nationwide with a call for teachers to lead education reforms.

Definition of the Problem

In *A Nation at Risk*, America's school systems were deemed struggling in that they had failed to produce an effective and competitive workforce (National Commission on Excellence in Education, 1983). This catapulted the United States into a long series of education reforms that led to the present, bringing change after change to the schools in the United States in order to close the achievement gap and improve student learning (Graham, 2005). The No Child Left Behind (NCLB) Act and the Elementary and Secondary Education Act (ESEA) followed years later, further pushing for educational

change, accountability, and reform (US Department of Education, 2013). In 2009, the Race to the Top (RTTT) fund was introduced by the United States Department of Education (USDOE). RTTT allocated \$4.35 billion in the federal stimulus for reform and encouraged states to apply for this funding through competitive education grants, in the hope of fostering innovation to transform education. Twelve states received funding from RTTT in Phases 1 and 2 of the grant application process, including Florida (Florida Department of Education [FLDOE], 2013; US Department of Education, 2013).

Florida received \$700 million from the federal government through this grant, which led to major shifts in education policy in the state (FLDOE, 2013). Florida policymakers decided to focus reform in three main areas: new systems for teacher evaluation and principal performance, new programs in all 67 districts to improve classroom instruction, and the implementation of the Common Core State Standards (O'Connor & Mack, 2010). Many of these reforms were developed by a workgroup of stakeholders, with all members appointed.

Florida has 67 school districts, ranging from small rural districts of a few schools to the fourth largest school district in the United States with over 350,000 students (National Center for Education Statistics, 2009). Florida has a total student population of 2,668,155 and a total public school teacher population of just over 183,000. The student population is quite diverse, with 243,835 students receiving services as English language learners. That number is gradually increasing, with a 6% rise in the past 4 years. Just over 500,000 students are eligible for exceptional student education, and 57% of students are eligible for free and reduced-price lunch as reported by income, with a 20% increase in

the past 4 years. Just over 74% of students graduate from high school in Florida; the annual dropout average is just over 27,000 (FLDOE, 2013).

Many reforms have been put into place in Florida in relation to teacher evaluation, teacher quality, performance pay systems, accountability systems, standardized assessments, and school grading and quality, with seemingly little teacher input visible in those reform efforts. There has been publicity about the lack of teacher involvement and expertise in education policy decisions from RTTT to teaching evaluation efforts nationally (Allen, 2010; Berry, 2011; Goldstein, 2013; Kimmel, 2012; Klein, 2013), with special emphasis brought forward to the public in Florida (Solochek, 2011). Klein's (2013) *Huffington Post* piece highlighted 11 of the top education leaders in the United States who had been identified as having significant input in public education and impact on education policy but who had never taught in a classroom and may not have held the required expertise to successfully inform their decisions on their own. Goldstein (2013) asked an important question—"Why are the best players in the game of education reform sitting on the bench?"—identifying that many of those involved in education reform have little education experience or background (p. 1). He identified that of 58 national staffers involved in education policy at five large nonprofits, only 22 had classroom experience (only four had experience beyond 3 years in the classroom through Teach for America).

Humphreys (2013) brought this issue to the attention of the nation in a blog piece reflecting on his experience as a Teaching Ambassador Fellow with the USDOE, in which he pointed out that for too long, educators who are in the classroom have not had a good way to help inform policy. He called for more teachers to be involved with teacher cabinets working at the state level. Solochek (2011) further called out the lack of teacher

expertise in Florida specifically, with a story on the Florida Teacher of the Year Network and its mission to have a teacher to serve ex-officio on the State Board of Education. Currently, no member of the Florida Board of Education has education background or experience, and there is no consistent advisory board of teachers who inform policymakers on issues of education policy in the state.

These examples of a local problem from the news work in tandem and further illustrate the problem that is also evident in the research. Berry, Eckert, and Baries (2012) noted that many reforms rarely include teacher input. In further research, Berry found that there appeared to be little teacher input in education policy creation and recommended teacher solution teams as a possible means to improve reform efforts (Berry & Howell, 2008). Teacher voice may be integral to the success of education reform (Berry, Barnett, et al., 2010; Cogshall et al., 2009; Darling-Hammond & Rothman, 2011; Wells, 2012), but there currently is not much teacher input driving these efforts (Berry, Daughtrey, & Weider, 2010). Policy creation is still controlled and developed by other powers-that-be and policymakers (Cheryl, 2009; Wawro, 2015).

Ravitch (2010) illustrated the importance of teacher input and lack thereof in her book and many of the pieces of writing that followed. “Policy makers aren’t listening to teachers. And that is a mistake,” she argued (Ravitch, 2015). There seems to be a lack of teacher expertise in education policy, as well as a growing need and call for it.

More recent research has illustrated that there has not been much change since this perceived lack of impact began to be highlighted in national research and conversation. For example, through many shifts and changes in Iowa, teacher voice was

not included in meaningful ways in policy conversations or creation (Wawro, 2015).

Randi Weingarten (2015), president of the American Federation of Teachers, stated,

Teachers are closest to the classroom. They know what their students need. Yet, when it comes to setting and implementing education policy, the norm is still that it's "done to" teachers, not "done with" them. In order for our nation's public education system to give all children the chance to dream their dreams and achieve them, teachers must have a seat at the table for any decision that affects their teaching and their students' learning.

Though it is necessary to draw on the expertise of those who are closest to the problem—as Weingarten says, to have policy “done with” teachers—it seems that the voices that bring that expertise are not included (Basset et al., 2016; Pennington, 2013; Spiro, 2015). It seems that there is a lack of teacher voice and input in education policy, and that policy, therefore, is still “done to” teachers (Cheryl, 2009; Pennington, 2013; Weingarten, 2015). The nation seems to be omitting educator voice from the policy arena, which “seems [like] an approach destined to create more problems than it solves” (Behrstock-Sherratt, Rizzolo, Laine, & Friedman, 2012).

Rationale

Reform efforts and change can prove to be difficult to implement in any state (Coggshall, Ott, & Lasagna, 2010). As the reforms are implemented, careful thought and planning must take place to assure the best results for the students. These transformations, including RTTT, NCLB, and the implementation of the Common Core State Standards (CCSS), have led to a nationwide call for teachers and those with teaching experience to have an integral role in that transformation (York & Barr, 2004).

Reform can be problematic if teachers do not have a voice in these changes and the policy agenda (Bangs & Frost, 2012; Wells, 2012). Teacher voice and teacher leadership are vital for these reform movements (Little, 1988; OECD, 2011; Wells, 2012; York-Barr & Duke, 2004). President Obama even cited teachers and leaders as one of the pillars of education reform and of Project Respect, an initiative coming out the USDOE aimed toward creating an understanding of teacher leadership. The USDOE's Teacher Ambassador Fellows program, in which teachers serve as advisors to national education staff, has indicated that teacher voice must be part of the ongoing conversation about reform in order to work toward success (Humphreys, 2013).

There are approximately 55.5 million preK-12 students, according to the last census (U.S. Census Bureau, 2009). These children deserve successful implementation of reforms, and many voices call for teachers to be involved in meaningful ways in order for those reforms to succeed. There has been public discussion of the necessity of teacher input in education reform (O'Connor & Mack, 2010; Vilson, 2012).

However, the implementation of these reforms leads to a problem. It is unclear how many teachers are actually involved in these reform movements and how much teacher expertise is being used. Bangs and Frost (2012) summarized this problem by stating that there is a chasm between education policy and what teachers know and experience as practitioners. Berry et al. (2013) pointed this out as the gap between policy and practice. If teachers are integral to the successful transformation of education, their involvement seems uncertain, and the impact of any involvement they do have remains unclear. There appears to be a lack of teacher expertise in education policy.

This lack of teacher expertise and the corresponding call for more teacher leadership have been witnessed at local, national, and international levels (Allen, 2010, 2013; Berry, 2011; Goldstein, 2013; Kimmel, 2012; Klein, 2012; O’Conner & Mack, 2010; OECD, 2011; Sahlberg, 2011, 2014; Solochek, 2011; Vilson, 2012). Starting from a global perspective, OECD released a report after the first International Summit in Education highlighting many lessons learned from successful reforms around the world. One key lesson was that in the most successful reforms, teachers and stakeholders were involved from the beginning. Sahlberg (2011, 2014) echoed this in his book *Finnish Lessons* and then again in a presentation to a large group of teacher leaders and National Board Certified Teachers (P. Sahlberg, personal communication, March 13, 2015). There must be teachers involved in education policy in order for it to be truly effective and beneficial for students.

Goldstein (2013) and Klein (2013) both pointed out the lack of teacher expertise in education policy in national publications using public data. Goldstein examined archival public data from large education nonprofits that were involved in influencing and advocating for education policy. He looked at 58 national staffers and found that only 22 had ever worked in a classroom, and of those 22, 19 had taught for less than 3 years. An Einstein Fellow that he interviewed in his article, Steve Ruthford, who was on leave from his classroom for a year to work on national education policy issues, stated that there were just not enough teachers at the table.

Klein (2013) wrote a *Huffington Post* piece in which she published public data, complete with photographs. She highlighted 11 education leaders who had major influence in education in the United States yet had no education experience with names

such as Arne Duncan, Bill Gates, Wendy Kopp, Rupert Murdoch, and Cory Booker. The comments below this piece included hundreds of constituents and readers from California to New York commenting on the need for teacher expertise in national education issues.

The call for teacher leadership in education policy has been mentioned by reporters with national presence (Klein, 2013; Solochek, 2011), as well as national bloggers and authors who are involved in education policy, nonprofits, and advocacy and are closely connected to schools (Allen, 2010 & 2013; Kimmel, 2012; Vilson, 2012, 2014). Teachers who have been involved in reform efforts have reflected back on the process, describing teacher involvement from the beginning as a vital component (Kinser, 2012; Vilson, 2014).

This message is parallel with teacher voice and leadership research calling for more teacher input in education policy and reform (Little, 1988; OECD, 2011; Wells, 2012; York-Barr & Duke, 2004). Transforming public education without teachers can be problematic, and it seems that many reforms have not included teachers (Bangs & Frost, 2012; Wells, 2012; York-Barr & Duke, 2004). There is a need for teacher expertise in education policy, but it appears that there is not enough of that expertise (Berry, Eckert, & Bauries, 2012; Berry & Howell, 2008; Cheryl, 2009; Ravitch, 2010, 2015). This need led to the purpose of this study: to gauge teacher perception about educator impact in state education policy.

Definitions

The following terms are addressed and discussed in the research.

Andragogy: The art and science of adult learning (Knowles, 1980).

Education policy: This research focused specifically on state education policy instead of local or national education policy. For over the past 25 years, it appears that states have reclaimed much of their control over education policy and seem to have major impact on the students they serve (Fowler, 2000). State policy is thought of as being much more complex and murky, even though state policymakers and actors are much more influential on classrooms than those at the federal level.

Teacher expertise: A pathway to gaining a high level of knowledge of a topic, starting with the novice phase and moving through five phases to expertise (Dreyfus & Dreyfus, 1986).

Teacher leadership: The impact of the teacher inside and outside the classroom walls, on both adults and students, vital to the continuous development of educational practice (Katzenmeyer & Moeller, 2005).

Significance

This study is important to the field of public education and reform because it has the potential to identify teachers' perceptions of their influence in state education reform. It may help to answer the following questions: If teacher expertise is integral in education policy, as many have claimed, are teachers actually involved? To what degree? And how might teachers feel more comfortable or capable with education policy so that they become more involved?

Pertaining to the local problem, this research may identify how teachers could be more involved in education policy with RTTT implementation, Common Core (now the Florida Core in the state of Florida), the implementation of evaluation and compensation systems, and other reform efforts currently underway in Florida. Since much of the

research reviewed called for teachers to be involved in reform in order for it to be successful, it was useful to see if and to what degree teachers are involved in education policy. This information could inform policy makers at the state level about how teachers perceived involvement and may clarify whether teachers were or were not feeling that they had impact.

Research Question

The overarching research question that drove this case study was the following:

What are teacher perceptions of educator impact in state education policy?

The subquestions that assisted in answering the overarching question were as follows: In what ways are teachers involved that they perceive as meaningful? How are teachers impacting education policy? How might teachers be better used in state education policy? What might help prepare teachers to have greater impact in state education policy?

The current involvement of teacher expertise in state education policy may be unclear, but it does seem apparent from the research that teacher input and ownership are integral to the success of education reforms being implemented in the United States (Little, 1988; OECD, 2011; Wells, 2012; York-Barr & Duke, 2004). Research has indicated the need for educator expertise, yet it is not clear that teacher leaders are involved in education policy, or what impact that involvement might have (Berry, Eckert, & Bauries, 2012; Berry & Howell, 2008; Cheryl, 2009; Ravitch, 2010, 2015). By implementing interviews with state teachers of the year, I sought to gauge teacher perceptions concerning educators' impact on education policy. The research around these

questions could be used to identify themes for a curriculum to help teachers become more involved in state education policy.

Review of the Literature

Conceptual Framework

The way in which adults learn and how that learning leads to expertise formed the conceptual framework for this project. Those entering the profession spend years learning to become novice teachers. Once they have this basic knowledge, they begin the long and complicated journey of moving from novice to expert educator. This process forms a level of educational expertise that cannot be attained from those outside the profession. So why does it seem that the United States is not tapping into that expertise to drive and inform education policy?

When addressing adult learning theory, it is important to begin to build on the work of Knowles, specifically the theory of andragogy (Knowles, 1970). *Andragogy* was defined by Knowles as the art and science of adult learning, so it is generally understood that it refers to any type of adult learning (Kearsley, 2010). Knowles began with four core propositions about adult learners, then expanded to add a fifth proposition about the characteristics of andragogy (Knowles, 1980, 1984). His work was expanded one final time, with a focus on the six core principles used when observing adult learning situations (Knowles, Holton, & Swanson, 2011). These core assumptions framing the andragogy-in-practice model are the need to know, self-concept, prior experience, readiness to learn, orientation to learning, and motivation. Knowles also stated four principles of andragogy, which were that (a) adults needed to be included in the planning and evaluation of their learning, b) experience makes a great foundation for learning

activities, c) adults are motivated by things that have relevance in their home and work lives, and d) adult learning is problem centered rather than content oriented.

These propositions and principles around andragogy and how adults learn will be important to fit into the context of how teachers learn the skills necessary to be more knowledgeable and active in education policy. Also, the research on andragogy builds a framework for considering the learning of those who are currently making policy decisions driving education reform. How do those who impact education policy learn the skills, knowledge, and dispositions as adults to inform their decisions? As children, countless hours are spent in a classroom as students, and this can lead to serious misconceptions about teaching and learning (Lortie, 1977). This phenomenon was researched by Lortie with preservice teachers who tended to apply pedagogy from when they were students instead of applying more modern best practices learned in teacher education. Andragogy and adult learning frame the thinking about how adults learn about teaching and learning as adults in order to think about a) the adult learning necessary to understand the way in which learning and teaching happen in a classroom and how policies can support or negate those practices and b) how teachers can learn to become more involved in state education policy, given that teachers traditionally do not have any formal learning in policy.

It is also important to note the theories of constructivism that help to frame the learning of education policy as well, building on the concept of andragogy and describing how learning occurs in a bit more detail. Piaget's (1954) theory of constructivism, which predates the concept of andragogy, indicates that human knowledge grows out of the interaction of ideas and experiences. As humans, meaning is constructed out of

experiences, fitting that new learning into existing frameworks and having it reshape our framework. Assimilation and accommodation are vital to this process, with *accommodation* defined as the process of reframing that existing framework of the world to fit new experiences and *assimilation* defined as the process of incorporating the new learning into the existing framework without changing it. This may apply to adult learning and development as well, with adults having “ways of knowing” and making meaning of the world, as described by Kegan (1982).

Vygotsky’s (1978) theory of social constructivism narrows the focus a little more, zeroing in on the social interactions of learners as they construct meaning out of situations. Vygotsky shared many of Piaget’s (1954) views on the way learning new experiences is constructed, but he had a stronger focus on the impact of the social aspects of learning. His work focused around one main tenet: that learning is a social and collaborative activity. This also dovetails with the work of Kegan (1982), which indicates that the collaborative nature of learning can impact an adult’s development and learning. These pieces are important to the conceptual framework as they pertain to the experiences and social aspects of learning that help create new meaning for adults (Kegan, 1982; Piaget, 1954; Vygotsky, 1978). These experiences help to shape the learner’s view of the world—in this case, public education and education policy.

Kolb (1984) developed a theory of experiential learning that is similar to constructivism, in which learners forge through new experiences and then build their new knowledge by reflecting on that “doing.” This concept may be important to note, in that many teacher leaders seem to learn the skills they require by performing them on the job on an as-needed basis, where their learning may occur more naturally. Kolb’s experiential

learning model has four steps, beginning with the concrete experience stage in which the individual is physically experiencing something. This moves into reflective observation, in which the learner reflects on what worked and what did not. Transitioning to abstract conceptualization, the learner then thinks about ways to improve based on the reflections, after which the learner shifts to active experimentation. In this final stage, the learner tries again based on his or her previous experience.

This experiential learning combines adult learning and constructivism, and it brings in the importance of experiences that lead to new learning for adults as well as pertains to the experiences that participants may have that impact their thinking on educators' impact on state education policy. It connects adult learning to theories of the development of expertise in relation to the development of knowledge and learning around teaching, leadership, and education policy. Berliner's (1986) and Glaser's (1996) work on the development of expertise offer a foundation on expertise as it relates to andragogy. Berliner's research on the variance within teacher leadership and expertise leads to a deeper discussion on how that expertise is formed. Berliner began with existing propositions around the area of expertise. One was that it pertained to a specific domain and that it took hundreds and hundreds of hours to develop. This is supported not only by the compilation of research analyzed by Berliner, but more recently by Gladwell's (2008) book *Outliers*, which indicates that 10,000 hours dedicated to one thing in particular equates to a level of expertise.

Glaser's (1996) three-stage theory of the development of expertise includes externally supported, transitional, and self-regulatory expertise. The first stage, *externally supported expertise*, may be illustrated with a beginning dancer or musician who is

dedicated and influenced by coaches and others in the field. This stage is followed by the *transitional stage*, where there is decreased scaffolding and external support. In the last stage, the *self-regulatory stage*, the learner comes under his or her own control. These stages in the development of expertise lead to the expert being self-driven to practice, receive feedback, and have agency over his or her own development.

It is important to mention Dreyfus and Dreyfus's (1986) theory on teacher development and to explore how it relates to teacher leadership and education policy. As one moves from the novice to the expert stage, pedagogy, content, and skill are at high levels, though the execution seems effortless. The first of the five stages is *novice*, in which there is strict adherence to rules and little autonomy. This shifts to the next stage, *advanced beginner*, in which competence is just beginning to emerge. In the third stage, *competency*, the learner can cope with multiple tasks, engages in very deliberate planning, and has created routines. The fourth step is *proficiency*, in which there is prioritization, the ability to account for things outside normal patterns, and the ability to adapt to different situations. The final stage is the *expert* phase, in which there is a focus on a vision of what is possible and on finding new approaches to problems. It is important to note that there has been criticism of this model from Gobet and Chassy (2008), who argued that there is no empirical evidence that supports the five stages suggested by Dreyfus and Dreyfus.

This sets the context for examining why a deep level of expertise in teaching and learning is needed by those making decisions in education policy, where teachers move through initial learning in teacher education, then grow their expertise from novice to expert. This development in learning by teachers forms the expertise around teaching

and learning that is necessary to effectively inform education policy. It also lays the groundwork for the problem in identifying whether those with educational expertise are involved in education policy decision making. Are teachers, who have that educational expertise, able to use it to impact education policy?

Current Research

The current research is laid out in five sections: a brief overview of education reform, the call for teacher leadership, waves of teacher leadership, types of teacher leadership, and the existing roles and frameworks around teacher leadership. This foundation of the current research helps in framing how teacher leadership—especially in education policy—dovetails with waves of education reform. This background in failed reform attempts sets the stage for the necessity of teacher leadership, as well as the leadership types that have evolved into the current roles that are seen today. I located current research by conducting Boolean searches in ERIC, Education Research Complete, ProQuest Central, and Google Scholar. Search terms included *education reform*, *teacher leadership*, *types of leadership*, *education policy*, *leadership movements*, *informal teacher leader roles*, and *formal teacher leader roles*.

A glance at the history of education reform: The past few decades. It is important to begin with an understanding of the journey to the present, looking at the events that led the United States down the path to where we are today in education policy and reform, as well as how many of these movements may have sparked teacher leadership. Over three decades ago, *A Nation at Risk* was published, stirring a national conversation around the urgency of accountability in our public schools (Holland, Eckert, & Allen, 2014). This landmark 1983 report stated that reform was a necessity because the

majority of American schools were failing. It launched a wave of local, state, and federal reforms, some of which are still felt today. Those reforms included increased accountability centered around test scores and increased testing, as well as standards-based reform (Smith & O'Day, 1991). Demands on teachers began to rise as U.S. policymakers were warned of decreasing student achievement, declining teacher knowledge, and low standards (Lieberman & Miller, 2004).

This lever for accountability was followed in 2001 by the Elementary and Secondary Education Act (ESEA) reauthorization, named No Child Left Behind (NCLB). NCLB was another standards-based reform effort, passed by Congress on the premise that high standards and measurable goals would improve education for every child. It required states to develop tests to assess basic skills and expanded the role of the federal government in education (Wit & Kirst, 2005). It also led to an even more intense system of accountability, with a requirement for schools and districts to have a series of steps in place if schools consistently underperformed. Several large effects were felt from NCLB besides the push for increased accountability. School choice was given to students whose schools underperformed, emphasis was placed on the quality of the research that schools used to make programming and instructional decisions, and teacher quality was addressed. Demands on teachers increased even more as the dialogue and interest around reform began to gain momentum (Holland et al., 2014).

More recently, the Obama administration began to offer competitive grants to improve education in a program called RTTT. ESEA waivers have come into play as well, as education reform is again in the spotlight of federal policy. RTTT has entailed \$4.35 billion to encourage states to create innovative programs and reforms, with criteria

for funding including great teachers and leaders, state success factors, standards and assessments, general selection criteria, turning around the lowest performing schools, and data systems to support instruction (USDOE, 2013). Effects from the RTTT program are another push on high-stakes testing to measure student gains and teacher quality, increased accountability measures. Yet again, more demand is placed on teachers (Holland et al., 2014).

The Common Core State Standards (CCSS) and the consortiums that have developed to create assessments around them, the Partnership for Assessment of Readiness for College and Career (PARCC) and Smarter Balanced, are currently driving discussion and policies around accountability of districts and schools to ensure that all students are college and career ready, placing even greater demands on teachers (Holland et al., 2014).

This view of the past few decades of education reform is important to frame the waves of teacher leadership that emerged in response to many of these reform efforts in order to meet the increasingly complex demands on schools and districts.

Waves of teacher leadership. It appears that as increasing demands are placed on teachers as a result of education reform movements, the roles of teacher leaders evolve in sync (Holland et al., 2014). The waves of teacher leadership can be sectioned into four waves, the first categorized as managerial (Berry et al., 2013; Silva et al., 2000).

Managerial teacher leadership was characterized by jobs that helped the administrator supervise and manage the inner workings of a school (Berry et al., 2013; Holland et al., 2014; York-Barr & Duke, 2004). Examples of these roles are grade-level

chairs, team leaders, and department heads who help to carry the burden of the administrative workload.

This was followed by the second wave of teacher leadership, which expanded a bit to the master teacher role (Berry et al., 2013; Holland et al., 2014; York-Barr & Duke, 2004). This role was a bit more formalized and focused on the instructional leadership of teachers, such as leading professional development, being curriculum leaders, coaching, and mentoring. In these positions and roles, educators worked to improve teaching practice and learning in the wider arena of the school.

Wave 3 followed, which involved the teacher as informal expert as teachers began to run professional learning communities (PLCs) to lead a school's learning themselves (Berry et al., 2013; Holland et al., 2014; York-Barr & Duke, 2004). This sparked a reculturing of schools, in which some administrators struggled to help build a newfound brand of professionalism within their schools (Hargreaves & Fullan, 2012).

A fourth wave of leadership has begun, in which teachers have the opportunity to lead the profession without leaving their classrooms (Berry et al., 2013; Eckert, Ulmer, Khachatryan, & Ledesma, 2014; Holland et al., 2014). Teachers are beginning to be given the chance to lead in areas of policy, curriculum, advocacy, and assessment, which affords them the capability of reshaping the face of public education and improving education for students. The call for this wave of leadership is strong, for if teachers are able to craft and create policies that transform education, there could be tremendous impact with students, for these would be teachers with a firm understanding of the classroom due to their continued practice.

Leadership: Shifting the power. To gain a deeper understanding of teacher leadership, it is necessary to examine components from several other types of leadership outside of the realm of education. The following types of leadership were also evident as the roles of teacher leaders changed within the timeline of the waves of teacher leadership and implementation of education reforms, and they are important to the creation of a framework of leadership styles that can be applied to teacher leadership.

Power-based leadership. The first waves of teacher leadership seemed to be based heavily in transactional leadership, which is more power based and managerial. Transactional leadership is characterized by an organizational structure where workers are motivated with something extrinsic, receiving something for their work and regulating the status quo (Dambe & Moorad, 2008). Its tenets focus on supervision, management, organization, and compliance, following the type of “egg crate leadership” typically associated with traditional schools with many leadership roles, but generally following an industrial model of supervision (Berry et al., 2013). There is little autonomy and creativity in this model, which is based on compliance and keeping activities stagnant, routine, and the same. This model has been critiqued for its top-down nature and adherence to traditional forms of leadership (Berry et al., 2003; Dambe & Moorad, 2008).

Similar in style, total quality management (TQM) has a large influence on leadership structures inside and outside education (Deming, 1986). This model became popular in the 1980s and early 1990s, with a central tenet being customer satisfaction, and it has no one agreed-upon definition. Top-down management is evident in TQM, with top-level leadership being held directly responsible for improvement. This model

has industrial and manufacturing foundations, with many sectors of the armed forces using elements of TQM. This type of management and leadership runs in parallel with the earlier waves of teacher leadership that entailed a limited scope and a strong emphasis on supervision (Berry et al., 2013). It also tends to be a more traditional way of thinking about leadership, with a top-down power structure that does not necessarily empower those workers within a business or system (Deming, 1986; Sallis, 2014).

Sallis (2014) argues that TQM should have a larger place in education and that the space for TQM is becoming larger, especially in higher education (Ali & Shastri, 2010). He outlines tenets of TQM that include leadership, teamwork, strategy, rigorous analysis, and reflection so that every child can have a quality education. But studies have found little empirical evidence that TQM as a leadership style impacts performance positively (Sadikoglu & Zehir, 2010). Though TQM has proved success in the business sector, its application to education and teacher leadership would not seem as successful (Berry et al., 2013; Sadikoglu & Zehir, 2010).

Empowerment-based leadership. In contrast with the power-based leadership structures which are more top down, there is a category of empowerment-based leadership. These types shift the power to the rank-and-file works. One type of empowerment-based leadership, transformational leadership, was integral to the latter waves of teacher leadership—especially the fourth wave of teacherpreneurs (Holland et al., 2014). It marked large shifts in thinking from the old paradigm of power-based leadership (Ali & Shastri, 2010; Sallis, 2014; Sadikoghue & Zehir, 2010) to the concept of empowerment-based leadership. It is thought to transform the motivation and morale of workers, increasing productivity (Burns, 1978).

Burns (1978) was among the first authors to write about it, first for political leaders and then spreading to a wider audience of organizational philosophy.

Transformational leadership has several characteristics important to understand for this study, including developing leaders into followers, raising standards for leaders, collaboration, shared responsibility, and teamwork (Burns, 1978; Owens, 2001). It is a leadership style that is focused on the powers of positive change, and could be seen when “leaders and followers make each other to advance to a higher level of moral and motivation” (Burns, 1978, p. 20). This falls in line with the tenets of teacher leadership movements that we are currently experiencing in the fourth wave (Berry et al., 2013; Holland et al., 2014).

Bass (1987) built on the work of Burns (1978), coining the term “transformational” instead of “transforming” and then further identifying three types of transformational leadership (Bass & Avolio, 1994). Bass’s theory of transformational leadership was centered on the impact that leaders had on their followers. Impacts might entail intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence (Bass, 1987; Bass & Avolio, 1994; Bass & Riggio, 2006).

Transformational leadership entails a shift on who is feeling these impacts: the rank-and-file employees instead of the leaders at the top (Bass & Riggio, 2006; Sallies, 2014).

Servant leadership is similar to transformational leadership, especially around the idea of sharing power and keeping in mind the future (Bass, 1987; Bass & Riggio, 2006; Greenleaf, 1996). It emphasizes the importance of the desire to help others, which is important to contrast with the perspective of transactional leadership and TQM, which both emphasize the “overseeing” of employees and emphasis on out outcomes and

quality (Greenleaf, 1991, 1996). It is a slightly different focus than transformational leadership, for servant leadership focuses on the followers (Greenleaf, 1991, 1996), while transformational leadership focuses on the organization (Stone, Russell, & Patterson, 2004). Servant leadership is an ancient philosophy that morphed into a set of leadership practices, dating back to ancient China sometime around 500 BC. It moves beyond managerial types such as TQM and transactional leadership and builds on the idea of inspiration and employee happiness. Though there are some questions concerning the effectiveness of servant leadership due to a lack of empirical data (Farling, Stone, & Winston, 1999), it is seen as an effective leadership type (Greenleaf, 1996; Stone, Russell, & Patterson, 2004). This may be an effective lens to use when thinking of teacher leadership, for the majority of teachers and teacher leaders are working with their focus on their followers (students) and the desire to help them (Berry et al., 2013).

In contrast to servant leadership, situational leadership is shaped by the willingness of the employees to perform a task and is a theory that centers on the idea that there is no one best type of leadership, but that leadership type is fluid as needs and situations evolve (Hersey, Blanchard, & Johnson, 2001). Situational leadership is task-relevant and hinges on adaptability—it is fluid in nature. The model is characterized by four behavior types: telling, selling, participating, and delegating. It is most evident in the second and third waves of teacher leadership outlined above, but yet lacks the autonomy that is integral for the last wave of teacher leadership.

Distributed leadership has been gaining popularity in both the business and education world (Brafman & Beckstrom, 2008), with the role and duties of an administrator growing beyond what they can manage on their own, with teacher leaders

stepping in to carry some of the responsibilities (Harris & Spillane, 2008). In distributed leadership, there are multiple parties sharing the responsibility and burden, focusing on the practice of leadership (Spillane, 2006). There is a flatter decision-making process and leadership structure, with many sharing the responsibilities that come with that leadership (Brafman & Beckstrom, 2008; Hargreaves, 2007). This leadership model has been highlighted in books such as *the Starfish and the Spider* and is evident in businesses such as Wikipedia, Craigslist, and Skype (Brafman & Beckstrom, 2008). The emphasis on horizontal leadership is much different than other types, which have much more of a hierarchical, top-down organizational structure. This type of distributed leadership is becoming more and more evident in schools, with teacher powered schools embracing this mode of leadership to ensure the success (Berry et al., 2013). But some researchers believe that a more structured leadership type are more effective due to the ease of decision-making (Dambe & Moorad, 2008).

The call for teacher leadership. The current need for teacher leadership that has been identified in a wide span of educational research (Barth, 2001; Berry, Daughtrey, & Wieder, 2010; Cogshall et al., 2009; Curtis, 2013; Darling-Hammond & Rothman, 2011). There are two main camps in the call for teacher leadership: the impact on the learning of teachers and students within a school, and the need for teacher leadership for the success of education reform (Darling-Hammond & Rothman, 2011).

First, the impact on the learning of teachers and students. Teacher leadership has been identified as increasing the performance of systems (Darling-Hammond & Rothman, 2011), essential to the health of a school (Barth, 2001), and tied to student learning (Berry et al., 2010b). It has the potential to increase teacher effectiveness in our

school buildings and improve student learning (Cochran-Smith & Lytle; York-Barr & Duke, 2004). Classroom practices are strengthened through sharing, with mutual learning and collaboration key (Day & Harris, 2003). The impact of teacher leadership was positive on a school's health, with the students, teachers, and even the principal as beneficiaries (Barth, 2001). In one study by Louis et al. (2010), over 900 interviews of principals, staff, and teachers were completed. It was found that leadership plays a critical role in student achievement.

Second is the need for teacher leadership to ensure the success of education reform. Teacher leadership has also been addressed as an integral part of education reform, making it pertinent to our schools and their students (Cogshall et al., 2009; Darling-Hammond & Rothman, 2011; Sarason, 1990). The call for teacher leadership stems around the need for teachers to take charge of the profession and lead the reform efforts, which are not yet having their intended results by transforming education for America's students (Berry et al., 2010a). Wells (2012) found that if teachers are not involved in the reform agenda, implementation would be problematic, while Sarason (1990) stated that there may be failures with education reforms with teachers not involved. Cogshall et al. point out several reasons that teachers are needed in education policy besides aiding in successful implementation, including an increased legitimacy of the policies due to a teachers understandings of the nuances of the classroom and the policy's potential impact on the students. It was also found that the way a teacher interprets the policy would influence whether teachers would embrace or resist the change, and that teacher input was vital. A report from the OECD (2011) echoed this cry: that unless teachers were involved from the ground up, reform would not change.

Teacher involvement in education policy seems to be critical for reform success. And teachers should be the architects of change, not the implementers of change (OECD, 2011). But there seems to be a dichotomy between what is popular and what is practiced, with many policies created in the absence of true teacher leadership and voice (Berry et al., 2010b).

The current roles of teacher leaders is the last piece of this review, examining the research around the existing roles (formal and informal) and frameworks around teacher leadership, then pinpointing the potential for a teacher leadership role in education policy. Though there is not a great wealth of research in this area, it seems to be gaining interest.

Killion and Harrison (2007) identified 10 potential roles of teacher leaders based on actual teachers encountered through much of their research. These include a resource provider, instructional specialist, curriculum specialist, learning facilitator, mentor, school leader, data coach, catalyst for change, and learner. A few overlap with classroom instruction and data at their heart, with several branching beyond the classroom walls. Catalyst for change builds on the idea of teachers looking to be visionaries and levers for transformation, while a learner seems to overlap with every role. This piece offer a smorgasbord of formal and informal that are currently available, but don't seem to capture any creativity or acknowledge the potential for future roles as we move into the future.

Harris and Muijs (2003) looked at four dimension and six activities of teacher leaders, providing examples of roles. They characterized leadership not as formal roles, but a form of agency that impacts teaching and learning (p. 40). Their view is more geared towards collective, collaborative activity.

Other examples of roles from the literature include teachers as subject area experts (Taylor, Yates et al., 2011), ‘teacher connectors’ who pair veteran and novice teachers (Weiner, 2011), school culture experts (Roby, 2011), and teacher consultants (Lovett & Cameron, 2011).

There are a handful of frameworks that are beginning to pin down competencies and skills of teacher leaders, important to teacher expertise. The National Board for Professional Teaching Standards has five core practices, building from classroom and reflective practice to leadership outside the classroom. Jackson, Burrus, Bassett, and Roberts (2010) created a teacher leader assessment framework to help compile teacher leader research and clarify roles and jobs around them, while the Teacher Leadership Initiative (2014) released Teacher Leader Competencies in Fall of 2014.

The Teacher Leader Model Standards lay out guidelines for potential roles and competencies of teacher leaders around seven domains (The Teacher Leader Exploratory Consortium, 2009). The standards include the following domains, creating a framework or expertise for teacher leaders:

1. Fostering a collaborative culture to support educator development and student learning.
2. Accessing and using research to improve practice and student learning.
3. Promoting professional learning for continuous improvement.
4. Facilitating improvements in instruction and student learning.
5. Promoting the use of assessments and data for school and district improvement.
6. Improving outreach and collaboration with families and community.

7. Advocating for student learning and the profession.

Darling-Hammond and Rothman (2011) examined teachers and leader effectiveness in other high performing countries, finding leadership tracks and examples that the United States can build on.

This current research sets the stage for the study by looking at the types of leadership currently available, the need for teacher leadership, and the current frameworks and roles. It builds on the conceptual framework, in which we examined how adults learning and how expertise forms, related to how expertise of teaching and learning develops. This shapes an understanding that drives the research questions: Is teacher expertise being used with teacher leaders in education policy? What are teacher perceptions of educator impact in state education policy?

There is a need for further research about teacher participation in education policy (Wells, 2012). Having teachers involved in policy is crucial to successful implementation of reform and impacts whether teachers will accept or resist change (Cogshall et al., 2013; Louis, Febey, & Schroeder, 2005). It is identified as essential in the successful transformation of education (Bangs & Frost, 2012; Barth, 1990; Kimmel, 2012; York-Barr & Duke, 2004). Teacher leadership is necessary for success at the national, state, and local level (York & Barr, 2004). It is necessary not only for the success of reforms such as RTTT and the CCSS, but most importantly to the academic success of the students that sit in the classrooms feeling the impacts of those reforms. There is a lack of teacher involvement in education policy, with those who are our current education policy makers having little to none education experience or background (Cogshall et al., OECD, 2011).

The issue of teacher voice and influence lacks a significant amount of research and definition (Bangs & Frost, 2012; Barth, 1990; Kimmel, 2012; Vilson, 2012; York-Barr & Duke, 2004). The issue is large and nebulous, but there must be a starting place when looking at teacher leadership in education policy.

Implications

Implications for possible project direction would be based on anticipated findings of the data collection and analysis, and might be developed from themes found in the responses of the state teacher of the year participants. These themes may lend themselves to identifying skills in the themes, then researched to form the basis for a curriculum around teacher leadership and education policy. The Teacher Leader Model Standards are composed of seven domains, of which domain seven is related to policy. This curriculum could be focused around this domain, and could be the basis for a five week, two credit class for teachers to use as professional development points or towards a Master's degree in Teacher Leadership.

The findings from this study could also be used to create online modules available for teachers to use as professional development around domain seven of the Teacher Leader Model Standards.

Summary

The United States is in the midst of education reform through several large mandates and programs, and appears to be on the cusp of an educational transformation. The successful transformation hinges on the ability of teacher leaders to not only be involved in the implementation of those policies, but in the creation of future policies. It appears vital that education expertise is used to create education policies. This leads to

the questions: To what extent is educator expertise being used to drive policy? And what are teacher perceptions of educator impact in state education policy? In order to find out, the research will turn to the teachers.

Section 2: The Methodology

Introduction

In this section, I describe the descriptive case study methodology that was used to explore teacher perception in relation to state education policy. I selected a qualitative case study design, which provides individual insights around a certain phenomenon using several sources of evidence (Yin, 2003). A case study addresses a phenomenon, which may be a particular event, situation, program, or activity (Hancock & Algozzine, 2006). For the purpose of this research, I examined the phenomenon of a situation involving teachers who had received state recognition and had vantage points in education representing multiple levels. I focused on the perceptions of these educators regarding educator impact on state education policy, which helped in developing an understanding of the impact of educators on state education policy and assisted in the development of a unit of study so that more educators might do the same.

A characteristic of case studies is that they are bound by place and time (Creswell, 2009). This study was specific to the state that each teacher-participant lived in and specific to the time of his or her duration as state teacher of the year.

The research questions focused on gaining an understanding of perceptions of teacher impact on education policy; therefore, a qualitative study was used (Merriam, 2009). Five state teacher of the year participants from various states were chosen through purposeful sampling to get a variety of perceptions in this multicase study; this number fell in the recommended range of four to 10 for the greatest productivity (Stake, 2006). Further, it was consistent with past studies that had a smaller sample size due to multiple

criteria and circumstances (Grant et al., 2015; Hung & Stacy, 2012; McConnell, et al., 2011; Webler, Tuler, & Krueger, 2001).

Data were collected through semistructured interviews that captured the experiences and perceptions of the teachers (Merriam, 2009). Analysis began almost immediately after the interviews, with the quality of the study ensured through member checking and peer debriefers.

Research Design and Approach

Qualitative research fit this type of research question best, for the goal was to better understand the perceptions of the teachers in their stories and through words, not with quantifiable data (Merriam, 2001), though future quantitative research may be conducted. This study used qualitative research techniques due to its exploratory nature (Creswell, 2009). With the aim of understanding perceptions of state teachers regarding education policy, a deep understanding of the teachers' ideas, experiences, and feelings was developed. This lent itself to a qualitative study, for the goal was to understand and explore the meanings of a social problem (Creswell, 2009).

Quantitative approaches would not fit this study, for there was not a goal to test theories or examine relationships (Creswell, 2009). Numbered data are used in quantitative research, whereas I sought in this study to examine human perception through words.

This qualitative approach was most appropriate because the work of the participants in their natural contexts was being examined (Stake, 1995). The natural contexts for these teachers were education arenas in their state, including schools, districts, departments of education, and so on. Methods applied included data analysis of

the words defined above, in an effort to find themes in the meaning of the stories that participants shared (Merriam, 2009). This is done best with qualitative data, where the perceptions and thoughts of the participants can be reviewed, themes can emerge, and a problem can be better understood through the stories of others.

Rationale for Choosing a Descriptive Case Study Approach

The overarching research question that drove this study is: What are teacher perceptions of educator impact on state education policy? In this study, I tried to answer that question by analyzing the perceptions and experiences of state teachers of the year about that impact. The descriptive case study has been found to be a useful research method to understand the descriptions and experiences of a small group (Jenson & Rodgers, 2001). It gives a broad look at a phenomenon from multiple perspectives and individuals, using multiple sources of evidence in their natural context (Hancock & Algozzine, 2006; Merriam, 2001; Yin, 2003). It was the best choice for this study because it offered the ability to examine this question through multiple experiences and multiple sources.

This type of research was applicable to the research question because the aim was to study the perceptions of teachers and address the potential lack of teacher expertise in education policy, examining a phenomenon within its natural context (Yin, 2003). Case study research is deeply descriptive, getting to the details of varied sources of information (Hancock & Algozzine, 2006). It helped me to document the experiences of a small group with words as data, explicit and implicit in the stories of the teachers (Kaplan & Maxwell, 2005).

Other types of qualitative research were considered, but the case study seemed to be the best fit for this initial study. Ethnography would not have been the best method, for the aim was not to see how a small group was influenced by society; rather, it was to understand an issue as it pertained to the individual cases of the small group (Creswell, 2009). Grounded theory was not appropriate, for the aim was not to develop or build a theory from the research, but to better understand teachers' perspectives (Creswell, 2009). A phenomenological study was also considered but was not deemed an exact fit. In this study, I did not hope to address a phenomenon and look at the individual experiences around it, but to look at individual experiences to better understand the participants' perceptions (Merriam, 2009). This study also did not have the characteristics of action research or an evaluation, for I did not seek to put researched practices into action or evaluate a pre-existing program (Creswell, 2012). None of these types of qualitative research matched the purpose of the study, which was to understand the perspectives of teachers on educators' impact on state education policy.

Participants

A purposeful sampling method was employed in the study to select participants who had the most to offer because of diverse perspectives (Merriam, 2009; Powell et al., 2013). This purposeful sampling method addressed the issue of diversity of perspective (Stake, 2006). It was used to identify participants who could provide rich and detailed information (Maxwell, 2005).

I first contacted the director of the National Network of State Teachers of the Year (NNSTOY). The director and I then asked for volunteers for the research through email and social media. The names of volunteers were collected, and the criteria for

consideration were reviewed. Criteria included willingness to talk, a balance of gender, a balance of home states and regions, and whether or not individuals had worked outside their classroom with teachers statewide and on state teams with policymakers.

Potential participants had to have been selected as state teachers of the year to meet the selection criteria. State teachers of the year were selected for this study due to their unique opportunity to have access to statewide education issues and networks of teachers within their states. Many of the state teachers worked with teachers across the state, so they had a deep level of knowledge and context for teacher involvement in state issues. These issues may have included state education mandates, teacher quality, evaluation, compensation, assessment, professional learning, leadership, recruitment, retention, or other areas included in state education. State teachers of the year serve as liaisons between practice and policy in their states and work as representatives for all teachers in their states, having insight into a larger audience of teachers whom they represent. These teachers were from across the country, representing a segment of the teaching population. As a state teacher of the year myself, I had unique access to this group of teachers in order to get participants.

Five teachers were selected as participants due to the depth of inquiry in the study, and due to the fact that there was a small sample size and few participants who would meet the criteria (Stake, 2006). Five participants fit within the recommended range of four to 10 participants (Stake, 2006) and also fit past studies that had a smaller sample size due to multiple considerations and circumstances (Grant et al., 2015; Hung & Stacy, 2012; McConnell, et al., 2011; Webler, Tuler, & Krueger, 2001). The participant criteria and considerations included having unique perspectives and experiences, so this was a

small population of teachers. Interviews were about 45 minutes to an hour each, which is a standard length of interviews for case studies and allows the researcher to follow conversation in a semistructured interview in order to clarify meaning and understanding (Gill et al., 2008; Jacob & Ferguson, 2012). Merriam (2002) also stated that participants who have expertise and deep knowledge on a subject will add credibility to a study, and these participants have been recognized nationally for their expertise.

Participant Access

I began by requesting permission to carry out the study from the Walden University Institutional Review Board (IRB).

After IRB approval was granted (IRB #10-15-15-0253528), I began outreach to the participants. I had contacted the director for NNSTOY to gain permission to conduct the study with its state teachers of the year. She had given written permission for the study to be conducted with the NNSTOY members (see Appendix A).

Volunteers were solicited through social media (Facebook, Twitter, and personal contacts) through the director and myself. From those volunteers, the first five participants to respond and meet the criteria were selected. Participants received formal letters of invitation via email, which included a consent form addressing the purpose of the study and the measures taken to protect them as participants (see Appendix B). I followed up with personal phone calls in order to establish relationships with the participants and to explain the research and what participation entailed.

Ethical Protection of Participants

Several measures for ethical protection of the participants were taken, including confidentiality, informed consent, and protecting the participants from harm (Creswell,

2009). First, I informed all of the participants of the objectives of the investigation and the research. Full disclosure helped to provide a safeguard to the participants. Participants received debriefing letters, had verbal debriefings with me, and signed letters of consent. Debriefing helped me to monitor any effects or misconceptions, and all identifiable data remained confidential. Participants also reviewed their transcripts and the findings to ensure that their words and ideas were applied correctly. This all helped to ensure that there was a low risk of harm to the participants in this study, and that the well-being of the participants was kept in mind throughout the study.

In the participants' debriefing letters, I explained their participation in the study and their ability to opt out of the study at any point. The letter detailed why state teachers of the year were included in the study, what would be accomplished, what the anticipated time commitment was, how results would be reported, and the benefits from the study. A letter of consent was also emailed to explain the process in more detail. These steps ensured that participants were well informed about the research and comfortable with the process and interview, in addition to giving the participants ample time to ask questions and to ensure their willingness to participate.

Role of the Researcher

In my role as the researcher, I was a former Florida teacher, a former state teacher of the year, and a member of NNSTOY. I may have had some bias, in that I had worked to ensure that teachers were involved in education policy for many years in my capacity as 2010 Florida Teacher of the Year. I also worked in an advocacy capacity with the Florida Department of Education and governor's office to have a teacher appointed to the State Board of Education.

There may also have been bias due to the fact that I had worked closely within NNSTOY, serving as a conference speaker and collaborator with many members. This also may have led to a deeper level of conversation in the interviews, for the participants and I had professional relationships that contributed to us being able to have more honest, deep, and open interviews (Stake, 2006).

Data Collection

Data were collected through interviews, which allowed a description of the perceptions and stories of each participant to be analyzed (Yin, 2012). In this study, I was looking at the perceptions of state teachers of the year in relation to how teachers perceive engagement in state education policy, and interviews allowed the words of each teacher to be heard and explored. This matched the purpose and needs of the study, which involved analyzing the perspectives of the teachers. This also allowed the questions in the research to be investigated in detail, and the phenomenon of a lack of teacher expertise in education policy to be examined within its natural context, which is the heart of case study research (Yin, 2003). Interviews helped me to gain insight into the stories of the collective, for they were the most effective way to determine the teachers' perspectives on impact on state education policy (Merriam, 2001).

Though qualitative researchers prefer to collect data and information by observing natural contexts, teacher perceptions cannot be observed (Stake, 1995). There were no observations due to the nature of the research question, and because observations were not the focus of the study. There were also no focus groups due to the need to gather individual stories; focus groups might be considered for future studies due to their ability to add to the validity of a study (Lincoln & Guba, 1985). Individual interviews also

allowed teachers to share information that they might not necessarily have felt comfortable sharing in front of a group of their peers (Gill et al., 2008; Jacob & Fergerson, 2012). This made interviews the best way to address the research questions and explore teacher perceptions around involvement in education policy, which allowed me to gain insight from the interviewees (Kvale, 1996). Interviews had the potential to unveil the most information about the teachers' perspectives, helping me to uncover factual details and components while digging into the meaning of the participants' words (Merriam, 2009).

The data were gathered through semistructured interviews of state teachers of the year. Follow-up questions arose due to the nature of the questions and responses, in order to gain more insight (Hancock & Algozzine, 2006; Lodico et al., 2010). Some of the questions that arose during the interview that provided for more rich data were open ended, such as "tell me more," "what are the specific examples," and "why do you think that?" Before each interview, I studied Appendices C and D to anticipate follow-up questions that might be appropriate for the participant (Merriam, 2009). I also made sure to use an interview protocol for asking questions and recording answers (Creswell, 2009). This practice helped me to ensure that I was paying attention to the data and how the data were uncovered in various ways, and it also helped me to track unprompted questions that I might want to ask participants in future interviews (Stake, 1995).

One interview was held for each of the five participants, with an approximate length of 60 minutes, which has been used as an appropriate time length to collect ample data (Gill et al., 2008; Jacob & Fergerson, 2012). Five interviews provided enough data to give me insight into the participants' perceptions (McConnell, Parker, & Eberhardt,

2011; Stake, 2006). I developed 10 open-ended interview questions (see Appendix D), for there was not currently an instrument that met the exact needs of this study. These questions were reviewed by five education professionals in the field who had terminal degrees, with their feedback and advice taken into account for further refinement (Stake, 1995). The interview protocol was also piloted to refine questions even further (Creswell, 2009).

Second interviews were not scheduled based on emerging themes in analysis of the first interviews because enough rich data had been collected (Strauss & Corbin, 1998). The interviews were done via video-conferencing. They were scheduled at the convenience of the participants and in a private, secure place. All interviews were recorded using Zoom, with my MacBook Pro recording the conversations so that I would have an archive to revisit. The Zoom interview recordings were saved as MP4 video files and password protected. I also made notes by hand in case the recording equipment failed and to capture my thoughts and impressions at the time (Creswell, 2009). This helped to ensure the reliability and the value of the data source by offering a way to recheck the interview data and confirm their content (Creswell, 2009).

Transcription occurred soon after the interviews, with copies of the transcriptions provided to the participants so that they could check them for accuracy or add further explanations or meanings to their thoughts and ideas. Participants were given pseudonyms, and interviews were logged into a research log and kept in a secured and locked office, with data destroyed at the end of the research. Interviewees received a copy of the interview protocol prior to their interview as well. This helped with confidentiality

and provided safety to the participants. To protect the participants, no identifying information will be used when and if the research is published.

Data Storage

Data was recorded as it is collected, password protected on my computer (Bogdan & Bilken, 2007). I used Microsoft Word for the electronic recording of the data, which was printed in preparation for the written report. I recorded the interviews in process, and wrote notes as the interviews progressed. I also took time after each interview to record written reflections (Bainger, 2010). These details and notes, identify themes, and records were stored in a research log (Bogdan & Bilken, 2007). The log included all the aspects of data collection such as dates, reflections, and themes (Bainger, 2000). This was kept in my secured office with the rest of the printed data, locked in a file cabinet to prevent any ethical issues regarding identity, as well as to protect the quality of the research (Creswell, 2009).

Data Analysis

Narrative data analysis techniques guided the research process as I examined the perspectives of the state teachers of the year (Hancock & Algozzine, 2006). Data analysis occurred as data was collected so that the information could inform future data collection (Merriam, 2009). For example, the data collected might indicate follow-up questions, further inquiry into answers, or the need for second interviews. This was followed by coding and the identification of themes. Quality measures such as peer debriefers helped ensure the quality of the study, as I aimed to identify themes that were apparent among the participants viewpoints and stories. Peer debriefers, colleagues with terminal degrees,

gave feedback on themes and methodology in order to enhance credibility and ensure reliability.

Immediately after the interview, each was transcribed into Microsoft Word, then read many times to ensure attention to detail. Data analysis coincided with data collection, as the interviewer took notes and made comments during the process (Creswell, 2009). These were made in the margins next to data that was important (Merriam, 2009). Thoughts, trends, and reflections were written by hand by the transcript. This aided in maintaining focus and added depth to the study, for qualitative data analysis is an ongoing, reflective process (Creswell, 2009; Maxwell, 2005). When research is done in parallel this way, the data tends to be more focused (Merriam, 2009).

Direct interpretation and categorical aggregation through coding was used as the data was interpreted (Stake, 1995). Categories were noted and a color-coding process was utilized (Eun Kyang, 2011). The coding process involved first reading through the transcripts of several participants multiple times, noticing clusters of topics (Creswell, 2009). These topics were grouped into columns, with the groupings then forming the basis for the codes. Then the data was coded accordingly (Creswell, 2009). I hand coded the data using a color code scheme as the codes were designed (Creswell, 2009).

The next step was interpretation of the data, where I analyzed the meaning of the data (Lincoln & Guba, 1985). A vertical analysis was first performed, then a thematic analysis. This began by focusing on one piece of data at a time, analyzing the themes of each individual participant (Merriam, 2009). Once all of the vertical data analyses were complete, the themes and subthemes from each data were compared as a cross-case analysis was performed, looking for differences and similarities in the responses (Stake,

1995; Yin, 2014). A list of emerging codes and trends was created as the data was hand coded (Merriam, 2009). The individual interviews were compiled and comparisons were made across them to identify emergent themes in the data (Drago-Severson, 2004; Polkinghorne, 1995). Overarching themes were identified and a spreadsheet was created (Creswell, 2008). I made conclusions from the cross-case themes that will be used to guide the project that is created as a part of this study.

Measures to Address Quality

Several procedures were taken during the research in order to adhere to the high standards of qualitative research (Creswell, 2009). Validity has been defined as checking to see if the research measures what it is truly intending to measure, whereas reliability has been defined as the consistency of the research. Though perhaps more familiarly associated with quantitative research, these terms apply to qualitative research when looking at the quality of a study (Golafshani, 2003). As the researcher, I worked to ensure both the validity and reliability during the entirety of the study. This was done in several ways. Qualitative validity for my research meant checking for accuracy of findings, while reliability means that my approach as the researcher is consistent (Creswell, 2009; Gibbs, 2007).

Reliability is defined in this research as dependability in qualitative research, though it is usually associated with quantitative research (Creswell, 2009; Lincoln & Guba, 1985). It aids in the quality and dependability of the qualitative study, which is different than the replicability with quantitative research. It began with member checking. Interview transcriptions were shared with the participants to check for accuracy and so they could add any insight, thoughts, or clarity. Participants reviewed findings and

reportings. This member checking aided in the quality of the study after the initial analysis of the data (Lincoln & Guba, 1985; Vernon-Dotson & Floyd, 2012). I used the feedback to see if and how I should revise my analysis based on their recommendations.

Other reliability procedures were transcript checks and the use of a qualitative codebook. Checking and rechecking the transcripts to identify any mistakes helped increase the study's reliability (Gibbs, 2007; Stakes, 2006). Also, making sure that I compared data with the codes developed and writing codes and memos in a qualitative codebook helped ensure that there is not a drift in code definition (Gibbs).

Validity was reassured in several ways in this study, for it is one of the strengths of qualitative research (Creswell, 2009). In this research, it is defined as credibility (believability), transferability and generalizability (Lincoln & Guba, 1985). There are several strategies I employed in order to ensure accuracy in the research, including member checking, rich, thick description, identifying researcher bias, identifying discrepant data, and peer debriefing.

Member checking allowed for the participants to add any clarity and further aid the accuracy of information captured during the interviews and the themes that emerged (Gibbs, 2007; Merriam, 2009). This is slightly different from the member checking used for reliability, for this could have entailed follow up interviews or emails in which the participants could respond to findings of the research (Creswell, 2009).

Rich descriptions painted a picture of the perceptions and themes that had emerged from the research, making the results clearer for a reader (Creswell, 2009). This helped ensure the validity of the research (Creswell, 2009; Merriam, 2009).

Research bias was also addressed thoroughly, first looking at biased questions. I had five of my peers in various professional education roles and with terminal degrees look over the questions. This peer review helped with any biased questions, for I reflected and revised them in order to increase objectivity (Creswell, 2009). I tried to remain as objective as possible during the research, being open in addressing any researcher bias and remaining cognizant of the impact it could have (Creswell). Through my roles and work within teacher leadership and state education policy, I have developed biases. I also had a research journal during the process, using reflective practice as a way to be honest and open with any bias (Creswell; Merriam, 2009). I made sure to reflect on how my own personal experiences may shape and affect any analysis and interpretation (Creswell; Merriam). The focus of this study was to identify teacher leader perceptions of impact in state education policy, which lent itself to a more objective view of the arena. I was hoping to better understand how state teachers of the year feel about involvement and engagement in education policy, which should have led to more unbiased research.

There was some discrepant data identified and discussed in the report, for there were some educator perspectives that did not coalesce (Creswell, 2009). This happened in two points in the research—when Sean felt that educators did have some state impact around standards even though the other four educators did not mention this, and when Collin brought up several times that state teachers of the year have more impact at the state level than in their own districts or school buildings. Identifying this data that did not fit in with the identified themes or other perspectives helps give credibility to the research. Since there were two events where discrepant data was identified, those cases were labeled and given an even thicker description (Wong, 2012). By having multiple

participants in the research, this discrepant data was made evident, which is less likely to happen in single case research (Gilliam, 2000; Yin, 2012).

I discussed the findings and research with three of my peers with terminal education degrees, using peer debriefing as a way to refine my thinking through the data collection and analysis phases (Creswell, 2009). Discussing the progress of the research during the process assisted with the internal validity and the credibility of the study (Merriam, 2008).

Findings

The purpose of this qualitative case study research was to find teacher perceptions of educator impact in state education policy through the use of in-depth, semi-structured interviews. These interviews were conducted at a time convenient for the participant immediately following Walden IRB approval (10-15-15-0253528). Interviews were conducted via the Zoom platform, using only audio and saved on the password protected laptop. Participants conducted the interviews from their home offices.

Once interviews were conducted, the audio files were transcribed into Microsoft word for analysis (Appendix D). I then double-checked the transcribed accounts with the audio, making corrections as needed. Member checks were then conducted with the participants to verify the accuracy of the transcriptions and to ensure that the participants' remarks accurately captured their intent during the interviews. No major changes were required as the participants felt the transcripts accurately captured their intent and words during the interviews.

After member checks, I read through the transcripts multiple times and made notes in the margins (Yin, 2014). From these notes, open codes emerged as I noticed

categories of words and phrases in the notes. Identified categories were noted on a spreadsheet and given a color, then I used highlighters to do the open coding by hand. These categories were added to the priori codes that were developed before transcript analysis based on the research questions.

The narratives were analyzed to look for priori codes from the research questions and grounded codes which emerged from notes hand-written in the margins. From these notes, open codes emerged as I noticed categories of words and phrases in the notes. Identified categories were noted on a spreadsheet and given a color, then I used highlighters to do the open coding by hand. These categories were added to the priori codes that were developed before transcript analysis based on the research questions. The words and phrases from the notes formed meaning units used to categorize the narratives (Appendix E). This categorical aggregation of the data helped identify themes that emerged in the data (Miller, 2010).

Interviews were read and coded one research question at a time, with priori themes already developed from the research questions. Interviews were then grouped and dissected by research question, and transcripts pertaining to particular questions was read on question at a time. This horizontal analysis helped with coding and analyzing data within research question and priori code

Interviews were then read again, this time vertically, after the creation of the matrix of codes. This within interview coding helped me more deeply understand each case's data (Merriam, 2009). Then another the cross-case or horizontal analysis was performed with the coding matrix, including comparing the data across the five interviews in order to look for common themes (Yin, 2010; Stake, 2006). I then examined

the categories and connections, using the similarities and differences from the interviews to compile the cross-interview themes and the within-research question themes.

Five participants in the study, three women and two men, all state teachers of the year from various states. Pseudonyms were given to the participants as Allison, Sean, Collin, Dan, and Oliver.

Priori Cross-Case Themes

Interview transcripts were read multiple times for identification of priori codes that were developed from the research questions. Once individual transcripts were read to saturation and coded, transcript codes were compared horizontally and compiled in a spreadsheet by words and phrases. These words and phrases then helped with emergent codes that were then added to the matrix. I used the spreadsheet to identify themes that emerged across the research questions and cases (Miller, 2010). I was also able to disaggregate and reassemble the data in different ways, which helped in identifying themes by case, research question, and cross-question. Themes emerged when I recognized reappearing patterns. The outline below presents themes that emerged or were developed from specific research question, seen as cross-case themes that emerged across the research questions. These are discussed below, with subthemes that emerged grouped under parent themes.

Theme 1: Far removed from decision making. When looking at the interviews from all five participants, they each stated that many teachers feel that they are far removed from decision-making at the state level. This appeared in all of the answers and follow-up questions from research question one. Dan stated that “policy makers...seem often distant and impossible” while Collin said that “teachers feel out of touch.” All five

participants articulated that many teachers feel voiceless and that teacher impact is perceived as being minimal, which became a grounded sub-theme under theme one.

The second subtheme that emerged involved the relationship between teachers and policy makers. Four of the five voiced that teachers seemed to think of the State Education Association (SEA) as an opponent versus a partner in education.

These two subthemes are discussed below.

Teachers feel like they are voiceless or have minimal impact. This subtheme was strong with all five participants. Teachers seemed to feel voiceless and that there was nothing long-standing that gave them voice. Dan stated “voices are not heard” while Sean stated that “I don’t think teachers feel they have a voice...unless they are part of the state union.” The overall perception was that teachers feel that policy makers are out of touch and that “perhaps teachers just have voice on the standards side” of things. In the words of Allison, many teachers think “why would you value their voice?”

All five stated that educators feel their impact on education policy is minimal. Allison stated that “policy makers feel distant,” and far removed from classroom teachers, and this could be because of physical miles, the times that policy makers meet, or just the disconnect between policy and practice. Sean brought up that many teachers she works with feel that “some teachers do, not on-the-ground teachers,” but teachers who are out of the classroom or in coaching positions. Four of the participants stated that teachers feel it is difficult to impact policy.

There are perceived adversarial relationships. Lastly, some teachers seem to feel an adversarial relationship with their State Education Agency (SEA) and state policymakers. Allison stated that many teachers see their SEA as “monolithic” and “the

evil empire,” while Collin stated that an SEA can be seen as “an impersonal structure devoid of real people.” Teachers may feel that it is distant and impossible to impact, for the state seems so far removed from the classroom. Also, past reform efforts such as firing the way to the top and other top-down, heavy-handed reforms may be impacting a teacher’s perception of the relationship between SEA’s, state policy makers, and the teachers they serve. It is also interesting to notice that some teachers may be confused as to where the “power” lays with state education policy: At the SEA or with state policy makers/legislators. There may be some confusion here.

Theme 2: Challenges and barriers to educator impact. This parent theme came directly from research question number three, where teachers were reflecting on their perceptions on why teachers were or weren’t feeling like they impacted state education policy. There were several subthemes that emerged when looking across the cases on this one question, which included existing structures, a fear of backlash, and teachers not being prepared for policy. All five teachers felt that the existing structures in place in education prevented educators from impacting policy in meaningful ways, for most teachers are working during the school day with students, then grading and lesson planning in the evenings. They are unable to attend face-to-face meetings during the normal work day. Three of the participants thought that fear of backlash from administrators or other leaders was a real barrier for many teachers, even state teachers of the year, who can “feel intimidated,” as Allison stated. I had originally coded knowledge under mindset, thinking it pertained to the way teachers were thinking about education. But as I read the interviews deeper and looked at the spreadsheet of codes and themes I

felt that knowledge of the content around policy was a different than mindset, which has to do with teacher disposition.

Existing structures seem to be one of the largest challenges to teachers impacting state education policy. A teacher's typical workday includes being in front of students and/or in a classroom, with little flexibility for time out of the school building. Allison noted that "unless it is taking place at like 4:00 or 5:00, teachers have to give up some time" or use professional or personal days. Teacher's after hours work also seems to impact the time they have to allocate towards learning about and reading education happenings, as "it is outside the realm of day-to-day in the classroom activities," according to Collin. "We are busy planning and correcting papers" stated Oliver. A teaching schedule and already full plates tend to impact the time teachers have to allocate towards being involved was also seen as a challenge, for some of the issues that teachers may want to learn about or discuss may be seen as being too political for school time by administration or others.

A lack of opportunity was perceived to be a challenge as well, and is a part of the existing structures that impede teacher impact on education policy. There may not be enough time in a day for adding one more thing to teacher's work, and many teachers don't have the time or ability to even know what opportunities exist according to Sean. Allison and Oliver stated that some opportunities seem to fall on the same teachers as well, not becoming available to the larger pool of the teaching population. Poor outreach and communication of these opportunities hinders teachers from even knowing what exists according to three of the participants.

Another large sub-theme that emerged is a fear of backlash from involvement. Teachers “feel intimidated from the backlash they may receive from their districts or administration,” according to Collin. Dan spoke of the backlash she received when she took a public stance on an education policy topic, and how “when I wrote one (article) in support of the Common Core...it was like I was trying to pilot abortion-the emails were so bad.” All five teachers mentioned backlash as a barrier to teacher leadership.

Several teachers mentioned the relationship with unions as being a challenge to teacher leadership in state education policy. This can be “backlash from the unions” as mentioned by Collin, with the unions perceiving teacher involvement as the union’s job. Dan mentioned a group of teacher leaders that has formed to help with state education policy, and “the teacher’s union doesn’t want to be a part of the group,” for a reason that they don’t understand, but with a hesitation that their work will be harder without the union involved. Oliver seemed to think that the union feels that it is “their job” to focus on impacting state education policy.

Teachers aren’t necessarily prepared for policy. Allison mentioned that it is a slippery slope when it comes to messaging and advocacy, because it is a “slippery slope” with teachers who get so cemented to an idea that they can’t shift their thinking at all and compromise. All five teachers felt that many teachers lack confidence and think, as Sean mentioned, that teachers commonly think “I’m just a teacher-I can’t hold a candle to them” (policymakers). The participants also felt that teachers are not very entrepreneurial out of the classroom and not always good at self-advocating. Collin put these mindsets together in a succinct phrase, saying that teachers feel they are “humble servants” and that advocacy can feel not only distant, but impossible. The participants felt it might be a

huge shift in thinking for teachers who aren't necessarily prepared for life in the policy world.

Theme 3: Minimal experiences and opportunities. Participants reflected on experiences, opportunities, and/or training that currently exists for teachers to become involved in state education policy. All five participants stated that experiences and opportunities are either minimal or non-existent, while some training was provided in certain pre-service programs including education policy and some advocacy training provided by unions, though it is issue-specific. When asked about experiences, opportunities, and/or training for teachers to become involved in state education policy, all five teachers as being either minimal or non-existent. Dan stated that it is usually “baptism by fire,” why Sean stated that she thought there was very minimal training or support. Two sub-themes emerged across cases when participants shared their perceptions on opportunities and training.

Opportunities to engage are few and far between. Most opportunities were provided by union or organization involvement, as Collin mentioned with the “state social studies organization.” Dan mentioned how many teachers in her state were “bringing legislators to work” in order to provide more opportunities for interaction and relationship-building with issues of state education policy. Sean stated that informal opportunities might be becoming more common due to urgency of policy issues.

Most of the teachers mentioned formal opportunities available and offered to certain teachers, such as state-level committees, union leadership, testifying in front of state-level committees, and teacher leadership groups that have formed out of conferences such as Teach to Lead and the teacher of the year program. Access was

mentioned as an issue with the formal opportunities, for only a small number of teachers seem to be involved in these. Allison stated that many of the formal opportunities tended to be around standards but not other aspects of policy.

Training is needed to support teachers in this work. Three of the participants mentioned either programs they knew of or a need for education policy in teacher education, before a teacher enters his or her first classroom. Oliver said that she knew of a college that had a program involving a policy class, and it gave the future teachers a perspective on education outside of their classroom.

There were several opportunities mentioned by the participants for teachers to build skills for education policy and advocacy. The union was mentioned by four participants as offering good training in advocacy, but the teachers qualified this by stating it was always “issue specific” and not always transferable. Collin mentioned that his state content organization offered advocacy training at their conference, and Allison, Sean, and Oliver mentioned training provided by the National Network of State Teachers of the Year and Gates’s ECET2 conferences (Elevating and Celebrating Effective Teachers and Teaching). Certain states also provide some sort of training or support to their cohorts of district state teachers of the year.

Theme 4: Preparing teachers to become more involved. This theme was directly related to research question number six. Though I wasn’t originally thinking about skills, knowledge, and dispositions, these three subthemes emerged early on during data analysis, first when looking at data within individual cases, then even more evident when doing the cross-case analysis. Each of the sub-themes ended up being parent themes as well, with its own set of sub-themes that emerged across the cases. Knowledge

pertains to the content or things known, dispositions pertain to the characteristics or soft skills, and skills pertain to the things one should or can know. Experiences that would help teachers was a sub-theme as well, which was a priori theme that came right of out of research question six as well.

Specific knowledge is needed. All of the participants agreed that if teachers had more knowledge of policy and the policy process, they might be more engaged in state education policy. There were two subthemes that emerged under this parent theme. Content was a strong theme, with all five participants mentioning the need for a deeper understanding of education policy and strong foundation of civics. Sean stated that teachers need to understand “basic civics—a refresher, such as how a bill becomes a law.” Understanding the process of education policy was another theme mentioned by all five as well, with Dan and Allison saying that teachers need to understand how the policy process actually works.

Allison mentioned that teachers need a “civics lesson about how policy is actually developed, how school and state boards are elected or selected, and how a bill becomes a law.” All other 4 participants mentioned that a strong foundation in education policy is critical, as well as being able to keep up education reports that are coming out on a continual basis. Dan stated it succinctly when he suggested that having the teachers know what is being discussed, what reports and white papers are being released, and just staying on top of the news in education policy and reform is vital.

As Allison said, teachers need to know how they “fit in the world of policy and politics” and how to be a consumer of it. Teachers need an understanding of the process of education policy, knowing that education is political, and at times, they have to “play

politics-in the building or outside of it” according to Allison. Teachers need to understand how to be a consumer of education policy, what to read, how to read it critically, what controversy there is around certain issues, and as Oliver stated, “when bills come up, what do you do? Who do you speak to?”

Dispositions emerged as a subtheme when the participants were discussing how we could help teachers become more comfortable and involved with education policy. All five participants mentioned that it is integral to help build the dispositions or soft skills that teachers need to become more engaged with education policy. Oliver stated that this doesn’t mean that they don’t already have these dispositions, but that these dispositions need to be cultivated. It is interesting to note that three of the participants stated that these dispositions are beneficial for teachers to model in their classrooms as well—that by building the dispositions in themselves, they may build these same dispositions with their students.

The sub-theme of dispositions is a parent theme itself, for there were three subthemes that emerged when analyzing the data: Democratic-minded, confident, and entrepreneurial.

Three of the participants mentioned that teachers need to have a belief in the power of education in democracy and be a democratic-minded advocate as a model to students. Dan brought up the different opinions that society has for the purpose of education, and that this also might play a part in the way we think about the role of a teacher. Collin brought up the role of a teacher as well, and how there is a shift in how teachers are thinking about their own job as one possibly of advocacy, which requires

more of a democratic way of thinking versus the traditional top down hierarchy of education.

Sean felt that most teachers don't have confidence or see themselves as the expert and think "I am just a teacher—how can I hold a candle next to these guys?" Allison stated that teachers "need to be confident-but I don't know how you teach that." Four participants mentioned this disposition specifically, with teachers needing to be built up so they do not feel "weak and demur," as Collin stated. It seemed that teachers needed to feel empowered.

Four of the participants mentioned dispositions that can be combined into having an entrepreneurial spirit. This would include being resilient, flexible, solutions-oriented, creative, self-advocative, and able to network. Allison stated that teachers must not "miss the boat when new opportunities come around and things shift on them and they are stuck on the same old message." Teachers need to have a capacity to be resilient and keep trying to have conversations when older messages have not worked and when messages need to evolve. Teachers need, as Collin stated, "a personal capacity to be resilient." Teachers must learn to not give up when they hear a "no." They need to have a "solution-oriented mindset" according to Sean and Collin. Teachers should be solutions-producers and independent, self-advocates. According to Sean, they should be and feel "empowered."

Specific skills are needed. Three sub-themes emerged from the parent theme of skills: communication, policy-nimbleness, and entrepreneurial thinking. All five participants named communication as integral, whether teachers were working on talking to their superintendents or their state representatives. This also included written and

verbal communication—as Allison stated: “A primer in persuasive writing.” The subtheme of policy-nimbleness emerged from all five, which overlays with the subtheme of policy process under knowledge. This overlap highlights the need of teachers to be able to be nimble with education policy, in which Collin states you can more easily “engage with policy makers” and have the skills to digest policy and know what to do with it. The idea of entrepreneurial thinking appeared as a skill as well, overlapping with the subtheme of “entrepreneurial” under the theme of dispositions. One major piece that was illustrated by the words of three participants and articulated by Dan was how to “move an idea to implementation,” the way an entrepreneur might. These subthemes that follow entail skill-building that the participants thought would help teachers become more involved and comfortable with education policy.

Communication was mentioned by all five participants as being important to helping teachers become more comfortable and involved in state education policy. Dan went as far as to outline the types of writing that would help teachers, discussing how teachers should learn “how to craft your narrative,” how to write a persuasive or argumentative paper, and how to focus on positive phrasing and audience. She then related this to spoken communication, where teachers think and plan “how (am) I going to counter an argument and wrap it up with a convincing quote.” Allison mentioned about how being an active listener is important in communication, for teachers need to know what to look for in conversations. A big part of 4 participants’ responses was crafting an ask and knowing how to go to a principal, superintendent, or other with an idea or ask. Social media and public speaking, especially pertaining to state education policy and testimony, was a common thread as well with 3 of the teachers.

Policy-nimbleness and fluency is needed. This sub-theme relates to another sub-theme under knowledge of process, but details a little more the skills participants felt should be developed in order to build the process knowledge. First, Sean mentioned the need to know how to engage with policy makers. This includes how to find contacts, the best way to leverage your message, how to move a policy forward, messaging to those around you through email, etc., and how to talk to decision-makers and know what they are listening for. Tips for testifying and how to know what the bills are and what to follow are also important skills to develop in policy-nimbleness, mentioned by three of the participants.

Entrepreneurial thinking is a must. All five participants mentioned skills that relate to the sub-theme of entrepreneurial thinking, which includes taking an idea to success. As Oliver stated we “all have to sell ourselves a bit” to get a foot in the door and get ideas moving. Sean thought that teachers need to be able to “take an idea through to implementation,” while Sean and Oliver felt that teachers needed to know how to sell an idea and have the right pitch. Dan mentioned how seeking partners and alliances and tapping into networks was important. Research came up with several participants as well as a skill that would help teachers with becoming more comfortable with education policy, for it would help build their knowledge.

Specific experiences are needed. Participants discussed experiences that would help teachers get more involved in state education policy, and three categories emerged: Opportunities to interact, scaffolding the experiences, and speaking practice. An idea that came from all participants was that if teachers actually had opportunities to engage with policymakers, their comfort level and confidence would increase. This would include

interacting and advocating with peers in their building, principals, or a superintendent, also helping to make the “fear-factor” dissolve.

All the participants felt that speaking practice was crucial to improving teacher confidence in regard to working in state education policy. Oliver stated that this could include videotaping oneself and receiving feedback and coaching, as well as Dan’s idea of watching recordings of teacher testimonies to education committees or presentations, then reflecting on what worked and what didn’t, then applying it to the teacher’s own speaking.

Three of the participants mentioned that like with any good learning, you start small and then build towards something larger. This would apply to scaffolding experiences in advocacy. Dan thought that “maybe smaller opportunities at like their local school boards, just to get your feet wet in advocacy, or even start right in your own building where you feel comfortable. Starting with a principal or a grade-level team, then working up to a larger audience at perhaps a state level, was recommended.

There were several items that emerged that were not expected or predicted, under the theme of “other observations.” These included the tone-setting for teacher-policy maker collaboration, the union operating both as a help and a hindrance, and the need for pre-service work in education policy. These emerged across cases, and weren’t related to any particular research question.

Theme 5: Other considerations. The tone-setting for collaboration between policy makers and teachers was mentioned by four of the teachers, who all discussed witnessing the impact that leadership shifts in state government had in collaboration and teacher perception. Another sub-theme was the union working as a barrier and a help

was seen when looking at the interviews and codes from all five participants, who mentioned that the union can see teacher involvement in education policy outside of the union as competition, while at the same time mentioning that unions provide some of the only training and experiences for teachers in education policy.

Tone-setting for collaboration is top down. Three of the participants mentioned what they felt was the catalyst for teacher policy-maker collaboration: the governor. Allison stated that “whoever the governor is usually really does set the tone of connections or non-connections between a classroom teacher and the state.” The governor tends to have very public standpoints on education and teachers, and implicitly supports education by what bills he signs or vetoes. This sentiment is seen by teachers as setting the tone for education collaboration within the state. Dan mentioned this and pointed to a specific issue in his state: that whether or not the governor took on collective bargaining influenced the collaboration in his state. This collaboration (or non-collaboration) with the union was seen as setting the tone for working with educators across the state.

The union can be both a help and hindrance. Four of the five participants mentioned the union during their interviews, with two major conflicting ideas emerging. One, that the union is one of the only current providers of training for teachers in state education policy and advocacy, though the training is issue specific. This is perceived by teachers to be a huge help, for they are helping prepare teachers to write their congressmen and women, testify, and advocate for the students in their classrooms, according to Oliver. In contrast is the second point, that unions can be a barrier to teachers in impacting state education policy. Three of the participants mentioned that

when teachers work in policy or advocacy but outside the union, this can be seen as competition to the union. That there has been pushback to teachers who have gone down this trail, as both union and non-union members.

There is a need for pre-service work in education policy. Four of the five participants mentioned pre-service teacher training as vital to having teachers become more involved in state education policy, with suggestions for classwork focused on both education policy and teacher leadership. A suggestion by Sean was that a classroom teacher should be on sabbatical for a time and working in teacher prep in order to make this happen and bridge the perceived gap between higher education and Prek-12 public education.

Summary

This study aimed to address the phenomenon of the lack of teacher expertise in education policy, focusing on teacher perceptions on educator impact on state education policy. This section outlines the methodology in which the study was carried out.

Through support of the literature, a qualitative case study was justified as the best choice for conducting this research. Five participants were selected, and semi-structured in-depth interviews were conducted. Reliability and validity measures were taken throughout the research, and data was analyzed in parallel with data collection.

By utilizing qualitative case study research, the interviews of five participants have led to themes around teacher perception of educator impact in education policy and uncovered topics that might help teachers become more adept at impacting state education policy. These themes and subthemes have led to research that builds to the

creation, created to address the local problem. The project will be addressed in the next section.

Section 3: The Project

Introduction

For this qualitative case study, I collected data from five participants during semistructured in-depth interviews. The participants were state teachers of the year who had unique perspectives regarding educator involvement and impact at the state level. I hoped to address the following question: What are teacher perceptions of educator impact in state education policy? Interviews were conducted via videoconferencing, and data were analyzed in parallel. Through these interviews, both priori and grounded themes emerged that helped in determining a direction for the development of the research project (see Appendix R). This project was designed for use as professional development for teacher leaders and as part of a curriculum for a Master of Arts in Teacher Leadership program, in order to increase teacher impact and participation in state education policy.

This section outlines that project in detail, beginning with a rationale as to why the project topics were chosen from the themes and meaning units. It also contains a review of the literature, implementation, and resources, and it identifies potential barriers for the project implementation. The section ends with a detailed evaluation plan to identify the project's effectiveness and gather feedback to improve the project after every facilitation.

Description and Goals

The purpose of this study was to examine teachers' perceptions of their impact on state education policy. If teacher expertise is integral in education policy, as many have

claimed, are teachers actually involved? To what degree? And how might teachers feel more comfortable or capable with education policy so they will be more involved? The interviews and data revealed several large issues related to teachers being involved in education policy that gave direction to this project. First, there was a theme of knowledge. If teachers are to be involved in state education, there must be an in-depth understanding of not only the content area of civics and education policy, but also the process from a teacher's perspective. The next theme was skills needed for teachers to be more involved. Three major subthemes emerged: communication, policy-nimbleness, and entrepreneurial thinking. The third major theme related to a possibly more difficult thing to build in teachers: dispositions. Several subthemes emerged from this theme, including resilient, entrepreneurial spirit, democratic minded, and, most prominently, confidence. The last theme was experiences that would lead teachers to being more impactful in state education policy, including a) making these experiences scaffolded, b) speaking experiences, and c) having opportunities to build skills and confidence.

The project described below will tackle the four major themes identified above in a 3-day professional learning experience for teacher leaders. The short-term goal of this professional learning experience is to give teachers a foundation to start building a toolkit and frame of mind to be more comfortable and involved in state education policy. The specific objectives were:

1. To develop a deep understanding of education policy and the policy process from the lens of a teacher.

2. To develop policy fluency and become more “policy-nimble,” building fluency for reading, critically thinking about, discussing, and acting on issues in education policy.
3. To strengthen written and verbal communication skills.
4. To build a sense of entrepreneurial thinking and entrepreneurial skills.
5. To develop a sense of confidence as professionals.
6. To create a self-growth plan to cultivate these skills, knowledge, and dispositions outside of the professional learning experience, including experiences and opportunities to practice and reflect on the new learning.

The long-term goal of this project is to increase educator impact on state education policy, which will build off of Objective 6 and the creation of a self-growth plan. It is my hope that the plans will continue the teachers’ learning beyond the 24 hours of professional development and provide a pathway for teachers to become more involved in whatever way best fits their personal needs and the needs of their context.

Rationale

The project was developed from the participants’ responses and their thinking around what teachers would need in order to become more involved and impactful in state education policy. The interview records and data were analyzed, with six main themes emerging during analysis. Many of the themes helped me and the participants begin to unpack what would be necessary to help more teachers become involved in state education policy. Theme 4, what would help teachers, was the impetus for the majority of the project below. There were also other themes that emerged during the study, but some of the themes and subthemes were outside of the control of individual teachers and

depended more on systemic change (e.g., time constraints, etc.); these may be explored in future studies. The subthemes under Theme 4—knowledge, skills, and dispositions—were the foundational research pieces for the creation of the project.

Review of the Literature

Introduction

The literature review for this project stemmed from the major subthemes that emerged from data analysis under Theme 4, which were knowledge, skills, and dispositions. These served as the basis for the search terms below, in which some themes were combined under similar terms for the literature review. Platforms and resources used in the literature review were the Walden library, Google Scholar, and the Mount Holyoke library, which included resources from four partner colleges and universities as well. Search terms were *education policy*, *confidence*, *imposter syndrome*, *power*, *mindset*, *advocacy*, *entrepreneurial thinking*, and *entrepreneurial skills*. Colleagues with terminal degrees who were experts in the field helped with brainstorming Boolean search terms. Not only was peer review research considered, but professional development and recommendations from reputable, national organizations were researched in order to gain insight into the full range of knowledge from other sectors outside education.

Education Policy

The analysis of education policy has been researched by many in the social sciences, especially as it applies to policy change and implementation. Sabatier and Jenkins-Smith (1993) laid out a series of recommendations to help build the skills necessary to analyze public policy, which include looking at case studies from airline deregulation to education. Within education specifically, Verger (2014) looked at the

impact of global education reform, or global education policy, and stated that many U.S. policies seemed to have originated in other countries. He brought forth several theoretical approaches in the social sciences and used them to analyze the roles of global education policy and adoption in American reform. It was also important to note Labaree's (1997) work "Public Goods, Private Goods," which builds a case for the historical conflicts of public education around three competing goals for public education: democratic equality, social efficiency, and social mobility. These three goals could be important for teachers when understanding education policy and how it dovetails with these three competing goals. Cuban (1990) examined the common research explanation behind the seeming lack of rationale behind the constant churn of reform, which aids in understanding the constant movement in education policy.

Preservice Education Policy

All of the participants mentioned that teacher preparation should include a class in civics and education policy. But how many states have requirements in their teacher licensure for this type of policy knowledge? The Chief Council of State School Officers (CCSSO) released the new Interstate Teacher Assessment and Support Consortium (InTASC) standards, which outline teacher effectiveness standards for a career continuum of teaching, starting with beginning teachers. Though the standards include leadership and professional learning, there is nothing that outlines knowledge of the education policy context in which teachers work. Though these are national standards and progressions, they are recommendations and not mandated policy.

In terms of state licensure requirements, there are currently no states that include any background or course in education policy as part of teacher certification (Teacher-

Certification.com, 2016). There may be some sort of electives offered by schools of teacher education, but no state has a requirement for knowledge in education policy, according to the president of the National Association of State Directors of Teacher Education Colleges (P. Rogers, personal communication, January 2, 2016).

Relationship and Education Policy

One piece that became evident through the data was the importance of building relationships within education policy. Teddy Roosevelt stated that “the most important single ingredient in the formula of success is knowing how to get along with people.” Katherine Basset, the director and CEO of the National Network of State Teachers of the Year, stated that “the number one thing and first thing you need to know regarding education policy is how to build relationships. Relationships are everything in advocacy and education policy” (personal correspondence, January 6, 2016).

Crutchfield and Morgan (2010) used a framework developed by Morgan and Hunt for relationship marketing, applying it to relationships in the healthcare field between patients and therapists. They suggested certain preconditions for a stronger system of trust and relationship between patient and physician. Though several of these recommendations do not relate to policymaker/teacher relationships, some do, such as repeated interactions. Additionally, the idea of preconditions transfers from healthcare to education. Continuing to look at research in the health field, Bajnok et al. (2012) found that team building and spending time together increased trust between teams.

Relationship marketing is another sector’s perspective on relationships that could be applied to education. Relationship marketing is part of customer relationships management (CRM), wherein customer loyalty and long-term relationships are

purposefully striven for and built rather than short-term relationships and one-time wins (Macht, 2014). This research could be beneficial in thinking about cultivating long-term relationships in order for teachers to build networks that help them know what is happening with the education policy world (K. Basset, personal communication, January 6, 2016).

There are many habits and frames of mind that help in building positive relationships. Business scholars have analyzed relationship building, seeing it as a key component of success (Haden, 2013). Many of these skills involve self-reflection and self-actualization as they relate to thinking about interpersonal and intrapersonal impact. Foundations of good business relationships include knowing whom one is working with and “keeping them in one’s orbit,” which entails remaining in contact and consistently networking with them in meaningful ways (Haden, 2013; Muhney & Pucher, 2014). There is great deal of research confirming the tie between relationship building and team success. That leads to effective information exchange, credibility, satisfaction, and the building of trust (Liua, Guo, & Leea, 2011; Muhney & Pucher, 2014). The art and craft of relationship building may be broken down into parts, forming a series of steps and lessons in building relationships that positively impact collaboration in the change process (Emerya & Bredendahlb, 2014). It is also important to think about the role that effective communication plays in relationship building, in terms of the tangible skills that build stronger communication (Suter et al., 2014).

Mindset

Imposter syndrome, confidence, power, and entrepreneurial thinking are all subcategories under the category of mindset. *Mindset* is a collection of thoughts and

assumptions—a set of attitudes held by someone (Dweck, 2006). This can be either a growth or a fixed mindset, as noted by Dweck (2006), whereby people think that things about themselves can be changed (growth mindset) or cannot be changed (fixed mindset). A major theme that emerged from the participants was that mindset and all that it includes impact a teacher's thinking about being involved in education policy.

Confidence. Biswas-Diener (2012) examined courage and confidence from a worldwide perspective and defined these elements as something that can be learned, in that they are more about managing fear and anxiety than about banishing it. Dweck (2006) presented a similar definition of confidence, noting that a growth mindset helped in focusing more on the process than the product and helped to shape increased confidence. Cuddy (2015) tackled this issue in her research as well, contending that confidence is not lack of anxiety, but use of the mind and body to turn anxiety into confident energy. She also researched the formation of confidence with mind and body work, with the mantra “fake it until you become it.”

Norton and Gino (2014) called this the ritual-building of confidence, finding that rituals can help build confidence. Engaging in rituals before high-anxiety tasks can decrease cortisol and increase testosterone in both men and women, helping to build confidence. This can even be true in rituals that may seem irrational, such as good-luck charms (Biswas-Diener, 2012). Interestingly, research done by Moore (2011) showed that people actually prefer confidence to expertise upon first meeting a new person. But Moore also warned of the bad effects of overconfidence on people's interactions with others.

Power. The relationship between power and confidence was outlined by Cuddy (2015). She researched two types of power—social power and personal power—investigating their impact on confidence and presence. She found that feelings of powerlessness can actually have a negative impact on executive functioning. Gordon and Chen (2013) researched power and relationships with others, finding that power can actually help people be more open and vulnerable when working with others, helping to see different perspectives.

In terms of teachers working in education policy, power seems to play a part in relationships in policy: between policymaker and teacher, between teachers and stakeholders, between teachers and other teachers. Power dynamics play a role in work with others and efforts to develop relationships, and building personal power could be a way to help teachers feel more comfortable in education policy—it may help them to feel that they do belong at the metaphorical “table.”

Imposter phenomenon. *Imposter phenomenon* has been defined as feeling “phony” or “fake” despite success (Topping & Kimmel, 1985). This comes with feelings of anxiety, lack of self-confidence, and frustration (Clance & Imes, 1978), as well as a brushing off of responsibility around success with success caused by luck or external forces (Cozzarelli & Major, 1990; Kaninifar et al., 2015). Other researchers have stated that it is not a phenomenon or a syndrome, but instead an experience of both successful men and women (Cuddy, 2015).

Imposter phenomenon relates to teachers feeling as though their successes are the results not of their hard work, but of outside forces. Teachers may feel as if they do not

belong at the “table” or in policy conversations when they believe that they are not experts.

Entrepreneurial thinking. Building entrepreneurship has been a concern of many businesses seeking to move toward more innovative systems. In a *Forbes* magazine article, Aileron (2013) broke down skills that every entrepreneur needs into eight parts. Those parts are resiliency, focus, investing in the long term, leveraging people and networking, selling, learning, self-reliance, and self-reflection. These are skills and dispositions that could be useful for teachers to think about when they attempt to build their entrepreneurial skills. Van Gelderan (2012) developed a list of entrepreneurial perseverance strategies within four broad categories, including those strategies that directly affect the environment, those that affect the input function, those that involve the goal, and those that increase one’s coping options. These strategies have provided a lens for the study of social skills used by entrepreneurs, which helps to give insight into their entrepreneurial cognition (Lamine, Mian, & Fayolle, 2014). This type of entrepreneurial cognition has been studied when analyzing successful business people, especially when thinking about how entrepreneurship is taught (Neck & Greene, 2011). Case studies, practice-based pedagogies, games and simulations, designed-based thinking, and reflective practice have been found to be useful elements of coursework.

Google has put into place several strategies in order to spawn innovation within its workforce (Savoia & Copeland, 2015). Open and closed innovation strategies are used, with *open innovation* involving innovating from the inside out, and *closed innovation* meaning innovating and collaborating from the inside (Chesbrough, 2003). These two innovation models could be important to include in the curriculum with

teachers as ways to build innovation and entrepreneurship with their colleagues. Google has also adopted a 20% time culture, whereby 20% of employees' time is set aside for innovation (which has been replicated in the Genius Hours found in K-12 classrooms).

In looking at entrepreneurship in multiple professions, both linear and non-linear thinking seem to be important for entrepreneurship (Groves, Vance, & Choi, 2011). Linear thinking includes analytical, rational, and logical thinking, while non-linear thinking includes intuitive, creative, or emotional thinking. Strategic thinking, coupled with creative thinking, is important to building successful business ecosystems that foster entrepreneurial thinking. Both foresight and insight are important to entrepreneurial thinking, and there is a clear relationship between entrepreneurship and strategic thinking. These will be important to include in the curriculum for teachers wanting to engage in education policy.

Advocacy

When discussing the area of advocacy, it's first important to define it. Webster defines it as the act or process of supporting a cause or proposal (2015).

Lyons et al. (2015) examined it within the realm of psychology, defining public policy advocacy as increasing awareness of policy issues in order to advance the psychology profession. It also is defined with use of rubrics and functions with both the Teacher Leader Model Standards (Teacher Leader Standards Consortium, 2009) and the Teacher Leadership Competencies (Teacher Leadership Initiative, 2013).

Outside of education. Advocacy training with psychologists and trainees was found to affect the amount of hours spent on advocacy-related activities. There is a movement in psychology to shift from the traditional role of researcher and practitioner,

to that of advocate as well, with more training for social justice advocacy (Mallinckrodt, Miles, & Levy, 2014). This could be compared to the movement in the teaching profession where the traditional role of a teacher is changing, and the role now includes more possible work in advocacy (Eckert, Holland, & Allen, 2014).

When continuing to look outside the realm of education, professional training for attorneys around advocacy involves communication as its central tenant: both written and spoken (Law School Admissions Council, 2016). Warren Burger (2014) looks at advocacy work with attorneys as one of “peace makers, problem solvers, and stabilizers” and full of coolness, poise, and graphic clarity (p. 256). Burger outlined a need for an advocacy certificate for attorneys, stating that there were many lessons that could be learned from great attorney advocates. Utilizing case studies and analyzing leaders in the field of advocacy may be a way to build advocacy skills in teachers.

Within education. Advocacy and influence can necessary and present in teachers regardless of position (Hatch, White, & Faigenbaum, 2005). It is a skill that might be needed with the new fourth wave of teacher leadership (Silva, Nolan, & Gimbert, 2000), where a teacher is moving beyond the more traditional roles of teacher leadership involving managerial duties or instruction. Advocacy is a skill that is needed with teacher leaders, regardless of their roles being formal or informal (Berry et al., 2010). This advocacy work and the connections teachers make can be important in the implementation of education reform (Hatch, White, & Faigenbaum, 2005).

It is important to note that the sub-themes and the parent theme of advocacy coalesced around domain seven of the Teacher Leader Model Standards, which is advocacy for student learning and the profession. This states that:

“The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning” (The Teacher Leader Exploratory Consortium, 2009). This domain creates a foundation for advocacy and lists functions in more detail around that domain, including sharing information about national trends and policies, using research for advocacy, collaborating with colleagues around advocacy opportunities, and advocating for the profession in contexts outside of the classroom. Communication was an important theme that emerged in the research, and the Teacher Leader Model Standards frame this as an important skill to advocacy as well.

Barriers and support. Barriers to advocacy are vital to identify when thinking about helping teachers develop a better skillset and opportunities for advocacy. Lyons et al. (2015) found that a lack of knowledge of current events led to a feeling of incompetency. This ties into the education policy theme, where knowledge of current trends and education policy was recommended by our participants as a way to make teachers feel more comfortable with education policy.

Conditions to support teachers in advocacy are important, and when those ideal conditions are lacking, it is a barrier for teachers. Conditions for support of teachers within this work were found to be difficult, and sometimes even verged on the side of discouragement (Hatch, White, & Faigenbaum, 2005). It is important to think about how these conditions could be improved in order to help teachers in policy work (Berry et al., 2010).

Implementation

This professional development module will be completed during the final class in a virtual Master's of Arts in Teacher Leadership program in a small, liberal arts college in western Massachusetts. The program is built around the Teacher Leader Model Standards (2009), with the seventh domain focused on "advocacy." This final class in the Master's is the advocacy class, which culminates the content of the program and leads into the capstone semester. The proposed professional development module would be included in this class as a series of eight three hour videoconference sessions. These sessions would focus on education policy, mindset, communication skills, entrepreneurial thinking, advocacy, and relationship building. Activities within these sessions include case study analysis, small group and whole group discussion, practice writing and speaking skills, video analysis and discussion, and role playing.

Potential Resources and Existing Supports

Several resources will be required to implement this series of sessions. Since it will be facilitated online, videoconference and online learning platforms will be used. Other potential resources will be handouts and online resources, a possible space for any in-person participants, and human resources to support the videoconference. There will be no costs incurred, for the sessions will be part of a class offered and supported by the college.

Existing supports. The college has subscriptions for Zoom video conferencing and Moodle, both of which will support the video conference sessions. The human resource element is a part of my existing job at the college. The college will also support through advertising the course, providing the money for the Zoom and Moodle platforms,

providing technology support for participants, and providing a space on campus for any on campus participants during the video conference. There is also money for supplies needed through the budget for the advocacy class, which will provide any possible supplies to be mailed to the students.

Potential barriers. As the participants will be working educators, time and responsibilities from their full-time jobs are always possible barriers to success of the module. A commitment to change and close-mindedness might also impact the success of the module. Also, there are factors that will impact the work that are outside the control of the participants and the researcher, such as political climate and support for advocacy and education policy.

Proposal for Implementation and Timetable

The proposed module will be included in an Advocacy class during the fall semester of the current academic year (2016). The following is a timetable to help secure successful implementation:

1. Course proposal due to the Professional and Graduate Education Course Review Committee: March 2016
2. Module placed in curriculum for the Advocacy course in syllabus and on Moodle: August 2016
3. Module carried out in the Advocacy course: August-December 2016
4. Course evaluation given via Google Forms: December 2016
5. Evaluation data analyzed and instructors reflect on data: December-January, 2017

Advocacy Training Modules

Session 1: Policy Fluency Module (August 30, 2016)

Upon completion of this module, the teacher leader will develop:

- The beginnings of a context for understanding education policy, including the policy landscape and the policy process, from the lens of a teacher.
- A sense of policy fluency and become more “policy-nimble,” building a fluency for reading, critically thinking about, discussing, and acting on issues in education policy.

Part 1: The Policy Process from the Lens of a Teacher Leader, 6-7:00 p.m EST

- Objectives of the professional learning module
- Findings from the research/rationale
- The policy process: From the lens of a teacher leader (Breakout groups depending on the teacher leader’s needs: Local, state, or federal groups)

Part 2: The Policy Landscape, 7-8:00 p.m.

- Overview of the policy landscape and influencers
- Personalized research: Finding your “in” as a teacher

Part 3: Building Our Policy Fluency, 8-9 p.m.

- Unpacking policy fluency
- Building a habit
- Setting goals for building our policy fluency

Session 2: Two-Way Communication Module, Part 1, September 6, 2016

Upon completion of this session, the teacher leader will develop:

- An understanding of what makes someone a great communicator
- Skills to increase 2-way communication skills, including how to be an active listener
- Strategies to think about diverse perspectives: How to think with our audience in mind

Part 1: Great Communicators, 6-7 p.m. EST

- Exploring great communicators
- Teasing out what makes a great communicator
- Moving forward: Applying what we've learned to our work

Part 2: Building Our Two-Way Communication Skills, 7-8 p.m. EST

- Jigsaw of 2-way communication article
- Gallery walk and sharing of learning
- Active listener activity: 3 questions

Part 3: Understanding Perspectives, 8-9 p.m. EST

- Diverse perspectives activity
- Sitting in their chair: Role playing of diverse perspectives

Session 3: Communication and Public Speaking Module, Part 2, September 13, 2016

Upon completion of this session, the teacher leader will:

- Explore examples of effective/ineffective messages
- Learn how to create a powerful message (the 7 second sell)
- Develop an understanding of why articulation of practice matters

Part 1: Public Speaking and Messages, 6-7 p.m. EST

- Article discussion and poster: Public speaking 101

- Exploration of effective/ineffective messages: What makes a message effective?

Part 2: Creating Powerful Messages, 7-8 p.m. EST

- Messaging workshop: Crafting a message
- Messaging activity: The 7 second sell

Part 3: Articulation of Practice, 8-9 p.m. EST

- Exploration and discussion of videos on articulation of practice
- Creation of video: Articulation of practice

Session 4: Building a Courageous Mindset Module, September 20, 2016

Upon completion of this module, the teacher leader will:

- Explore the concept of imposter syndrome and reflect on how this applies to their own work in and out of the classroom
- Learn strategies for building confidence and courage as teacher leaders
- Develop strategies for seeing him or herself as an expert, yet having an open mind

Part 1: Imposter Syndrome, 6-7 p.m. EST

- Exploration of the research on imposter syndrome
- Small and whole group discussion on implications to advocacy and teacher leadership

Part 2: Building Confidence and Courage, 7-8 p.m.

- Discussion of Amy Cuddy's TED talk on confidence and power poses
- Courage building strategy carousel (Message in a bottle)

Part 3: Expertise and Flexibility, 8-9 p.m.

- Overview of the research on development of expertise
- Article discussion of NPR article on expertise

Session 5: Educational Entrepreneurship Module, September 27, 2016

Upon completion of this module, the teacher leader will:

- Engage in case study discussions of entrepreneurship
- Unpack the skills necessary for entrepreneurship and translate them to the world of education policy
- Explore ideas and concepts of design-thinking

Part 1: Entrepreneur Case Study, 6-7 p.m.

- Framing our thinking: Whole group discussion on using/reading case studies
- Individualized case study reading
- Small and whole group case study discussion

Part 2: Entrepreneurial Skills, 7-8 p.m.

- Skills of great entrepreneurs: Forbes article overview
- Small group discussion and poster creation of entrepreneurial skills
- Virtual gallery walk and reflection

Part 3: Design-Thinking, 8-9 p.m.

- Overview of design-thinking and innovation
- Design-thinking lab

Session 6: Relationship-Building Module, October 4, 2016

Upon completion of this module, the teacher leader will:

- Explore the importance of relationship-building in education and advocacy

- Engage in self-actualization and self-realization activities, to reflect on how who we are can impact our relationships
- Build out strategies and a plan for long-term planning of relationship-building

Part 1: Relationship-Building and Advocacy

- Article discussion: Whole and small group

Part 2: Self-Actualization and Self-Realization: What Part Do I Play?

- Engage in self-actualization assessment tool
- Strategy building carousel activity

Part 3: Strategic Plan

- Exploration of tools and resources
- Creation of plan for long-term relationship building

Session 7: Advocacy Module 1, October 11, 2016

In this module, the teacher leader will:

- Explore ideas from “To Sell is Human” and apply them to advocacy work
- Learn and engage in written strategies to reach out to policy makers
- Engage in dialogue about examples and non-examples of advocacy

Part 1: Selling as Teacher Leaders, 6-7 p.m. EST

- Watch and discuss Daniel Pink TED talk
- Explore key concepts on “selling” from Pink article
- 4 color discussion of big questions

Part 2: Case Study Exploration, 7-8 p.m.

- Advocacy case study reading
- Group creation of posters of Do’s and Don’ts

- Gallery walk

Part 3: Persuasive writing , 8-9 pm

- Explore ingredients of a persuasive argument
- Morphing a message activity lab: How does this argument change depending on our mode/audience/purpose?

Session 8: Advocacy Module 2, October 18, 2016

In this module, the teacher leader will:

- Engage in scripting activity of advocacy situations
- Engage in role-playing of advocacy situations in multiple roles
- Reflect on his or her performance in the advocacy role play
- Create a plan for carrying learning forward after the module

Part 1: Reflection on What Works, 6-7 p.m. EST

- Group discussion and reflection on teacher advocacy video
- Creation of “how to” posters
- Gallery walk

Part 2: Scripting and Role Play Activity, 7-8 p.m. EST

- Partner scripting activity
- Role-playing activity

Part 3: Reflection and Taking Our Learning Forward, 8-9 p.m. EST

- Individual video reflection
- Goal setting and plans to move forward
- Evaluation

The planning and implementation of this professional learning experience is designed to meet the short term goals of the project. The hope is to increase the teacher participants' comfort, knowledge, and skills in education policy and advocacy. From these modules, the teacher leaders should develop a foundation to build the skills, knowledge, and disposition to increase their participation in state education policy.

Roles and Responsibilities of Students and Others

Successful implementation occurs when roles and responsibilities are clearly laid out and understood right from the beginning of a learning experience. Since this project will be encapsulated in an online advocacy class in the Master of Arts in Teacher Leadership (MATL) program at a small, liberal arts college, the roles and responsibilities of this project fall into only two categories: My role as the researcher/facilitator and the role of the graduate students. The researcher will be responsible for the facilitation, technology support, and implementation of the modules. I will be the lead learner and guide for planning our learning journeys, curating and delivering resources, setting up and facilitating the sessions, reflecting on the formative assessments of the learning sessions, and evaluating. The graduate students, which will be the teachers who are currently in the MATL program, will be responsible for their learning and participation as adult learners.

As director of the graduate program, I will also be responsible for responding to the formative evaluation during the modules collected as exit tickets, as well as evaluation data collected at the end of the eight modules. The director of our Professional and Graduate Education department at the college will be responsible for helping with feedback and decisions based on the findings from the evaluation data.

Evaluation

The professional learning modules will be evaluated using an online survey created by Google Forms and completed by the graduate students. The survey will collect summative information regarding the outcomes, which are the participants growth in comfort, skills, knowledge, and dispositions regarding education policy and advocacy. This information will be compared to baseline data from a pre-test/self-assessment given to the students before the first module. The evaluation will also collect data regarding the effectiveness of certain activities completed during the learning modules, with feedback and suggestions from the graduate students which will be used to improve the modules for use in future classes.

Formative assessments in the form of exit tickets will be utilized to help gather outcomes data on a smaller and more frequent scale, allowing us to make adjustments in learning as necessary. All of this evaluation data will be share with the National Network of State Teachers of the Year (NNSTOY) as a way to gain insight in how to better support and prepare their members in education policy and advocacy.

Implications Including Social Change

Local Community

The results of the study and project could have many implications in the local community. Teachers could become more comfortable influencing policy in grade level teams and in school buildings, leading to positive changes for their students. Teachers also could become better advocacy role models for their students, helping to create more democratic-minded citizens in the future. Specific to NNSTOY, this will help better prepare their members for the policy advocacy work that they will be asked to do as a

state teacher of the year. This study also adds to the small body of research that can help teachers influence positive change in education and create better learning environments for both adults and students in their own school contexts.

Far-Reaching Implications

The results of this study could help us reshape how we are thinking about teacher education, with the role of a teacher increasing to one that impacts outside of the classroom. If we added a foundation in education policy to our existing programs of teacher education, then teachers would understand the impact of policy on the students in their classrooms from day one in the classroom, and could be more comfortable advocating for better systems for our public education students.

Also, if we thought about strategically developing the policy and advocacy skills with a wide swath of educators, and creating educators that are more comfortable impacting policy in a large scale, there would be more teacher voice in policy conversations. Teachers could see roles in education policy as a pathway in their career lattice, offering options to teachers that want to grow as leaders, but not just in administration. This could impact recruitment in the profession if pre-service teachers see the option for agency and broad impact of public education. This could also impact retention in the profession, improving working conditions and learning conditions for our students and teachers. With more teachers impacting state education policy, we could potentially get out of our reform cycle that we have been in for decades, transforming public education for the better.

Summary

Section 3 of this study outlined the modules developed with the data collected from the state teacher of the year participants. It described the goals, literature, modules, implementation, and evaluation of the modules that will be included in the fall 2016 Advocacy class. The timetable was included, showing the dates, topics, and objectives for each of the eight 3-hour sessions that will meet the short-term objectives of the study. The evaluation will help by giving insight into how the modules impact the study's short-term goals and how those goals might carry out to impact the study's long-term goals. Section 4 provides an overview of the project's implementation strengths and possible limitations, as well as reflections on my changes as a scholar and leader growing in this study.

Section 4: Reflections and Conclusion

Introduction

In this section, I explore the strengths and limitations of the modules of professional learning developed as a result of the case study research and analysis of interviews of state teachers of the year. These modules center on the skills, knowledge, and dispositions necessary for teachers to become more engaged in state education policy. I present recommendations for further research and study, implications and applications for the advocacy modules created as the project, as well as analysis of and reflection on my growth as a scholar and leader in the process.

Project Strengths

The goal of this project was to address a problem: the perceived lack of teacher expertise in state education policy. This project was created based on the guidance and thoughts of some of America's top and most recognized educators. These expert teachers have a unique vantage point and experiences, as well as access to many of the teachers in their states. Tapping into the expertise of these state teachers of the year is a strength of the project, in that the modules are built on the analysis of the expert ideas of these teacher leaders and what they have heard and experienced with their many colleagues. The use of these nationally recognized educator participants helped in creating modules of study to address the problem, which I hope will engage more educators in state education policy in meaningful ways.

Another benefit of this program is the flexibility built into the modules. These were designed for online learning sessions using videoconferencing, which can be modified based on the needs of the learners experiencing the modules. This could easily

be morphed into a 3-day session with 8 hours a day, or spread out in a series of 16 one-hour and half-hour mini-modules to fit in the busy lives of teachers. Having these modules spread out with a week in between will give teachers processing time, as well as time to research ideas, concepts, or strategies that they are wanting to pursue on their own.

Limitations

There are four limitations that must be addressed in relation to the study, which concern (a) the size of the study; (b) the notion that all teachers should be or want to be involved in state education policy; (c) the time needed to develop knowledge, skills, and dispositions; and (d) the ability to teach dispositions.

The first assumption related to the small size of the study. There were only five participants in the study because the state teacher of the year population was small to begin with, but I was looking for participants with certain considerations. However, this participant sample of five was a small representation of the teaching population. Considering that there is a national teaching population of just about 2 million, this is a very miniscule percentage. Each year, there are approximately 57 state teachers of the year, so the findings may transfer better to the NNSTOY population of about 540. But generalizability was a huge limitation of the study. I hope to address this with future studies and incorporate a larger sample size.

Second, I made the assumption that teachers should be involved or want to become involved in state education policy. This is something that is not traditionally thought about in teacher education or professional development, though it is becoming more and more evident as leaders in nonprofit organizations, unions, and teacher groups

think about training teachers for advocacy around certain topics. There was also an assumption that teachers have time on top of their full-time jobs to engage in advocacy, or time outside of lesson planning and other professional learning that could be used to apply for recertification.

The third assumption involved the time required for teachers to fully learn the knowledge, skills, and dispositions. One of the goals involves knowledge of education policy and process, and though there is one 3 hour module allocated for this, there are entire master's programs dedicated to education policy. This seems like a tiny sliver of time for a topic that can encompass so much complexity.

Finally, there is some disagreement about the ability to teach dispositions. If there is a goal for teachers to have a better mindset for advocacy, can this really be taught and grown? Are dispositions something that can be learned by adults? Or are these dispositions innate and static? Perhaps these are dispositions that are already present but can be cultivated or groomed in adult learners.

Recommendations for Remediation of Limitations

The small sample size of five participants impacted the generalizability of the study to the general teaching population. One recommendation might be to conduct the study with a larger participant pool in order to increase generalizability, and to conduct the study with a population that represents the general teaching public instead of teachers of the year. This could be accomplished by using a survey and distributing it electronically, or with focus groups that would allow for group discussion and possibly richer data.

Another way to address the problem differently would be to create a longer module of study that is not limited or constrained by time. The recommendation of an education policy class during teacher education would be an example of this. Perhaps if teachers were offered the opportunity to choose a pathway in their education, such as policy, practice, or advocacy, this could be a unit of study in the pathway of policy or advocacy.

Scholarship

The journey through my doctorate has allowed me to grow in scholarship and develop skills that have applied to both my personal and my professional life. First, I have developed a better sense of planning and time management that has carried over to my professional life at the college. I have grown to be better at scheduling time for writing and reading—appointments with myself that hold me to deadlines and hold me accountable. This has formed a habit of writing, for now I am used to writing every day, a habit of scholarly writing that I am hoping will persist beyond my doctoral work and into my career at the college. I hope to positively impact the teaching profession and public education by continuing to write and research.

I have grown a better sense of persistence and have developed the ability to keep my mind focused on a task. As a scholar and teacher researcher, I have learned that by keeping the end in mind, I can work diligently and achieve goals. I have also grown a more scholarly mind, thinking about the world through the lens of scholarship, asking questions and making predictions, but backing up those predictions with research.

Project Development and Evaluation

As I worked on this project study, I learned a lot about project development and evaluation. As I was developing the project, I had to think about the best means to address the research question—what are teacher perceptions of educator impact on state education policy? I had to think about finding the right group of participants to help answer this question, which was composed of state teachers of the year. Because I am a state teacher of the year, I had unique access to this group of teachers, who in turn had unique access to many educators in their states. Case study was chosen as the best research design because I was looking to address the perceptions of the group as a whole.

Data collection was a very fast process, and a very busy one. I had to think about multiple steps during data collection just to ensure that the information was collected properly, and to remember to collect thoughts at the same time. This process was a lot more difficult than I had anticipated, with multiple things to juggle at the same time. As I was collecting data, I also realized that I wished that I had a larger participant pool in order to collect more data, because I just enjoyed the data collection process so much. The interview protocol was integral to the success of the data collection effort and helped the participants gather their thoughts ahead of time as well. Several participants vocalized that the interview protocol was a helpful tool.

Data collection and analysis occurred at the same time; this was a very cumbersome and busy process. There was one interview in which analysis did not occur immediately but a few days afterward, which may have made some of the details unclear. In hindsight, I have realized that it is important to make sure that such lags in time do not occur, so that analysis occurs soon after the transcripts are received.

The evaluation of this project will be useful in ensuring that the modules are helpful in achieving their objectives. With this information, the modules can be further developed in order to help build skills, knowledge, and dispositions in teachers who are interested in policy and advocacy. This will also be useful for NNSTOY to use in developing advocacy skills with their state teacher of the year members, and for other organizations to use in order to build the same skills in their teachers.

Leadership and Change

On this doctoral journey, I have learned a lot about leadership and change that I have applied not only in this research, but also in my professional work. I have learned the value of thought leadership, in that ideas that are presented and shared in words can have great impact. Leading does not always have to occur in front of a crowd; it can happen behind the scenes, in the middle, or through the pen.

I have learned the great value of listening in leadership. Also with listening comes the ability to see things from multiple vantage points. Being able to see issues and topics from different angles is a huge aspect of leadership, for sometimes tunnel vision can occur and others' perspectives are needed to broaden all lenses.

With leadership and growth also comes risk, for when pushing out of a comfort zone is a step into the unknown. The participants highlighted this risk, this unknown feeling, and I felt it as well in going through a new process as a scholar. I also learned a great deal about self-reflection and self-evaluation, which are now part of the fabric of my everyday life.

Analysis of Self as a Scholar

One thing that became evident to me is that I struggle with writing as a scholar, and I have to stay accountable to myself. I have been a writer my whole life, but my genre is opinion and narrative. Flipping the switch to scholarly writing, where I am using evidence from peer-reviewed research to back up my claims and ideas, has been a real struggle. I have learned to saturate myself in the research first in order to help with this process, as well as that if I just schedule a time to write, the mere routine and practice of writing helps me to grow.

I have also learned that I have to hold myself accountable to my work. Like most doctoral students, I am balancing a full-time job, a family of six, and my doctoral work. It is easy to let my scholarly work slip to the bottom of my to-do list, so I have learned to schedule time and appointments with myself in order to remain focused on my goals.

I have also grown a more research-oriented brain. Now, when I am reading an article, blog, or op ed, I am always thinking about where the data and research came from. I have a thousand new research questions, which I hope to tackle one at a time after my doctoral work is done. I am viewing my project study as Step 1, a door open to a new journey in research.

Analysis of Self as a Practitioner

The doctoral process has helped shape me into a more thoughtful and reflective practitioner. I now am able to be more thoughtful in what I write and speak, for I am always thinking about the research (and quality of research) that is behind educational issues. I have also learned to read through research with a more scholarly eye in thinking about the quality of methodology.

I have gained the ability to be more strategic in my work as an education professional, learning to collaborate with peers and to adhere to timelines. My questioning skills and facilitation skills have grown, which has helped in my everyday work teaching in my graduate program. I feel that as a result of this study, I am a more accomplished, more confident, better skilled educator.

Analysis of Self as a Project Developer

I think the aspect of my doctoral capstone that I enjoyed the most and developed most quickly was the project. This was surprising to me, for I really thought that data collection would be the part that was the most enjoyable. I felt that I was able to be creative in making the objectives come to life for the participants, even though it was difficult to translate some of my ideas to a virtual classroom.

Conducting the data analysis was like being a kid opening presents on Christmas morning, as I saw themes coalesce and meaning emerge from the ideas of expert teacher leaders. Excitement manifested in being able to take those themes, boil them down to objectives, and use problem solving and creativity to bring them to life as modules for my colleagues. I think that the only real difficulty was trying to remain scholarly and objective with the modules of study—I felt very closely connected to them and thought that this might be problematic in receiving any negative feedback. This project did make me realize that I really enjoy project development and curriculum creation. A new side of myself has emerged.

The Project's Potential Impact on Social Change

There are several ways in which this project could have a major potential impact on social change. On a small scale, the potential change could be increased confidence in

teacher participants and better policies for students and teachers at the school level. On a larger, more utopian scale, potential change could entail more teachers in education policy, a decrease in number of churn-and-burn education policies, and better recruitment and retention in the profession.

Individual teachers who participate in these modules of study could gain increased confidence. They could transform, becoming more vocal in order to make education better for their classroom students, and they could offer ideas and leadership that help to make their school buildings stronger. They also could gain communication and advocacy skills to increase awareness of the lives of teachers and be able to articulate what learning and teaching truly look like in the classroom.

On a larger scale, these modules could give teachers knowledge, skills, and dispositions that enable them to be more involved in local, state, or national education policy. It could open up doors for teachers and options in the career lattice, allowing more teachers to work at this level in order to impact public education for the better. For teachers who are already doing work in policy and advocacy, such as state teachers of the year, this could help in purposeful skill development so that these teachers do not feel as though they are just learning on the job, and with trial by fire.

If more teachers were engaged in education policy, or even just forming the habit of keeping up with education policy, there could be a more informed, possibly more active teacher population. This could lead to more teachers being involved in making decisions that impact students, as well as a decrease in the number of education policies that are pummeled into classrooms. Teachers then could be “at the table,” creating policy and transforming public education.

If teachers are more involved in education policy, this could help with recruitment and retention in the profession. In a time when recruitment into the profession is low due to society's perception of the teaching profession, seeing the teacher's role differently could attract more into the profession. I think that if teachers saw a role in policy as a possible avenue in the teacher professional lattice, retention could increase, especially in high-needs schools, where teachers may feel powerless. This could impact public education students by keeping great and effective teachers in their classrooms.

Implications, Applications, and Recommendations for Future Research

Increasing teacher participation in state education policy is integral to creating a better education system for public school students. This project has the potential to help increase teacher participation in education policy at the school, local, state, or national level. There are also several implications and applications that could develop from this project.

First is the ability for organizations, districts, and other groups to be more strategic about advocacy skill development. There are many times when teachers are thrown into advocacy work, and these modules of study could be the foundation for purposeful skill development instead of "trial by fire." These modules provide a framework to think about the purposeful skill, disposition, and knowledge development that could be applied to other teacher leadership certificate or master's programs.

Some recommendations can also be made as a result of the data analysis. The first is that an education policy course during teacher education and the preservice years could be beneficial in involving more teachers in education policy. The role of a teacher is

changing, and having knowledge and background in education policy is vital to this evolving role.

Second is that experiences are important to building confidence and courage with teachers. Teachers need experiences to practice their advocacy skills, and these experiences should be scaffolded. Starting with speaking to peers, then working with teams of teachers at the school level, then speaking to building administration or local level policy makers. Each experience would help build valuable skills and confidence.

There are possibilities for continued research, as there doesn't seem to be much in the field as of now. This project also unveiled several new questions. A survey could help gauge the perceptions of a larger group of teachers, increasing the sample size and generalizability of the study. It would also help further develop themes and units of study to better prepare teachers.

The relationships between unions and advocacy could be explored. There is an interesting dichotomy between unions being helpful in advocacy, offering some of the only advocacy training for teachers, but at the same time there is perception that they are somewhat competitive with other advocacy groups. This developed from several of the participants, and should be explored further.

Next, another strange and ironic finding: That state teachers of the year feel they have more impact with the state or beyond, but less impact and are not welcomed in their own building or district. Katherine Basset, the CEO of NNSTOY, called this the "profit in your own land" syndrome. This divergence in leadership impact should also be further explored.

Last, the seemingly adversarial relationship between teachers and SEAs could be explored. A survey or interviews could help peel back the layers behind why teachers seem to think that SEAs are the adversary, versus a group of colleagues working for the same mission in public education.

Summary

This project was built on case study research conducted with state teachers of the year as a result of curiosity about the perceived lack of teacher input in education policy. After data analysis of the interviews, modules of study were created in order to increase teacher skills, knowledge, and dispositions to increase teacher participation in education policy. This module will hopefully help impact social change on both a small and large scale, increasing the ability of teachers to impact policy on a school level and beyond. This will hopefully help teachers lead the charge to impact public education more effectively.

The strengths and limitations of the study were outlined, and recommendations and applications for use were made. I also reflected on my growth as a scholar, practitioner, and learner. And I am eager to work with my colleagues in NNSTOY and my small, liberal arts college in facilitating the modules of study.

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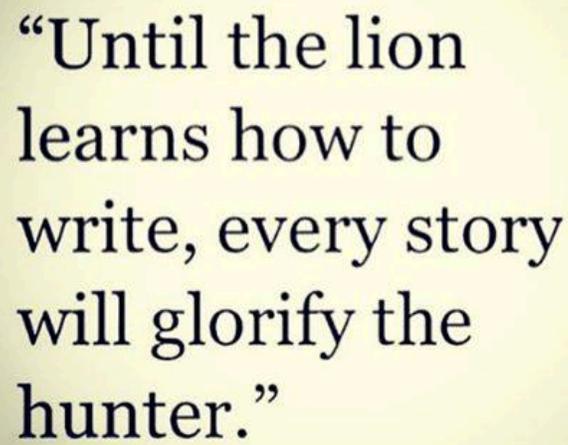
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Advocacy 101: Finding Your Teacher Leader Voice



“Until the lion
learns how to
write, every story
will glorify the
hunter.”

— African proverb

Facilitated by Megan M. Allen, NBCT

Advocacy Training Modules

Session 1: Policy Fluency Module (August 30, 2016)

Upon completion of this module, the teacher leader will develop:

- The beginnings of a context for understanding education policy, including the policy landscape and the policy process, from the lens of a teacher.
- A sense of policy fluency and become more “policy-nimble,” building a fluency for reading, critically thinking about, discussing, and acting on issues in education policy.

Part 1: The Policy Process from the Lens of a Teacher Leader, 6-7:00 pm

Objectives of the professional learning module

Findings from the research/rationale

The policy process: From the lens of a teacher leader (Breakout groups depending on the teacher leader’s needs: Local, state, or federal groups)

Part 2: The Policy Landscape, 7-8:00 pm

Overview of the Policy landscape and influencers

Personalized research: Finding your “in” as a teacher

Part 3: Building our Policy Fluency, 8-9 pm

Unpacking policy fluency

Building a habit

Setting goals for building our policy fluency

Session 2: 2-Way Communication Module, Part 1, September 6, 2016

Upon completion of this session, the teacher leader will develop:

- An understanding of what makes someone a great communicator

- Skills to increase 2-way communication skills, including how to be an active listener
- Strategies to think about diverse perspectives: How to think with our audience in mind

Part 1: Great communicators, 6-7 pm EST

Exploring great communicators

Teasing out what makes a great communicator

Moving forward: Applying what we've learned to our work

Part 2: Building our 2-way communication skills, 7-8 pm EST

Jigsaw of 2-way communication article

Gallery walk and sharing of learning

Active listener activity: 3 questions

Part 3: Understanding perspectives, 8-9 pm

Diverse perspectives activity

Sitting in their chair: Role playing of diverse perspectives

Session 3: Communication and Public Speaking Module, Part 2, September 13, 2016

Upon completion of this session, the teacher leader will:

- Explore examples of effective/ineffective messages
- Learn how to create a powerful message (the 7 second sell)
- Develop an understanding of why articulation of practice matters

Part 1: Public speaking and messages

Article discussion and poster: Public speaking 101

Exploration of effective/ineffective messages: What makes a message effective?

Part 2: Creating powerful messages

Messaging workshop: Crafting a message

Messaging activity: The 7 second sell

Part 3: Articulation of Practice

Exploration and discussion of videos on articulation of practice

Creation of video: Articulation of practice

Session 4: Building a Courageous Mindset Module, September 20, 2016

Upon completion of this module, the teacher leader will:

- Explore the concept of imposter syndrome and reflect on how this applies to their own work in and out of the classroom
- Learn strategies for building confidence and courage as teacher leaders
- Develop strategies for seeing him or herself as an expert, yet having an open mind

Part 1: Imposter syndrome, 6-7 pm

Exploration of the research on imposter syndrome

Small and whole group discussion on implications to advocacy and teacher leadership

Part 2: Building confidence and courage, 7-8 pm

Discussion of Amy Cuddy's TED talk on confidence and power poses

Courage building strategy carousel (Message in a bottle)

Part 3: Expertise and flexibility, 8-9 pm

Overview of the research on development of expertise

Article discussion of NPR article on expertise

Session 5: Educational Entrepreneurship Module, September 27, 2016

Upon completion of this module, the teacher leader will:

- Engage in case study discussions of entrepreneurship
- Unpack the skills necessary for entrepreneurship and translate them to the world of education policy
- Explore ideas and concepts of design-thinking

Part 1: Entrepreneur case study, 6-7 pm

Framing our thinking: Whole group discussion on using/reading case studies

Individualized case study reading

Small and whole group case study discussion

Part 2: Entrepreneurial skills, 7-8 pm

Skills of great entrepreneurs: Forbes article overview

Small group discussion and poster creation of entrepreneurial skills

Virtual gallery walk and reflection

Part 3: Design-thinking, 8-9 pm

Overview of design-thinking and innovation

Design-thinking lab

Session 6: Relationship-Building Module, October 4, 2016

Upon completion of this module, the teacher leader will:

- Explore the importance of relationship-building in education and advocacy
- Engage in self-actualization and self-realization activities, to reflect on how who we are can impact our relationships
- Build out strategies and a plan for long-term planning of relationship-building

Part 1: Relationship-building and advocacy

Article discussion: Whole and small group

Part 2: Self-actualization and self-realization: What part do I play?

Engage in self-actualization assessment tool

Strategy building carousel activity

Part 3: Strategic plan

Exploration of tools and resources

Creation of plan for long-term relationship building

Session 7: Advocacy Module 1, October 11, 2016

In this module, the teacher leader will:

- Explore ideas from “To Sell is Human” and apply them to advocacy work
- Learn and engage in written strategies to reach out to policy makers
- Engage in dialogue about examples and non-examples of advocacy

Part 1: Selling as teacher leaders, 6-7 pm EST

Watch and discuss Daniel Pink TED talk

Explore key concepts on “selling” from Pink article

4 color discussion of big questions

Part 2: Case study exploration, 7-8 pm

Advocacy case study reading

Group creation of posters of Do’s and Don’ts

Gallery walk

Part 3: Persuasive writing , 8-9 pm

Explore ingredients of a persuasive argument

Morphing a message activity lab: How does this argument change depending on our mode/audience/purpose?

Session 8: Advocacy Module 2, October 18, 2016

In this module, the teacher leader will:

- Engage in scripting activity of advocacy situations
- Engage in role-playing of advocacy situations in multiple roles
- Reflect on his or her performance in the advocacy role play
- Create a plan for carrying learning forward after the module

Part 1: Reflection on what works, 6-7 pm EST

Group discussion and reflection on teacher advocacy video

Creation of “how to” posters

Gallery walk

Part 2: Scripting and role play activity, 7-8 pm EST

Partner scripting activity

Role-playing activity

Part 3: Reflection and taking our learning forward, 8-9 pm EST

Individual video reflection

Goal setting and plans to move forward

Evaluation

Agenda
Session 1
Building our Policy Fluency
6-9:00 pm EST

Time	Activity	Location	Materials needed
7:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	Agenda Your Teacher Leader Model Standards (TLMS)
7:10	Exploring the objectives and unpacking Domain 7 of the TLMS	Main Zoom room-whole group	Your TLMS
7:30	Findings from the research	Main Zoom room-whole group	Research quotes and article-distributed by group
7:45	The policy process from the lens of a teacher leader	Breakout group A: Local Breakout group B: State Breakout group C: National	Access to internet for context specific research
8:00	The Policy Landscape	Independent work	Video Access to internet
8:30	Defining Policy Fluency	Whole group	Something to chart group work-graffiti
8:40	Habit building and goal setting	Whole group Breakout groups	Habit article TED talk on habits

8:55	Reflection and exit ticket	Main Zoom room-whole group	
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Building our “Policy Fluency”

Session 1
6-9 pm EST



Today’s Learning Journey

- Welcome and icebreaker
- Unpacking Domain 7
- An overview of the research
- The policy process
- The policy landscape
- Crafting our definitions: Policy fluency
- Habit building and goal setting
- Reflection and exit ticket

Today’s goals:

- To develop a context for understanding education policy, including the policy landscape and the policy process, from the lens of a teacher
- To build a sense of “policy fluency” and become more policy nimble, building a fluency for reading, critically thinking about, discussing, and acting on issues in education policy

Part 1: The policy process through the lens of a teacher leader



Unpack the Standard

- Underline the nouns
- Circle the verbs
- Discuss:
 - What is the “heart” of the domain?
 - 2-3 skills that a teacher leader would need in order to perform the domain?
 - What roles do you see for teacher leaders in regard to this domain?

Star and a Question Activity

- Read through the research quotes.
- Star the one that you are the most excited about.
- Jot down one lingering question.
- Prepare to share your star and your question with your chat buddy.
- Let’s move to whole group conversation!

The policy process: Breaking it down

- **Breakout group A:** Research and locate the policy process in your *local context*
- **Breakout group B:** Research and locate the policy process in your *state*
- **Breakout group C:** Research and locate the policy process at the *federal level*
- Don’t forget to watch your homework on Moodle! (Dr. John Holland’s explanation of the policy process).

Part 2: The Policy Landscape



Q and A with Dr. Jon Eckert



Finding your "in" as a teacher leader

What is my passion?

What influencer or group shares that passion?

How do I connect?

Part 3: Building our policy fluency



Building a Habit

The Power of Habit: Charles Duhigg at TEDxTeachersCollege



Questions for your breakout group to consider:

- What are the key take aways from your group's section of the article?
- How might this apply to building your policy fluency?

Final reflections and exit tickets

- What is something that has been clarified for you?
- What is something you are excited to learn more about?
- What is a question you still have?
- What is something we could do to help support you?

Teacher Leader Model Standards cont'd

Domain VII

Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.



Functions

The teacher leader:

- a)** Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b)** Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c)** Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- d)** Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and
- e)** Represents and advocates for the profession in contexts outside of the classroom.

Steps in Making a Bill a Law: The Federal Legislative Process

Introducing the Bill and Referral to a Committee

Any member of Congress can introduce legislation. The person or persons who introduce the bill are the sponsors; any member of the same body (House or Senate) can add his or her name after the day of introduction as a cosponsor.

When a bill is introduced, it is given a number: H.R. signifies a House bill and S. a Senate bill. The bill is then referred to a committee with jurisdiction over the primary issue of the legislation. Sometimes, a bill will be referred to multiple committees. The bill is referred sometimes to a subcommittee first.

Committee Action: Hearings and Mark Up

The chairman of the Committee determines whether there will be a hearing on the bill and whether there will be "mark up." Usually, a subcommittee holds the hearing. Sometimes a bill is marked up both in subcommittee and then in full committee, but it can have action taken only at the full committee level. A mark up is when members of the Committee officially meet to offer amendments to make changes to the bill as introduced. After amendments are adopted or rejected, the chairman moves to vote the bill favorably out of Committee. The bill will go to the entire body if the Committee favorably reports out the bill.

Committee Report

The Committee Chairman's staff writes a report of the bill describing the intent of legislation, the legislative history such as hearings in the Committee, the impact on existing laws and programs, and the position of the majority of members of the committee. The members of the minority may file dissenting views as a group or individually. Usually, a copy of the bill as marked up is printed in the Report.

Floor Debate and Votes

The Speaker of the House and the Majority Leader of the Senate determine if and when a bill comes before the full body for debate and amendment, and final passage. There are very different rules of procedure governing debate in the House and Senate. In the House, a Representative may offer an amendment to the bill only if he has obtained "permission" from the Rules Committee. In the Senate, a Senator can offer an amendment without warning so long as the amendment is germane to the underlying bill. A majority vote is required for an amendment and for final passage. Sometimes, amendments are accepted by a "voice vote."

Referral to the Other Chamber

When the House or the Senate passes a bill it is referred to the other chamber where it usually follows the same route through committee and floor action. This chamber may approve the bill as received, reject it, ignore it, or amend it before passing it.

Conference on a bill

If only minor changes are made to a bill by the other chamber, usually the legislation goes back to the originating chamber for a concurring vote. However, when the House and Senate versions of the bill contain significant and/or numerous differences, a conference committee is officially appointed to reconcile the differences between the two different versions into a single bill. If the conferees are unable to reach agreement, the legislation dies. If agreement is reached, a conference report is prepared describing the committee members' recommendations for changes. Both the House and the Senate must approve of the conference report. If either chamber rejects the conference report, the bill dies.

Action by the President

After the conference report has been approved by both the House and Senate, the final bill is sent to the President. If the President approves of the legislation, he signs it and it becomes law. If the President does not take action for ten days while Congress is in session, the bill automatically becomes law. If the President opposes the bill he can veto it; or, if he takes no action after the Congress has adjourned its second session, it is a "pocket veto" and the legislation dies.

Overriding a Veto

If the President vetoes a bill, Congress may decide to attempt to "override the veto." This requires a two-thirds roll call vote of the members who are present in sufficient numbers for a quorum.

Retrieved from National Association for the Education of Young Children at https://www.naeyc.org/policy/federal/bill_law

233,986 people received my free newsletter last week. [Click here to sign up.](#)

The 3 R's of Habit Change: How To Start New Habits That Actually Stick

By James Clear | Behavioral Psychology, Habits

Your life today is essentially the sum of your habits.

How in shape or out of shape you are? A result of your habits.

How happy or unhappy you are? A result of your habits.

How successful or unsuccessful you are? A result of your habits.

What you repeatedly do (i.e. what you spend time thinking about and doing each day) ultimately forms the person you are, the things you believe, and the personality that you portray.

But what if you want to improve? What if you want to form new habits? How would you go about it?

Turns out, there's a helpful framework that can make it easier to stick to new habits so that you can improve your health, your work, and your life in general.

Let's talk about that framework now...

Agenda
Session 2
Communication
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	Exploring great communicators activity	Breakout groups Main Zoom room-Whole group reflection	Something to chart group work
7:00	Building our 2-way communication skills (jigsaw, gallery walk)	Main Zoom room-whole group Breakout groups	Communication article Google doc to record group work for virtual gallery walk
8:30	Active listener activity	Partners	
8:55	Reflections and exit tickets	Whole group	

Communication Lab
Session 2
6-9 pm EST



Today's Learning Journey

- Welcome and icebreaker
- Great Communicators Activity
- Building our 2 Way Communication
- Active Listener Partner Activity
- Diverse Perspectives: Role-Playing Activity
- Reflection and exit ticket

Today's goals:

- To develop an understanding of what makes someone a great communicator
- To build skills to increase 2-way communication, including being an active and engaged listener
- To build strategies to think about diverse perspectives

Part 1: Exploring great communicators

Great Communicator Activity

- What makes a great communicator?
 - Identify
 - Watch/listen
 - Record



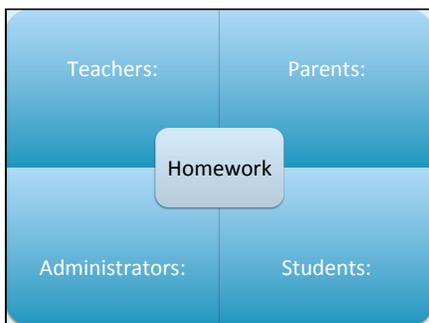
Part 2: Building our 2-way communication skills



3 Questions and the 5 Whys

Part 3: Understanding diverse perspectives

- In your breakout group:
- Choose an education issue. Write it in the center of your window pane graphic organizer.
 - Think of 4 stakeholders in this issue-write them at the top of each of the 4 sections of the graphic organizer.
 - Briefly sketch out each stakeholder's perspective.
 - Role playing time! Each person takes a different stakeholder role.
 - Switch roles so each person has a chance to be each stakeholder.



- Questions to consider:
- How did it feel to "take on" the different perspectives?
 - How did it make you think about communication and our work as teacher leaders?

Final reflections and exit tickets

- What is something that has been clarified for you?
- What is something you are excited to learn more about?
- What is a question you still have?
- What is something we could do to help support you?

INSTRUCTIONAL COACHING

Effective Team Communication: A First Step to Getting Along

DECEMBER 3, 2015

By Elena Aguilar, Transformational Leadership Coach from Oakland, California



Photo credit: Phil Roeder via flickr (CC BY 2.0) (<https://www.flickr.com/photos/tabcroeder/5106116977/>)

Most educators intellectually know the importance of working in teams, departments, or professional learning communities. Most of us want healthy collaboration with colleagues and yearn for the support, understanding, and guidance from others who walk in our shoes.

Yet many team meetings are riddled with ineffective communication dynamics. Perhaps one team member dominates the conversation, or someone else disengages and never participates, or someone derails discussions.

Although there aren't quick-fix solutions to these dynamics, there are many things that we can do -- as team leaders or members of teams -- to turn our team towards healthy communication. In this blog post, I'll offer a few suggestions from my forthcoming book, *The Art of Coaching Teams* (http://www.amazon.com/Art-Coaching-Teams-Resilient-Communities/dp/1118984153/ref=sr_1_1?s=books&ie=UTF8&qid=1448290329&sr=1-1&keywords=the+art+of+coaching+teams), to support you in this work.

Reflect on Current Dynamics

If you are a team leader, you may be able to make decisions that can shift your team's dynamics. If you're a team member, then the more you know about healthy communication, the better you can advocate for a shift. The first step is to reflect on your team's communication patterns. Here are six questions to guide that reflection:

1. What do I notice about the conversations we have now in our team? What dynamics do I see present?
2. How do I feel about the conversations we have now?
3. What do I want our team's conversations to look and sound like?
4. What purposes do our conversations need to have?
5. How do I want to feel during conversations?
6. What defines a good conversation for me?



The 5 Whys for Inquiry

Developed in the field by educators affiliated with NSRF.

Purpose

To help the presenter get at the foundational root of his/her question and to uncover multiple perspectives on the question.

Presentation (3 minutes)

The presenter describes the context of his or her inquiry question

One might include...

- Why you chose this question
- Why it is so important to you
- How it relates to your work back home

Clarifying Questions (3 minutes)

The group asks clarifying questions. These are questions, which clarify the context of the presenter's remarks. They should be specific questions, which can be answered with brief statements. For example, "How long has your school been involved in place based learning?" Or, "How many community members are involved with planning this project?"

Decision (3 minutes)

The group discusses the best line of inquiry to get at the heart of the question and decides upon the initial "why question". The presenter is silent.

The "Why Questioning": (10 minutes)

The "why question" decided upon is asked and the presenter responds. Another "why question" is asked in response to the presenter's answer. This continues with a maximum of five "why questions" being asked.

Discussion (5 minutes)

The group then discusses what they have heard the presenter say. Their discussion is not a solving of a problem but an attempt to help the presenter understand the underlying causes for the issue he or she described. The presenter is silent.

Response (3 minutes)

The presenter responds to what has been said. The group is silent.

Debrief (3 minutes)

The group and the presenter debrief the experience.

Agenda
Session 3
Messaging and Public Speaking
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	Public speaking101	Breakout groups Main Zoom room-Whole group reflection	Public Speaking 101 blog post Something to chart group work
7:00	Messaging activity: Crafting a message	Main Zoom room-whole group Partners	
7:30	The 7 second sell	Partners	
8:00	Articulation of Practice	Whole group-Main Zoom room Independent	Articulation of practice videos Zoom account or smartphone to record your video
8:55	Reflection and exit ticket	Whole group-Main Zoom room	

1/28/16

Communication and Public Speaking

Session 3
6-9 pm EST

Today's Learning Journey:

- Welcome, icebreaker, and inspiration
- Public Speaking 101
- Messaging Activity
- The 7 Second Sell
- Articulation of Practice
- Reflection and Exit Ticket

Today We Will:

- Explore examples of effective/ineffective messages
- Learn how to craft powerful messages
- Develop an understanding of why articulation of practice matters

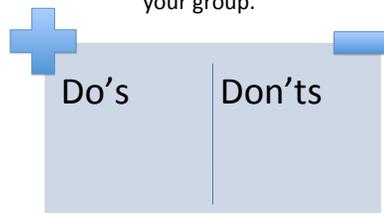
Part 1: Public Speaking 101



Jigsaw and Virtual Gallery Walk



What makes a message effective?
Look at your examples and discuss with your group.



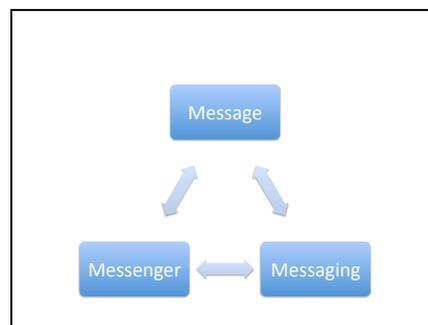
What makes a message effective?
Look at your examples and discuss with your group.

Do's Don'ts

Part 2: Creating Powerful Messages

Messaging Workshop

- Protocol Creation
- Breakout groups:
 - Email message
 - Speaking in front of a crowd (faculty meeting, PTA, school committee)
 - Speaking to a policy maker or politician



The 7 Second Sell

- Quickly write down an issue that is important to you.
- With your partner, practice “selling” it in:
 - 30 seconds
 - 15 seconds
 - 7 seconds

Part 3: Articulation of Practice

Video creation:

- Spend some time thinking about your message to answer the same question: Why is it important that we can articulate our practice as teacher leaders?
- Create your video!
 - 1-2 minutes
 - Nothing professional or fancy

Final reflections and exit tickets

- What is something that has been clarified for you?
- What is something you are excited to learn more about?
- What is a question you still have?
- What is something we could do to help support you?

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Becoming a Better Public Speaker: Tips From the Greats



—Image adapted from "Microphones" by Håkan Dahlström, Flickr Creative Commons.

By Megan Allen

Heart thumping so loud I know everyone can hear it. Face and neck flushing red. Sweat beads beginning to sprout and then trickle down my forehead.

No, this is not the moment in front of the crowd and under the spotlights—this comes from just THINKING about that moment! Whether it's speaking in front of our school faculty, presenting at a local school board meeting, or testifying in front of Congress, many of us feel anxiety about public speaking. So what can we do to be better prepared as public speakers? Here's a few lessons from some speaking greats.

Embrace the Anxiety

Did you know that Warren Buffett used to be terrified of speaking in public? According to [this story](#) in *Forbes* magazine, he picked out his college courses based on whether he'd have to speak in front of the class, avoiding the ones where he knew he'd be forced to face his fear. He even dropped a public speaking course.

But then he decided he would have to overcome this fear to be in business. And that he

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Bringing Digital Differentiation to All Subjects
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The image shows a YouTube video player interface. The video content area is a solid orange color with the Salesforce ExactTarget Marketing Cloud logo in the center. The logo consists of the word "salesforce" in a blue cloud shape, followed by "exacttarget" and "marketing cloud" in white text. Below the video area is a dark brown control bar with play, next, volume, and progress (0:09 / 5:34) icons, along with CC, settings, and full screen icons. Below the video player, the video title "The Good, the Bad, and the Ugly Social Marketing Examples" is displayed. The channel name "ExactTarget" is shown with a verified badge and a profile picture icon. A red "Subscribe" button with 4,919 subscribers is visible. The video has 1,270 views. At the bottom, there are icons for "Add to", "Share", and "More", along with a thumbs up icon showing 1 like and a thumbs down icon showing 0 dislikes.

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exacttarget[®]
marketing cloud

0:09 / 5:34

CC ⚙️ 📺 🗄️

The Good, the Bad, and the Ugly Social Marketing Examples

ExactTarget ✓

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Moodle

Navigation

- Locally assigned roles
- Permissions
- Check permissions
- Filters
- Logs
- Backup
- Restore
- Course administration
- Switch role to...
- My profile settings



- ▼ [Folder icon]
- Brianna-Connecting Teacher Leadership to Classroom Practice.mp4
- CherylRedfield.mp4
- DanielleMasseyArticulation.mov
- Dorina2.mp4
- Dorina5.mp4
- Dorina6.mp4
- Dorina7blooper.mp4
- DorinaPart1.mp4

1

Agenda
Session 4
Building a Courageous Mindset
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	Imposter Syndrome-Poll Everywhere and Speed Dating	Main Zoom room-Whole group activity Breakout group discussion	Your research quote, questions for group discussion
7:00	Courage, power, and confidence: Virtual stations	Main Zoom room-whole group	Amy Cuddy's TED talk, instructions for virtual stations
8:00	Expertise and flexibility	Breakout groups	Podcast on expertise, questions for group discussion
8:30	Break in case of emergency	Whole group-Main Zoom room	Bottle and materials mailed to you
8:55	Reflections and exit ticket	Whole group-Main Zoom room	

1/28/16

Session 4: Building a Courageous Mindset

6-9 pm EST

Today's Learning Journey:

- Welcome, icebreaker, and inspiration
- Imposter Syndrome
- Building confidence and courage
- Expertise and flexibility
- Break in case of emergency
- Reflection and exit ticket

Today we will explore:

- The concept of imposter syndrome and reflect on how this applies to our work in and out of the classroom
- Strategies for building confidence and courage as teacher leaders
- The ability to see ourselves as experts, but be open-minded at the same time

Part 1: Imposter Syndrome

Your poll will show here

1 Install the app from pollen.com/app

2 Make sure you are in Slide Show mode

Still not working? Get help at pollen.com/app/help or Open poll in your web browser

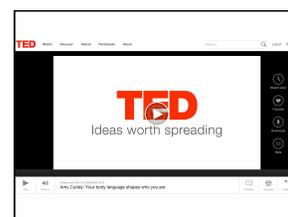
Star and a Question Activity

- Read through the research quotes.
- Star the one that you are the most excited about.
- Jot down one lingering question.
- Prepare to share your star and your question with your chat buddy.
- Let's move to whole group conversation!

Breakout group questions:

- Share a time that you've felt a tinge of imposter syndrome.
- Why do you think this happens with our profession?
- How does this apply to our work as teachers?
 - As teacher leaders?
 - In advocacy specifically?
- What does this mean for you moving forward?

Part 2: Building confidence and courage





Small group discussion: 3 types of text protocol

- Read through Amy Cuddy's research on the cortisol levels of leaders
- Underline or highlight:
 - 1 sentence that spoke to you
 - 1 phrase
 - 1 word



Part 3: Expertise and Flexibility

Expertise and Flexibility

- Listen to the Hidden Brain podcast "Being Labeled and Expert May Cause People to be Closed-Minded"
<http://www.npr.org/2015/12/01/457974684/being-labeled-an-expert-may-contribute-to-someone-being-closed-minded>
- Complete a 3-2-1 with your breakout group:
 - 3 things that are important for teachers to know
 - 2 questions you have
 - 1 sentence that sums the podcast up
- Be prepared to share with the class



Reflection and Exit Ticket

- If you could write us a message in a bottle about the work so far, what would it be?

Don't Let Impostor Syndrome Sabotage Your Career

07/05/2012 03:36 pm ET | Updated Sep 04, 2012

- [Caroline Dowd-Higgins](#) Executive Director of Career & Professional Development Indiana University Alumni Association

Have you ever experienced a moment of panic before you got ready to pitch a proposal, deliver a talk or convene a meeting? I'm not referring to butterflies in your stomach or simple stage fright. I'm talking about being stopped in your tracks with a feeling of such tremendous self-doubt that your confidence was shot. Welcome to the non-exclusive club of millions of professional women (and men) who experience the impostor syndrome.

Dr. Valerie Young is an internationally known speaker, author and expert on women and impostor syndrome. Her book -- [*The Secret Thoughts of Successful Women: Why Capable People Suffer From the Impostor Syndrome and How to Thrive In Spite of It*](#) (Crown Business, Random House) is a fascinating look into how so many accomplished and capable people suffer from self doubt.

A self-described "recovering impostor," Young remembers her own experience in graduate school, a time when she succumbed to feelings of self-doubt and failed to recognize and celebrate her accomplishments. Impostor syndrome is a major psychological phenomenon that is extremely prevalent in the career world.

There are high achieving celebrity impostor syndrome sufferers including Tina Fey, Maya Angelou and Sheryl Sandberg, who have all openly admitted to feeling like an impostor at some point during their careers. Young says, "When you feel yourself sliding into competence extremism, recognize it for what it is. Then make a conscious decision

to stop and really savor those exhilarating mental high points and forgive yourself for the inevitable lulls."

That's what Tina Fey does. As she says in Young's book, "The beauty of the impostor syndrome is you vacillate between extreme egomania and a complete feeling of: 'I'm a fraud! Oh God, they're on to me! I'm a fraud!' So you just try to ride the egomania when it comes and enjoy it, and then slide through the idea of fraud."

Another type of impostor never achieves success, according to Young, because the impostor syndrome holds them back from moving forward with their goals:

The thing about "impostors" is they have unsustainably high standards for everything they do. The thinking here is, *If I don't know everything, then I know nothing. If it's not absolutely perfect, it's woefully deficient. If I'm not operating at the top of my game 24/7, then I'm incompetent.*

Fakes & Frauds

Impostor feelings need to be normalized so we can understand that the circumstances are situational. Impostor syndrome is not a mental illness but a phenomenon that afflicts many whose work is constantly being reviewed by a subjective audience.

Consider the creative careerists and those who use skills in writing, design, performance or marketing as an example. These professionals often only feel good when they garner rave reviews because their work is appreciated by a subjective audience.

First-generation professionals and college students often feel like they are frauds who don't deserve to be charting a new path. Women in STEM careers (science, technology, math and engineering) are still a

minority in the workforce and they often succumb to the pressure of feeling they need to represent all women in STEM fields. They often believe they are not worthy or good enough even when very accomplished. This is a classic example of impostor syndrome at work.

Take a Risk

When opportunity knocks with a new job, promotion or a chance to take a risk, women often feel the impostor syndrome take hold. Young suggests impostor syndrome gives us an opportunity to drill down and ask if the new opportunity is fear based. Sometimes it's a question about whether the new promotion, for example, will really provide you with an authentic path that honors your values. It begs the question -- how do you define success? The feelings of self-doubt are normal and in the best case scenario, prompt one to pursue a self reflection about what really matters. According to Young:

While the impostor syndrome is not unique to women, they are more likely to agonize over tiny mistakes and blame themselves for failure, see even constructive criticism as evidence of their shortcomings; and chalk up their accomplishments to luck rather than skill. When they do succeed, they think 'Phew, I fooled 'em again.' Perpetually waiting to be "unmasked" doesn't just drain a woman's energy and confidence. It can make her more risk-averse and less self-promoting than her male peers, which can hurt her future success."

Did You See Her Hair?

It's very well documented that girls and women are more likely to internalize failure and mistakes while boys and men are more likely to externalize these. Young cites a classic cartoon example where a woman tries on a pair of pants that no longer fit and she says, "I must

be getting fat" while a man tries on his ill-fitting pants and states, "There must be something wrong with these pants."

Women tend to assume it's their issue and blame themselves. There is a social and cultural bias and women can be the worst offenders. Have you ever watched an Academy Award show and a famous actress (any will do) approached the stage to receive her coveted award and you murmured "I can't believe she is wearing that dress!" Women tend to be very critical of each other, so fostering a culture of self-confidence needs to start with women supporting other women.

Own Your Confidence

Don't wait till you feel confident to act confident. It's important to have humility to admit when you don't know something. A way to build confidence is to be authentic and accept that you don't need to know everything.

Young talks about an unrealistic *Competency Rulebook*. Women set very unrealistic expectations for themselves and the impostor syndrome then has a ripe environment in which to thrive. Women must stop being their own worst enemies. It's impossible to know everything and women need to give themselves a break. Perfection is unattainable so women have to stop waiting to achieve perfection and celebrate the strengths they already own.

According to Young, it's time for women to be bold:

Being bold is not about being right, being perfect, or knowing it all. Rather it is about marshaling resources, information and people. It involves seeing problems as opportunities, occasionally flying by the seat of your pants, and ultimately being willing to fall flat on your face and know you will survive.

You've heard the adage -- "fake it till you make it," but Young takes this a step farther. She encourages us all to find the *chutzpah* artists in our world who take life by the horns and have the moxie and the courage to make things happen. We can learn so much from these courageous souls by tapping into their willingness to take a risk. Start observing the confident people around you and model their behavior.

Girl-Talk

The Impostor Syndrome can start at tender age, so Young encourages parents to be communicative with their kids and address adversity, resilience and self-confidence early on:

Research shows that even as girls, women are more likely to blame ourselves when things go wrong. We're also more apt to give up following a set-back. Since failure and mistakes are inevitable, bar none the best thing parents can do is to help their daughters understand the learning value of failure and to gain confidence from overcoming adversity rather than running from it. It's okay to falter. The key is to get back in the game and try, try again.

What's a Woman to Do?

Self-confidence is attainable. Expand your comfort zone incrementally toward a stretch goal. Baby steps will allow you to truly own what you do well and learn to turn off the negative mental self talk that often surfaces. The impostor syndrome can emerge during performance evaluations or review time when you feel most vulnerable at work. By

focusing on what you love to do, you can reprogram your brain to also believe that you do these things really well. Take time to enjoy your strengths and don't set unrealistic goals of perfection. Celebrate what you've already done well.

What is your negative internal script saying? What do you want the positive voices to say instead? Revel in your excitement, anticipation and successes and become OK with the fact that you can and will make mistakes. When professional athletes don't win the big game, they watch the playback tape, learn what they can do better next time, and get back into the game.

Pull up a chair -- invite yourself to the table, and give yourself permission to own your strengths and your self-confidence. The impostor syndrome is very real but you also have the power to silence this negative self talk so you can enjoy your life and your career.

Be sure to check out Dr. Valerie Young's book [*The Secret Thoughts of Successful Women*](#) for great strategies on how to thrive in spite of the impostor syndrome.

Caroline Dowd-Higgins authored the book [*This Is Not the Career I Ordered*](#) and maintains the career reinvention blog of the same name (www.carolinedowdhiggins.com) She is also the Director of Career & Professional Development and Adjunct Faculty at Indiana University Maurer School of Law. She hosts the national [CBS Radio Show Career Coach Caroline](#) on Tuesdays at 5pm ET

Have you ever had a time when you felt like you "didn't belong at the table" as a teacher?

When poll is active, respond at PollEv.com/meganallen458

Text **MEGANALLEN458** to 37607 once to join



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Power Posing: Brief Nonverbal Displays Affect Neuroendocrine Levels and Risk Tolerance

Psychological Science
 21(10) 1363–1368
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 DOI: 10.1177/0956797610383437
<http://pss.sagepub.com>


Dana R. Carney¹, Amy J.C. Cuddy², and Andy J. Yap¹

¹Columbia University and ²Harvard University

Abstract

Humans and other animals express power through open, expansive postures, and they express powerlessness through closed, contractive postures. But can these postures actually cause power? The results of this study confirmed our prediction that posing in high-power nonverbal displays (as opposed to low-power nonverbal displays) would cause neuroendocrine and behavioral changes for both male and female participants: High-power posers experienced elevations in testosterone, decreases in cortisol, and increased feelings of power and tolerance for risk; low-power posers exhibited the opposite pattern. In short, posing in displays of power caused advantaged and adaptive psychological, physiological, and behavioral changes, and these findings suggest that embodiment extends beyond mere thinking and feeling, to physiology and subsequent behavioral choices. That a person can, by assuming two simple 1-min poses, embody power and instantly become more powerful has real-world, actionable implications.

Keywords

cortisol, embodiment, hormones, neuroendocrinology, nonverbal behavior, power, risk taking, testosterone

Received 1/20/10; Revision accepted 4/8/10

The proud peacock fans his tail feathers in pursuit of a mate. By galloping sideways, the cat manipulates an intruder's perception of her size. The chimpanzee, asserting his hierarchical rank, holds his breath until his chest bulges. The executive in the boardroom crests the table with his feet, fingers interlaced behind his neck, elbows pointing outward. Humans and other animals display power and dominance through expansive nonverbal displays, and these power poses are deeply intertwined with the evolutionary selection of what is "alpha" (Darwin, 1872/2009; de Waal, 1998).

But is power embodied? What happens when displays of power are posed? Can posed displays cause a person to feel more powerful? Do people's mental and physiological systems prepare them to be more powerful? The goal of our research was to test whether high-power poses (as opposed to low-power poses) actually produce power. To perform this test, we looked at the effects of high-power and low-power poses on some fundamental features of having power: feelings of power, elevation of the dominance hormone testosterone, lowering of the stress hormone cortisol, and an increased tolerance for risk.

Power determines greater access to resources (de Waal, 1998; Keltner, Gruenfeld, & Anderson, 2003); higher levels of

agency and control over a person's own body, mind, and positive feelings (Keltner et al., 2003); and enhanced cognitive function (Smith, Jostmann, Galinsky, & van Dijk, 2008). Powerful individuals (compared with powerless individuals) demonstrate greater willingness to engage in action (Galinsky, Gruenfeld, & Magee, 2003; Keltner et al., 2003) and often show increased risk-taking behavior¹ (e.g., Anderson & Galinsky, 2006).

The neuroendocrine profiles of the powerful differentiate them from the powerless, on two key hormones—testosterone and cortisol. In humans and other animals, testosterone levels both reflect and reinforce dispositional and situational status and dominance; internal and external cues cause testosterone to rise, increasing dominant behaviors, and these behaviors can elevate testosterone even further (Archer, 2006; Mazur &

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Break in Case of Emergency Make-and-Take

Materials Needed: Small bottle, note card, ribbon, card with “break in case of emergency” written on it

Directions: Write a message to yourself that ONLY you will see. This should be a message for a time when you are feeling like you need a little extra boost of confidence! Roll the note card up and place inside the bottle. Tie the card and ribbon on the outside.

Agenda
Session 5
Educational Entrepreneurship
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	Framing our thinking: Using a case study	Main Zoom room-Whole group reflection	
6:30	Case study reading	Independent	Case study
7:00	Case study discussion	Breakout groups	
7:30	Entrepreneurial skills	Whole group-Main Zoom room Breakout groups	Forbes article Something to record group's thinking
8:30	Virtual gallery walk	Independent	
8:55	Reflection and exit ticket	Main Zoom room-whole group	

1/29/16

Read Forbes' article: Skills of great entrepreneurs

- With your group, discuss the following:
 - What can we learn from entrepreneurs?
 - How does this transfer to teacher leadership and advocacy?
 - What lessons learned might you take forward to your work in your classroom, district, or state?
- How can thinking like an entrepreneur help create a pathway to address problems in education? Create a graphic with your group based on your thinkin about the mindset of an entrepreneur.

Part 3: Design-thinking Lab



Reflection and Exit Ticket

- What have you learned that you can take forward in your future teacher leadership and advocacy work?
- What is one lingering question you still have?
- What is something we can do to make this learning experience better for you?



**Eugene D. Fanning Center For Business Communication
Mendoza College of Business
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00-06

Analyzing a Case Study

Among the many tools available to business educators, the case study has become increasingly popular. Professors use it to teach the complexities of many different, modern business problems. That's not a surprising development. Beyond the fundamentals, memorization and description will take you just so far. The real test of whether you are ready to manage a business will come when you are asked to assume the role of a manager, step into an authentic business situation, make sense of the circumstances you see, draft a plan, and take action.

Why Study Cases?

Schools of law have studied cases for many years as a means of exploring legal concepts and understanding the practices of the courts. Harvard Business School began inviting executives and managers into their classrooms after the First World War, hoping to provide students with some insight into the thinking of successful businessmen. Not long afterward, professors of business began writing down the narratives of these business managers in an effort to capture the ambiguities and complexities involved in the day-to-day practice of commerce and administration.

The idea spread to other schools of business and migrated from graduate to undergraduate programs. Today, many business educators use case studies because their narratives are so valuable in developing analytic and critical thinking abilities, as well as organizational and communication skills. You can memorize lists, procedures, and attributes. You can occasionally guess successfully at the answer to a multiple-choice question. But you cannot memorize the answer to a problem you have never encountered, nor can you guess at the options available to a manager who must resolve a complex, difficult, often ambiguous situation.

Types of Cases

Although each case is different, you are likely to encounter three basic types of case studies, depending on the subject you are studying: field cases, library cases (sometimes referred to as public record cases), and armchair cases.

This teaching note was prepared from personal interviews and public sources by James S. O'Rourke, Concurrent Associate Professor of Management, as the basis for class discussion rather than to illustrate either effective or ineffective handling of an administrative situation. Copyright ©2000. Eugene D. Fanning Center for Business Communication. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, used in a spreadsheet, or transmitted in any form or by any means – electronic, mechanical, photocopying, recording, or otherwise – without permission.



Jan Carlzon

In June 1974, at the age of 32, I sat down behind the desk in the president's office of Vingresor, a subsidiary of the Scandinavian Airlines System that assembles and sells vacation package tours. I'd been selected president after only six years of working life. I had authority over 1,400 employees, many of them roughly the same age as I. My qualifications were no better than anyone else's, and there was no obvious reason for making me president. I was afraid—afraid that I wouldn't be accepted and afraid that I would fail.

I had taken over at Vingresor during troubled times. The 1973-1974 oil crisis had escalated air travel prices so much that passengers shied away from charter trips. It was our job to make Vingresor profitable again.

We didn't have many options. The main functions of a tour operator like Vingresor are to contract for flights and hotels and set up a service section at the travel resort that organizes excursions and activities. Then all these pieces are packaged together for the customer to purchase. The operator's profit is to a great extent a question of cost: the more money invested throughout the various stages of assembling the package, the smaller the profit margin and the greater the chances of losing money. The less invested, the less the risk.

In a sagging market, most product-oriented executives would have cut back on service. But this would only bring in less revenue creating an even more serious problem. Instead, we chose to squeeze costs. At the time, we had about 210,000 customers, 40,000 of whom had purchased specially priced trips that were unprofitable to us. We decided to drive our costs down so that we could turn a profit even if we fell to 170,000 customers.

But we didn't just chop costs right off. We also restructured the organization, making it more flexible and able to handle more customers should the market bounce back. And the market truly did recover! Because of our flexibility, we easily absorbed the new customer demand and came out of the crisis showing a profit. During the first year of my presidency, we earned the largest profit in Vingresor's history.

In 1978, when I'd been president of Vingresor for just under four years, I was offered the presidency of Linjeflyg, Sweden's domestic airline and an affiliate of SAS. Linjeflyg was losing

*This case was excerpted from *Moments of Truth* by Jan Carlzon, Copyright © 1987, used with permission of Ballinger Publishing Company. Excerpts were prepared by Professor John Kotter as the basis for class discussion rather than to illustrate either effective or ineffective handling of an administrative situation.*

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How The Best Entrepreneurs Succeed: A Case Study

While it is obvious that no one approach **GUARANTEES** entrepreneurial success, it is clear from everything we have learned so far, that there is a **PROVEN** path that increases your odds.

As we have seen, it breaks down into the following steps. You:

1. Determine what it is you really want to do.
2. Take a small step toward that goal.
3. Pause to see what you learned from taking that step and
4. Build off that learning.
5. Take another small step.
6. Pause to see what you learned from step two.
7. Build off that learning....

This Act. Learn. Build. Repeat approach is one that the most successful entrepreneurs use in creating their company.

Shawn Gardner, 40, is trying to join their ranks.

Shawn who works for the Saratoga, California parks department loves his job. But he realizes that these days public employees are not the most popular people around and with budget cuts always looming he figures it would be a good idea to hedge his employment bets.

"With the changing economy, there is tons of uncertainty out there. You have to be the one to plan your own future," he says.

But what kind of future?

"I was on a winter break in 2009 and wanted to rent a snowmobile for a couple of hours," he recalls. "Not only was the price—\$325—absurd but they wouldn't provide



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Agenda
Session 6
Relationship Building
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	Relationship building and advocacy	Breakout groups	Article for group discussion: “Why building relationships is vital in school reform”
7:00	Looking at self: Interpersonal skills	Independent and whole group	Link to quiz, questions for self-reflection
7:30	Strategy building: Part 1	Main Zoom room-whole group Breakout groups	“Building relationships with your policymakers” article, strategy protocol
8:90	Strategy building: Part 2	Main Zoom room Independent work	Strategy protocol
8:55	Reflection and exit ticket	Main Zoom room-Whole group	

**Relationship Building
Session 6**
6-9 pm EST

Our learning journey:

- Welcome, icebreaker, and inspiration
- Relationship building and advocacy: Article discussion
- Looking at self and emotional intelligence
- Strategy building session
- Reflection and exit ticket

Our objectives:

- To explore the importance of relationship-building in education and advocacy
- To explore our own selves and what role we may play in relationship building
- To build out strategies for long-term planning of relationship building

3-2-1 Protocol for group discussion

- 3 interesting facts
- 2 questions that you have
- 1 "aha" to share with the group

Questions for reflection:

- What did you learn about yourself?
- How might interpersonal skills apply to relationship building?
- What are you thinking moving forward?

<http://www.dellvoornet.com/wordpress/wp/24147/>

Strategy Building Protocol



1. Know your policy maker.



2. Build on common ground.



3. Keep them in your orbit (or find ways to stay in their orbit!)

- How will you stay connected?
- How will you hold yourself accountable?
- How will I keep this meaningful?

Exit ticket and reflection

- What is one thing that has squared for you?
- What is one question that still lingers?
- What is something we can do to better support you in this work?

The Washington Post

Answer Sheet

Why building relationships is vital in school reform

By Valerie Strauss July 16, 2014

Is it possible that some school reforms that hold promise are failing because educators are simply not given the time or resources to communicate and build meaningful relationships with each other in order to properly implement them? Or because the conditions in which they do their work do not support productive interactions? The authors of the following post, Kara S. Finnigan and Alan J. Daly, explain research they have done that underscores the importance of the relational element in reform, and they draw on social network research as a way to highlight the importance of relationships as conduits through which valued resources flow and can bring about systemwide change.

Finnigan is an associate professor at the Warner School of Education at the University of Rochester, and Daly is a professor and chair of Education Studies at the University of California San Diego. Finnigan and Daly have published numerous articles on social network analysis in education in academic and practitioner journals, and recently co-edited [Using Research Evidence in Education: From the Schoolhouse Door to Capitol Hill](#), which explores the use and diffusion of different types of evidence across levels of the educational system.

A version of this post appeared on the [Shanker Blog](#), the voice of the Albert Shanker Institute, a non-profit Washington D.C.-based organization created to honor the life and legacy of the late president of the American Federation of Teachers.

By Kara S. Finnigan and Alan J. Daly

A few years ago Education Secretary Arne Duncan noted that No Child Left Behind had “created a thousand ways for schools to fail and very few ways to help them succeed.”

We think that may have to do with the over-reliance on technical fixes, prescriptive approaches and the scant attention to the context — particularly the social context — in which reforms are implemented. But what would things look like if we took a more relational approach to educational improvement?

Imagine for a moment that you are the head of a large organization that is failing on whatever performance measures are deemed important. You push “knowledge” into the system through meetings and informational

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Building Relationships With Your Policymakers

More in this Section...

DEVELOPING THE RELATIONSHIP

Developing a good relationship with your local and federal policymakers and their staff is one of the most important and effective tools in advocating for workforce education and influencing the legislative process. As a workforce education professional, you need to develop an ongoing relationship with policymakers at all levels to ensure that you are involved in decision making from the start.

Our issues will be important to the legislator at both the state and federal level if, and only if, we paint that picture. To do this, we must understand the issues and be willing to convey the message and the impact to our representatives. There is nothing that beats a personal relationship - either State or Federal - with a Representative or Senator. The time to form the relationship is not when the issues are heated and ready for a vote, but the time to get to know the legislator and staff are when they are not busy. Therefore, the best time to form these relationships is during the late Fall when most legislative bodies are out of session.

All policymakers want and need to hear from the constituents who are impacted by their decisions; and public officials must consider a vast number of issues, understand the political level and the resources available. These issues could be divided among many staff members that are responsible for following all activity and constituent support for each of their assigned issues. Thus, it is also important to never overlook the staff. In many cases, especially at the national level, the staff person can be the key to your views being heard and acted on. A staff member may be responsible for 20 or more broad issues and is seldom an expert in all of them. This is especially true with federal legislators. Staff members rely on a multitude of resources to keep them knowledgeable, including groups like NCWE and experts like you.

Finally, offer to serve as a resource to policymakers and their staff. You are in an excellent position to provide them with information about your programs and how these programs affect your community. Once you have developed a working relationship with the official and his or her staff, they will look to you more often and ask for your input as these issues come forward. By establishing yourself as a reliable source of information, you are improving your access to the policymaker.

Here are some general guidelines to help you develop a good relationship with your federal, state and local officials. Keep in mind that as your issues come before federal, state or local governments, it is much easier to ask a friend for something than it is to ask a stranger!

KNOW YOUR POLICYMAKER

Learn as much as possible about your federal, state and local officials and where they stand on issues. How have they voted in the past? What is their political philosophy? Officials who support your position can help you develop your strategy; those who "don't know" need lots of your attention; and those who are opposed can sometimes be persuaded to change their minds. Never assume you know what your official thinks - find out. Usually, there is a copy of their biography and information about their positions on their Web sites.

IDENTIFY YOURSELF

It is critical that when you make contact with a legislator that they know you reside in their district. Identify yourself as a constituent by providing your address, location of your college, and if contacting federal legislators, your congressional district. Also, identify yourself as a workforce education professional and that your expertise lies in workforce education, job skills training, basic skills education, etc. In addition, identify yourself as a member of NCWE and any other professional organizations germane to your advocacy work. This will further enhance your credibility and effectiveness by linking you to a broader advocacy effort.

ENHANCING THE RELATIONSHIP

Even if a policymaker does not agree to support you in a specific instance they may on a future issue. You want to build a long-term relationship so that your legislator and their staff turn to you as an expert in workforce education. And will probably need the official's support on other issues in the future. Thus, it is important to continue developing ties with your policymakers and their staff. In addition to contacting them about specific legislation or issues, consider:

- Sharing news articles or research studies on the positive impact of legislation on your students and your community (your legislator's constituents) is an effective way to ensure that workforce education is a priority for your legislator.
- When your college has a successful program as a result of policy or legislation that your legislator has supported, invite them to campus to witness the impact their support has had on your college and their constituents.
- Remember to thank them for a positive vote on your issue or on actions taken that are important to the community. Again, public officials appreciate, but seldom receive, thank you letters for actions taken. Be among those who show appreciation for their support and you will be remembered!
- Every year during the appropriations process, make sure that your legislator includes "workforce education and job training programs" in their priorities letter. NCWE will

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Strategy Building Protocol

Know your policy maker.



Build on common ground.



Keep them in your orbit (or stay in their orbit).

1. Know your policy maker.



Agenda
Session 7
Advocacy Part 1
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	“Selling yourself” discussion	Whole group-Main Zoom room Breakout groups https://hbr.org/2014/09/to-sell-is-human-the-new-abcs-of-moving-others	Daniel Pink webinar, NPR interview with Daniel Pink
7:00	Persuasive writing 101/Strategy carousel	Breakout groups	Your “7 second sell” from a previous class, advocacy strategy sheets
8:55	Reflection and exit ticket	Main Zoom room-Whole group	

1/31/16

Advocacy Part 1 Session 7

6-9 pm EST

Our Learning Journey:

- Welcome, icebreaker, and inspiration
- “Selling yourself”
- Persuasive writing and speaking
- Reflection and exit ticket

Our objectives:

- Explore the idea of “selling ourselves” and apply it to advocacy work
- Learn and engage in written advocacy strategies and persuasive writing
- Practice the written advocacy strategies with our “7 second” messages

To Sell is Human

Part 1

To Sell is Human: Discussion appointment dates 1-4

1. Do you agree/disagree with the premisis that we are all in some form of sales? In education?
2. What is the greatest barrier you face with this?
3. In Chapter 7, Pink offers 6 ways to pitch. Try one and practice your “7 second pitch.” Get feedback/critique from your appointment date.
4. How might you apply your learning to advocacy?

Advocacy Strategies Workshop

Part 2

Persuasive Writing 101

persuasive 

adjective | per-sua-sive | \-'swā-siv, -ziv\

Simple Definition of PERSUASIVE

Popularity

: able to cause people to do or believe something : able to persuade people

Persuasive Writing 101

- Fine tune your position.
- Understand your audience and their perspective.
- Do your research (clear, convincing evidence, know all sides).
- Choose the most compelling research.
- Combine the research with real faces.

Strategies Carousel



Exit ticket:

- If you were a song right now, what would the title be?
- What else can we do to support your learning?



AUTHOR INTERVIEWS

Death Of The (Predatory) Salesman: These Days, It's A Buyer's Market

Updated December 31, 2012 · 5:46 AM ET

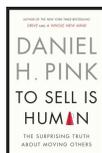
Published December 31, 2012 · 3:28 AM ET

NPR STAFF

Listen to the Story

Morning Edition

7:10

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To Sell Is Human
The Surprising Truth About Moving Others

by *Daniel H. Pink*

Hardcover, 260 pages

[purchase](#)

The familiar image of the salesman in American culture hasn't always been a flattering one. Just think of Alec Baldwin as the verbally abusive "motivator" of two real estate salesmen in *Glengarry Glen Ross*.

Daniel H. Pink, author of the new book *To Sell is Human*, says that this relentless, predator-style approach to selling has become outdated. He believes that the art of sales has changed more in the past 10 years than it did in the previous century.

Pink joins NPR's David Greene to talk about the effect the Internet has had on selling and why he believes almost all American white-collar workers are now in sales.

Interview Highlights

On why the brutal, *Glengarry Glen Ross* style of selling has become outdated



Conducting Visits With Members of Congress

Being an effective child advocate requires building strong relationships with our members of Congress and their staff members. It is important to use every opportunity to reach out and maintain these relationships. Meeting with your members and letting them know what policies are important to you, your school, and community is an important step in building this relationship.

You can meet with your members of Congress either in their Washington, D.C. office or their district office. You should be aware that most congressional meetings are taken by one of their staff members, who then relay pertinent information onto the members of Congress. Below are some tips on how to schedule and meet with your elected officials.

How to Lobby the PTA Way: Visit our Advocacy Toolkit webpage, at PTA.org/Advocacy, for a series of short videos detailing how to lobby on behalf of PTA!

Before Your Visit Scheduling

You can schedule individual or group visits with your member of Congress. Out of professional courtesy, most members will not meet with constituents from other states or districts, so only schedule meetings with your own district member. To find your member's contact information, please visit the PTA Take Action Center at PTA.org/TakeAction.

**Note: If you are a State PTA President or President-Elect, a Federal Legislative Chair, or are otherwise representing your entire state PTA, you may schedule a visit with any member within your state, regardless of whether you live in his or her district. However, the visit will have more of an impact if you include at least one member of a PTA located in the district in the meeting. Additionally, the online meeting request forms located on most members' websites may automatically flag you as "out of district." Therefore, it is important that you initiate these meeting requests over the phone or through a direct email with the scheduler.*

Things to Know When Calling a Member of Congress:

If you are calling the district office, you should ask for the scheduler to request a meeting with the member while he or she is in the district. If you are calling the Washington, D.C. office,

you may ask for either the scheduler (to meet with the member) or the Legislative Assistant (LA) that handles the issue you wish to discuss. Try to request a meeting between 8:30 a.m. - 5:00 p.m., for both the district and Hill visits. Identify who you are, who you represent, and who will attend. Indicate what you want to discuss with the member or his or her staff. Different offices will respond more quickly than others. If you are in Washington, D.C., and scheduling multiple visits in one day, take special consideration when traveling from the House to the Senate or vice versa, as it is a 15 minute walk. The day before the appointment, call to confirm.

Scheduling an Appointment with a member of Congress

Identify yourself and what organization you represent

Ask for the scheduler or the LA you would like to meet with

Request a time between 8:30 a.m. and 5 p.m.

Indicate the topic of discussion

Take special consideration of time for multiple visits in one day

Do Your Research

Before the meeting, learn about your member of Congress, his/her priority issues, and the committee(s) on which he or she serves. You can find this information by visiting the Takes Action network site at PTA.org/TakesAction. Additionally, a simple internet search will provide you with material on your member's position, priorities, and voting record.

Bring local statistics and facts about your state PTA's influence on the issue that you will be discussing during your meeting. You should become familiar with National PTA's public policy priorities, which can be found in the PTA Public Policy Agenda at PTA.org/Advocacy. The advocacy page also includes research, statistics and rationale supporting its recommendations. Know how the official's support has helped in the past on these issues, or could help in the future. Additionally, we encourage you to contact a member of the National PTA Government Affairs staff



Corresponding With Your Members of Congress

Interaction between any elected official and his or her constituents is a crucial part of the democratic process. This is especially true for members of an advocacy organization such as the National PTA. PTA wants senators and representatives to know PTA members as a useful and knowledgeable resource when it comes to matters that concern the well-being of children. Building this relationship is done in a variety of ways, not the least of which is a regular correspondence between you and your member of Congress. Hearing the needs and concerns of their constituents is of the utmost importance to elected officials, as constituents are the ones who decide whether or not they remain in office.

When you decide to advocate on behalf of children, it is important to consider your audience. While it may be tempting to send out a mass e-mail or letter to all or many members of Congress, only the members who represent your district will respond to what you have to say. The PTA Takes Action Center at PTA.org/TakeAction can provide you with contact information for your members of Congress, should you need assistance.

**Note: If you are a state PTA President or President-Elect, a Federal Legislative Chair, or are otherwise representing your entire state PTA, you may contact any member of Congress from your state, regardless of whether you live in their district. You can call or e-mail them on behalf of the state PTA. However, if you choose to e-mail them, you will have to obtain their office e-mail address, as the website e-mail forms only accept mail from constituents. To find this e-mail address, you may use our Take Action site (PTA.org/TakeAction) or call the member's office directly and ask for the best address to send e-mail to. In this case, whether calling or e-mailing, you would want to use your PTA contact information so as to avoid confusion over constituency.*

Things to Remember when Corresponding with Your Members of Congress

- Always be polite and courteous. Members of Congress and their legislative staff are considerably less likely to respond to rude or profane letters.
- Be as concise as possible. Remember that each congressional office has dozens of legislative issues to cover and hundreds of constituent requests each day.
- Include your home or work address in every letter, even in e-mails.
- Thank the member of Congress for taking the time to read your letter.
- Remember that correspondence with any elected official is about building an ongoing relationship and persuading them to think of you as a resource. Even if an elected official does not agree with your point of view on an issue today, they might in the future.

Drafting Your Letter

After you have used the PTA Takes Action Center to find out who your Congressional representatives are, it's time to begin drafting your letter. It is generally not the members themselves that read constituent mail, but their legislative aides. These legislative aides receive hundreds of e-mails, phone calls, and letters every day regarding a wide array of policies, so it is important that your letter be as concise as possible in order to be effective. It is also helpful to use your own words and draft a unique letter for your correspondence with your elected official.

A one-page, three-paragraph letter is usually recommended. In your first paragraph, explain why you are writing, and identify yourself, and indicate your connection to PTA. In your second paragraph, provide more detail on the issue about which you are writing. If you are concerned about a certain bill, make sure to include the specific bill number (ex: *H.R. 1* or *S. 1*). When you write a letter, include relevant research, local data, and relevant personal stories that will effectively persuade your member of Congress to see your side of the issue. Finally, state what action you would like your member of Congress to take in the third paragraph. If you are requesting they vote Yes or No on an upcoming vote on a bill, then be direct and say so. Or, politely request that they direct their attention to matters relevant to PTA.

A sample letter can be found at the end of the document.



Preparing Testimony

Preparing testimony is similar to writing a paper. There is a specific format to follow that includes opening remarks, a body and conclusion. Credible evidence is required, and personal opinions must be eliminated unless specifically asked about.

This guide provides a basic explanation about how to prepare testimony. Because different situations, states, and legislative committees will have differing needs in testimony, the format outlined in this piece can be used as a starting point. If you have questions on specific testimony being prepared, you may contact the Government Affairs staff at govtaffairs@pta.org.

Opening Remarks

- Include your name, title and organization.
- Always thank the committee for the opportunity to speak.
- Clearly state the topic you will be discussing.
- Provide a brief overview of your PTA and why they have a stake in this particular issue.
- Include a one-two sentence thesis statement on what your position is and why.

Note: The thesis statement should be your professional recommendation based on PTA's Public Policy Agenda, resolutions, and/or position statements. Remember, you are representing PTA when giving these remarks, so you should always ensure that your testimony adheres to PTA's policies.

Body

- There is no set limit on length, unless stated otherwise.
 - o Cover the topic thoroughly and accurately.
 - o The committee will typically provide you with guidelines ahead of time on what the subject is and what they want you to address.
 - o Typically, testimony lasts between 5-15 minutes before questions.

- Be sure to provide evidence for your claims. DO NOT simply state your opinion.
 - o These hearings are to determine the course of law. It is important that the committee and public hear factual accounts of what the legislation would impact.
 - o Providing evidence gives credibility to your testimony and garners respect for you as a PTA leader.
- Be sure to connect PTA positions and public policy recommendations to the evidence. This allows legislators to clearly see why PTA advocates for the policy position they have taken.

Conclusion

- Briefly recount what you have covered.
- Restate your position and provide a recommendation for action.
- Finish by thanking the committee again.

Questions From the Committee

After your testimony, you will likely have a question and answer session from the committee. Keep the following guidelines in mind when answering questions:

- Do your homework ahead of time. The committee may ask you questions that fall outside the testimony you just gave. Make sure you are prepared to answer questions that pertain to the entire scope of the committee's hearing.
- Keep answers brief but thorough and stay on topic.
- Stick to the facts. Avoid offering an opinion unless directly asked by a committee member to provide one.
- If you do not know the answer to a question, be honest about it. Offer to follow up with the committee once you have obtained an answer. It is better to admit to being unsure about a question than to give false information.

Agenda
Session 8
Advocacy Part 2
6-9:00 pm EST

Time	Activity	Location	Materials needed
6:00	Welcome, icebreaker, & inspiration	Main Zoom room-whole group https://mtholyoke.zoom.us/j/4685617845	
6:10	Reflecting on testimony	Breakout groups Seth Rogan testimony: https://www.youtube.com/watch?v=UHqx3-mfHAY	The testimony video for your group, something to record your group's thinking
7:00	Scripting and role playing activity	Partner work	Your groups situation card, something to record your role playing
8:00	Video reflection	Individual	Your video
8:30	Goal setting and plan development	Whole group-Main Zoom room	Plan template
8:55	Reflection and exit ticket	Main Zoom room-Whole group	

**Advocacy Part 2:
Session 8**
6-9 pm EST

Our learning journey:

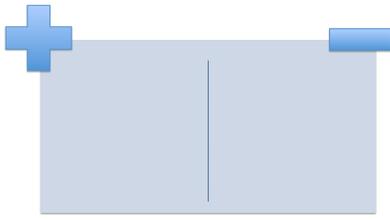
- Welcome, icebreaker, and inspiration
- Reflecting on advocacy and testimony
- Scripting and role playing
- Video reflection
- Goal setting and plan development
- Reflection and exit ticket

Our objectives:

- Engage in reflection of the take-aways after watching a congressional testimony
- Engage in scripting and role playing of an advocacy situation
- Reflect on our videos in our advocacy role playing
- Create a plan for carrying learning forward after the module

Part 1: Reflecting on what works

Note-taking sheet for video



Seth Rogen Opening Statement (C-SPAN)

C-SPAN HD

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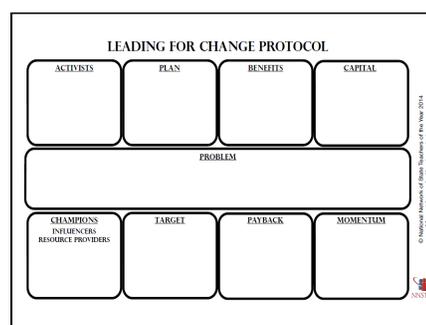


Part 2: Scripting and role playing activity

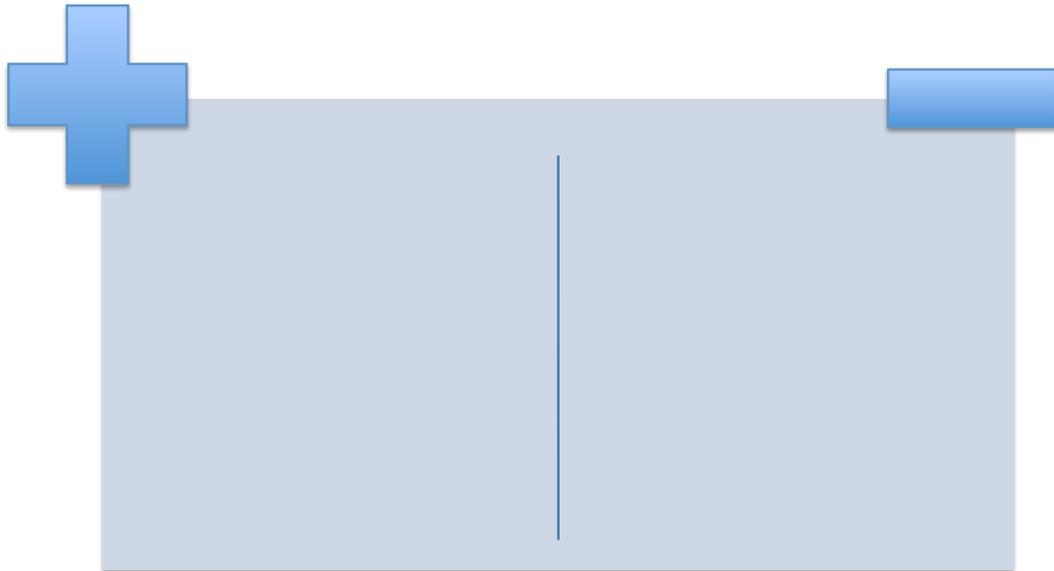
- Directions:
- Read your situation card with your group.
 - Script out lines.
 - As a group, decide on a feedback mechanism to give feedback to one another.
 - Role play with partners, having each advocate record their session.
 - Switch roles of advocates.
 - Have fun!

Part 3: Reflection and taking our learning forward

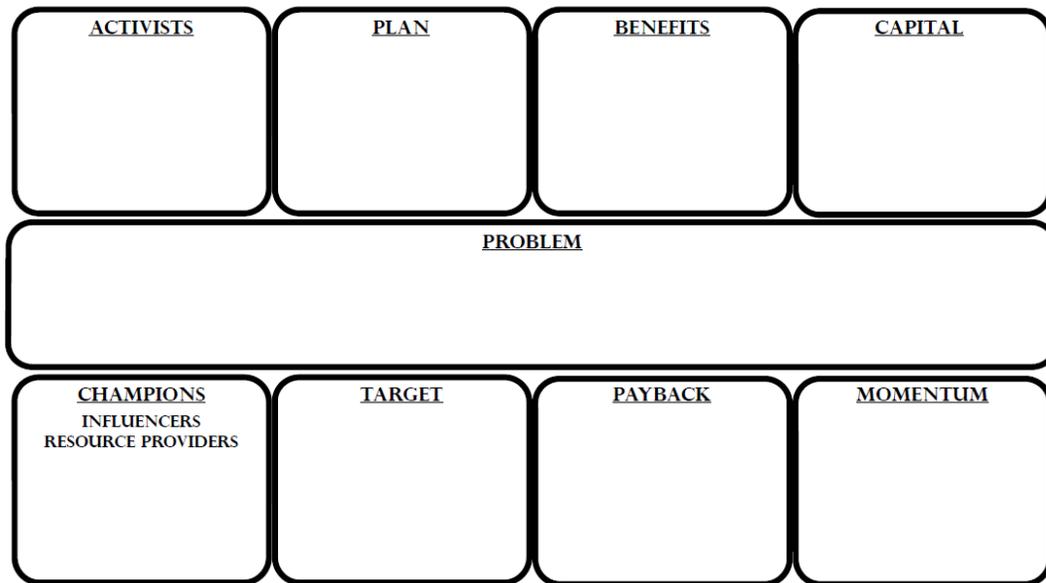
- Questions for self-reflection:
- Watch the video once through without focusing on anything. Then, watch the video again, and think about:
 - What you tried from our learning together?
 - What you felt you did well?
 - How was your verbal language?
 - How was your body language?
 - What you want to work on?



Note-taking sheet for video



LEADING FOR CHANGE PROTOCOL



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Role Playing Scenarios:

1. You are a 2nd grade teacher in a small, rural school in the Midwest. You have read that the local school board is considering cutting funding for public school busing. What do you do? What is your message?
2. You are a middle school arts teacher from a large, urban school district. You have an idea for a school-wide arts integration project for your school. What do you do? What is your message?
3. You are an instructional coach at a Title One school in a large public school district. You are concerned about cuts to the state budget and have an opportunity to speak to the state legislative committee. What is your message?

Appendix B: Approval for Cooperation

 **Katherine Bassett** Aug 28 (7 days ago) ☆ ↶ ▾
to me ▾

Dear Ms. Allen:

NNSTOY would be delighted to assist you in this work in any way. If you would like assistance in identifying appropriate STOYs, or a note from me to STOYs stating that NNSTOY is supportive of this work, please let me know.

I look forward to your results!

With best regards,
Katherine

From: Megan Allen [mailto:mallen@mtholyoke.edu]
Sent: Friday, August 28, 2015 2:37 PM
To: Katherine Bassett
Subject: Permission to ask for STOY volunteers for research

or ...

Appendix C: Request for Cooperation

Dear Mrs. Bassett,

I am currently a doctoral student at Walden University and working on a project study to complete my degree. I am writing to ask for your approval and help to get state teacher of the year volunteers to participate in a study.

The purpose of the study is to find the state teacher of the year (STOY) perception of teacher impact on state education policy. I believe that STOYS have a unique perspective, since they are most often the conduit between the teachers in the state and the state decision makers.

I am hoping to interview five teachers in order to collect data regarding teacher perception, then to create a project based on the findings of the study. The project will hopefully be a curriculum module for teachers, to help build the skills and strategies for more teachers to get involved with advocacy and state education policy. I will share the project with you upon completion, which might make a great foundation for the National Network of State Teachers of the Year (NNSTOY) Teacher Leader Model Standards Domain 7 module.

There will be measures taken to protect the participants in the study, including maintaining confidentiality, using pseudonyms in all written research and data, obtaining informed consent, and protecting the participants from harm. Access to the data will be limited to me, and will be kept with a password electronically, and under lock and key for the written pieces. Informed consent will be obtained from the participants, and no vulnerable populations, except possible pregnant women, will be included as participants in the study.

Thank you for considering this request. Please let me know if you have any questions.

Sincerely,

Megan Allen, NBCT

Appendix D: Participant Consent Form

CONSENT FORM

Greetings! You are invited to take part in a research study on the perceptions of teachers regarding teacher impact on state education policy. State teachers of the year are invited to take part in this study. This form is part of a process called “informed consent” which helps you to understand this study before deciding whether or not to volunteer.

This study is being conducted by Megan Allen, who is a doctoral student at Walden University. You may already know the researcher as a teacher of the year, but this study is separate from that role.

Background Information:

The purpose of the study is to explore teacher perceptions regarding teacher impact on state education policy.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in a forty-five minutes to one-hour interview.
- Participate in member checking where you review and comment on the accuracy of the findings of the study. This should take less than thirty minutes.

Logistics:

The interview will be conducted through videoconferencing via Zoom. The researcher will send you a link and an invitation.

The format for reviewing and commenting on the findings will take place over email.

Sample Interview Questions:

- What are teacher perceptions of educator impact on state education policy?
- Are teachers involved in ways that they perceive as meaningful? Can you give examples?
- Why might this be/not be happening?

Voluntary Nature of the Study:

This study is completely voluntary. If you decide to join the study now, you can change your mind at any time and stop participating in the study.

Risks and Benefits of Being in the Study:

This study involves minimal to no risks on your part as a participant.

Being in this study does not pose risk to your health, safety, or wellbeing.

The anticipated benefit of this research for the individual participants is the opportunity to reflect how educators are impacting state education policy. As a state teacher of the year, you are in a unique position between the state and the teachers who work in the state. The anticipated benefit of this research for society is an understanding of how educators feel they are impacting state education policy, with a possible curriculum to help educators gain a better understanding and willingness to be involved in state education policy.

There will be no compensation for your participation.

Privacy:

Any information you provide will be kept confidential and anonymous, and your personal information will not be used for any purpose outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports, but will use a pseudonym. Electronic data will be kept secure through password protection. Physical data will be kept secure via a lock and key. Data will be kept in a secured location for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions at any time by contacting the researcher at xxx-xxxx or megan.allen2@waldenu.edu. If you want to talk privately about your rights as a participant, please email Dr. Leilani Endicott at irb@waldenu.edu. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date**. The researcher will give you a copy of this form to keep. Please then print out or save this form and keep a copy for your records.

Statement of Consent:

I have read the above information and understand the study well enough to make a decision about my involvement in the research. By replying to this email with the words, "I consent," I understand that I am agreeing to the terms described above.

Appendix E: Participant Invitation

Dear State Teachers of the Year,

Thank you for agreeing to participate in this study! The general purpose of this research is to explore teacher perceptions regarding teacher impact on state education policy.

We invited educators who are recognized state teachers of the year, who have a unique perspective about teacher impact on state education policy and who interact with many teachers across the state. In this study, you will be asked several questions regarding your perspectives, including how teachers perceive their impact on state education policy, why this is or is not, and what could be done to help teachers feel better prepared or have more opportunities to impact state education policy. This will take approximately 45 minutes. The results from this study will hopefully create a module of study to help prepare educators with the skills and know-how to be more successfully involved with state education policy.

If you have any concerns or questions, please contact the researcher at any time at 813/748-1709 or megan.allen2@waldenu.edu. If you want to talk privately to the Walden University representative for the study, please contact Dr. Leilani Endicott at irb@waldenu.edu.

Thank you again for your participation.

Best,

Megan M. Allen, NBCT
Doctoral Candidate, Walden University

Appendix F: Teacher Interview Guide

Pseudonym: _____

Consent form signed: _____

Debrief completed: _____

	Questions	Responses
1	What are teacher perceptions of educator impact in state education policy?	
2	Do you feel teachers involved in ways they perceive as meaningful? Can you give examples?	
3	Why do you think this might be happening/not be happening?	
4	Do you think there are current teacher leadership roles in education policy? Formal or informal roles?	
5	In what ways could teacher expertise be better used?	
6	What training currently exist to prepare teachers to be engaged and/or comfortable in education policy?	

7	What training could help prepare teachers to be engaged and/or comfortable in education policy?	
8	What experiences exist that prepare teachers to be engaged and/or comfortable in education policy?	
9	What experiences could help prepare teachers to be more engaged and/or comfortable in education policy?	
10	What skills would help prepare teachers to be engaged in education policy?	

Appendix G: Draft Posts for Participants

Facebook: We are looking for STOEY volunteers for a research study on teacher perceptions on state education policy. Approximately 1 hour interview and the possibility to impact your profession! Please contact Katherine Bassett and Megan Allen for more information.

Twitter: Looking for @nns toy volunteers for 1 hr interview on teacher impact on state education policy. Contact @read12me & @redhdteacher for more details.

Appendix H: Confidentiality Agreement

During the course of my activity in transcribing for: “Teacher Leaders and State Education Policy,” I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By electronically signing this Confidentiality Agreement I acknowledge and agree that:

- I will not disclose or discuss any confidential information with others, including friends or family.
- I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information.
- I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant’s name is not used.
- I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.
- I agree that my obligations under this agreement will continue after termination of the job that I will perform.
- I understand that violation of this agreement will have legal implications.
- I will only access or use systems or devices I’m officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

I have read the above information. By replying to this email with, “I agree to confidentiality,” I understand that I am agreeing to the terms described above.

Appendix I: Confidentiality Agreement Consent Email

The screenshot shows a Gmail interface with a browser window at the top. The address bar displays a URL from mail.google.com. The page header includes the Mount Holyoke College logo and a search bar. A notification banner at the top center states "Your message has been sent." The main content area shows an email from hraper@nc.rr.com, dated 10:03 AM (2 minutes ago). The email body contains the following text:

I agree to confidentiality
Signed - Heather Raper

--- Megan Allen <mallen@mholyoke.edu> wrote:
> Dear Heather:
>
> *Below is the confidentiality agreement. Thank you in advance for your
> work.
>
> During the course of my activity in transcribing for: "Teacher Leaders and
> State Education Policy," I will have access to information, which is
> confidential and should not be disclosed. I acknowledge that the
> information must remain confidential, and that improper disclosure of
> confidential information can be damaging to the participant.
>
> By electronically signing this Confidentiality Agreement I acknowledge and
> agree that:
>
> -- I will not disclose or discuss any confidential information
> with others, including friends or family.
> -- I will not in any way divulge, copy, release, sell, loan, alter
> or destroy any confidential information.
> -- I will not discuss confidential information where others can
> overhear the conversation. I understand that it is not acceptable to
> discuss confidential information even if the participant's name is not used.
> -- I will not make any unauthorized transmissions, inquiries,
> modification or purging of confidential information.
> -- I agree that my obligations under this agreement will continue

The left sidebar shows the email composition and management tools, including a "COMPOSE" button and a list of folders like "Inbox (1,086)", "Starred", "Important", "Sent Mail", and "Drafts (293)". The bottom of the browser window shows several open tabs, including "FB_IMG_1443327313...jpg" and "Teacher leadership ad.pdf".

Appendix J: Sample Transcribed Interview

So first question – what are teacher perceptions of educator impact in state education policy?

-In [REDACTED] I feel like we are really lagging as far as um how – you know I don't think teachers feel they have a voice in education policy and last there the part of the state union – the teachers' union and they are involved in like the leadership level of their state union. I see my educational peers probably going to their union person and then they sort of expect their union person to do something about the issue. It really wasn't until I was chosen as Teacher of the Year that I realized that I do have a voice and I don't know if I have just been given a voice because of my role, but these oaths were here all along I did not realize it and maybe it is a little of it both. But I feel that teacher's in general in [REDACTED] feel that they don't have a voice in policy.

Okay – um, thank you. So are teachers involved in ways they perceive as meaningful and can you give examples?

-I think that maybe at the union level yes. Um, I do think teachers who seek out the teachers union feel that the union can serve as a voice or a vehicle for change. Um, recently let's say last year right around this time we knew that the last legislative session would have a lot of educational bills, you know being heard and we felt you know the union felt that teachers needed some training in how to make their voice be heard by their legislatures and the legislature itself and so they started providing some [REDACTED] training and it happens on the weekends like once every other month somebody from the teachers union will train teachers if they are interested in giving testimony. If they are interested in helping to write or you know give information towards a bill. If they want to go testify in favor or against the bill they will provide training in whatever is necessary to do that. Um, but outside of that, I still think that teachers feel out of touch and that is only the avenue that I know of for teachers to express their feelings for educational policy.

So why do you think this might be happening or not happening?

-I think historically – I think back when I first started teaching, the role of policy in our schools and in our classrooms was relatively minor and I did not think teachers found the need to be very involved at that time, or if they did, it was taken care of at a union level. I really feel that these last 10 years, the policy just moves faster than maybe we can even keep up with as teachers and finally I think that teachers are reacting a little reactively instead of proactively and saying oh whoa no wait we have to get in there and have our voices heard. I am guilty of that as well. For so long I just accepted policy as it came through my classroom door and even when I disagreed with it I never spoke up and said anything. I think that we need to do a better job as teacher leaders that letting those teachers know, no you have a right to say something about this policy and I have really been surprised in my role this past year that when I speak that people listen. And they say oh yes we need to hear – legislatures will say yes we need to hear from teachers like you. We need to hear from people on the ground about what is happening and how this policy is impacting them or how this policy if put into place would impact them. And so I am doing my best to just educate teachers that you don't have to give your impact to me and expect me to share it, you get out there and share your input – they are listening.

So are there, you mentioned a little bit about union leadership. Do you think that there are or do you know about any teacher leadership roles in education policy and this can be in both formal and informal ways?

-you mean outside of the union?

Right

-I can't put my finger on one. no, no. um, other than maybe – I guess I could put my finger on one, well all of the teachers of the year and we are not tied in with the union in any way nor do they want a partnership with us. Um, so recently um after a group of [REDACTED] educators were chosen to attend a Teach to Lead Summit, this was the one in Virginia and um I want to say it was maybe in I don't know it was in the spring sometime – maybe April or May – we were selected to go down. It was me, [REDACTED], so two teachers of the year, some nationally certified teachers – and that is probably a group that um you know tries to pursue leadership roles, and then the union president and some members of our state department of education – we went and tried to establish a plan and we saw you there. I remember this now, you were sitting behind me – we tried to establish a plan for our state to promote teacher leadership across the state and so as a result of that we now have a state committee and we have invited just several just practicing teaching to just sit on the committee and our role is just to promote teacher leadership roles across the state.

So, um, can you tell me a little bit more about that committee?

-sure, so the committee has three goals – to collect and disseminate research around teacher leadership – that is our first goal and we are a geographically challenged state because you are familiar with the size of Maine and how you know our population is not concentrated, it is pockets, you know. So we have these villages and we drive for miles without seeing anything and then you have another village. So a lot of the ways that information is shared in [REDACTED] is through technology so we felt it was very vital to have a website that acts as like a clearinghouse for this information and that gives people our contact information so if they do want us to come to their school or talk to district leadership, we can do that. Um, so the second goal is to identify some teacher leadership roles that schools could sort of adopt or use as a model if they wanted to try it and also provide, I guess that would be the third goal of the group is to provide some models for teacher leadership district wide and I am going to – while I am talking to you – I am going to open my most recent thing about what we are doing a little bit better. So one of our first goals is for – we have 16 people on this committee – and we are going to engage in what we call 30 minute conversations with who we consider to be key stakeholders in our state. So I for example am going to speak to the Dean Of Education at the [REDACTED] who has – who really is in charge of teacher prep in this part of the state so I am going to have a 30 minute conversation with her about teacher leadership and ask her about what they are doing about teacher leadership in their teacher prep program. Do any of their courses specifically address teacher leadership? Do you address how to you know engage policy makers in discussion educational policy and that sort of thing? So the 16 of us are going to sign on for five 30 minute conversations to get this off the ground and going.

That is so super cool – what is this committee called?

-We call it – we have a long title – um, the [REDACTED] Teacher Leadership Committee.

Cool and how are the 16 people chosen to be on it?

-well we made sure we had representation from all [REDACTED], but that makes it a little bit tough because you know that [REDACTED], are our furthest counties away from the capital – those counties will have trouble with um face-to-face membership in the group, but for example what we did with our October meeting is we have our visit break in [REDACTED] county where there is no school because all the families there have potato farms and they need the time to harvest their crop. So the teacher obviously doesn't have a potatoes farm so she drove down that day to participate in the meeting. So we are trying to be clear about when we schedule those meets in so that some of those teachers in a faraway counties can come and participate. But there is always those things like Google chat and telephone and you know other ways of including them. So we are making sure that we have representation from all 16 counties and we are making sure that we have a variety of stakeholder groups – for example, we have Unum – a member of Unum – the state education outreach person there who tries to partner with schools, we have her on the committee. We have Educate Maine on the committee. We have a few other business leaders. We have some higher education people on the committee. We have some people from the DOE on the committee. We have some nationally board certified teachers and some county teachers of the year.

And do you feel that this committee is having impact?

-I do – it is a little bit early to say how much of an impact we will need up having but as people are hearing about the group, I say other professionals in the field – I say that they are really excited about the group. They want to join the group and at this time we kind of have to keep our membership small so that we can get some plans off the ground and actually start doing something. But I guess I am a little dismayed [REDACTED] because the union, the teacher's union, doesn't want to be a part of the group and they were originally apart of the group and they have chosen to step off and act in an observatory fashion only and that is a little discouraging because I feel that they could give us a lot of momentum if they were an active stakeholder rather than a passive stakeholder, but I am hoping through communication and time and just a lot of positivity in communications, that over time that will change their minds. Um, but I am not holding my breath for that right now. Wow – interesting. Um,

-yeah

The relationships of teacher leadership and unions

-yes....

Because it is interesting too because you were mentioning this great [REDACTED] training which I think could be really beneficial, but focusing back on the questions, sorry – I divert that was a tangent.

-I think all this would have come out already so it is fine.

So in what ways could teacher expertise be better used?

-oh I really feel like, you know, when I speak to legislatures they always say, oh you should come to a session and come talk to us and I am like – yeah that is great but I am teaching. So you know I feel like it could be a two way street, maybe they could come to

us and see what we are doing. How we are implementing some of the policy that they have passed. You know [REDACTED] was right when he said that you know we have to bring our legislatures to work. He was really wise beyond his years [REDACTED], he really saw the writing on the wall. So um, you know I really think that would be one way that teacher expertise could be used. One way that [REDACTED] is trying to spread you know the expertise of teachers, is they have made this sort of agreement with the Bangor Daily News, which is one of our largest newspaper in the state – I would say its readership is at least half of the state and we are writing bi-weekly blogs for the [REDACTED] Daily News and that is gaining a lot of momentum and we are getting a lot of just regular readers of the blog. To the point where I first published a blog for the first time, I had like maybe one person email me and I think maybe like 16 people read it and um then this week when I wrote another one the editor emailed me and said that they had a record number, like in two days – 4,000 people had read it – had hit on it and had read it. Wow!

-yeah so you know that is a really easy way in at state like ours to get teacher expertise out there and you know the most – the one I wrote recently wasn't even about educational policy it was just about how I teach now. You know in today's day and age how do I teach a unit and I wrote about backwards planning and how I incorporate a lot of the common core standards um in a way that is really engaging for kids, but really encourages some critical thinking and the general public was really surprised that, that much work into planning a unit. So those have been really well received I would say and at times we are really stimulating conversation with those blogs. Some of our topics have been controversial like standardized testing or common core. You know when I wrote one in support of the common core you would have thought I was out there trying to pilot abortion or something like that. It was that – the emails that I were getting was that bad – I almost wanted to change my name. But these are good things. Conversation is happening and we have to have some uncomfortable conversations sometimes to share what teachers feel is good in our profession and our classrooms and our schools. Um, so I would say that is one great way to really share teacher expertise and of course I think that any time you can have a teacher represent and start right there in their own building – and this is something that in my – we have a new principal and fortunately he is totally on board with the teachers running the professional development and teachers running our staff meetings and I feel like we are learning so much as teachers from one another just by doing that. Um, that I feel that it is going to empower teachers beyond our school.. when you are comfortable sharing with your own peers, you are going to feel comfortable to go share outside the walls of your building.

That is really interesting that you have brought that up. One of the question is how can you make teachers feel more comfortable with sharing their expertise? That is a great solution and what a good

-yeah I did not see that on here

Yeah what a great leader

-yeah you know this principal is young, but the principal that was there before said that these are people that you want to go to for a direction of this building. There is three of us that are co-leading the PLC in our building and the PLC has been going for like 7 years,

we haven't stopped and we just keep having a new issue and it is just the same core issues but the principal has kind of put his faith in us and we keep going.

Wow! That is amazing. Um, that is the next – that is research project #3. So you mentioned the blogging with [REDACTED] and the newspaper. Is there any training that helped with that? Helped prepare you all for that?

-um, no – but they do have an editor that works with us on our pieces, so for example, my most recent piece was recently was originally a blog post and so she took my blog post and she gave me some suggestions for making it more suitable for the newspaper and I took her suggestions and sent it back to her and then she kind of fiddled with it for formatting and ask me for some pictures to help bring the story alive and I gave those pictures to her and it – again I spent again a lot of online work – but again I did not receive any special training just a lot of coaching along the way.

Cool – and yeah thanks for mentioning that coaching piece. Yeah, so staying with this idea of training, what training currently exists – and you mentioned the [REDACTED] training – but what training currently exists to prepare teachers to be engaged and or comfortable with education policy?

-yeah, you know we have that [REDACTED] training through the union, but um other than just maybe what a teacher wants to do on his own or her own, I don't know of any formal you know, training for leadership roles. You role, I wish that colleges maybe would start taking this on at the teacher prep level or maybe when teachers are student teaching – I feel that you know you look for coursework sometimes as a profession to renew your certificate or just take a class and if something new – this would be a great area for universities and colleges in my era to take on and so I only know of one college that has done that and it is [REDACTED] College where we had our summit, this summer where you presented. They do offer some course work in um educational policy and leadership. Gosh someone should totally do their dissertation on this topic and then create a course on it...I am just kidding (laughing here). There are probably things that I should not say in the middle of my interview.

-(she laughed here) oh that is funny

So what training could help prepare teachers?

-you know I don't think it has to be anything, um, you know I don't think it has to be anything long or serious, but I think you know that the union is on to something with this [REDACTED] training and um but they focus – I think just too much on just maybe your legislature. I think maybe teachers could use help in how to go to their principal with a new idea. How to go to their superintendent with a new idea. You know, I email my superintendent ideas and I have never once heard back from him

Wow!

-so how could I go to him face-to-face with ideas? I am actually more comfortable going to a legislature than I am to my own superintendent um but then again my job is on the line sometimes, so you will always kind of have that to worry about sometimes. So is he going to think that I am so crazy that he is going to try to write me off, write me out of the budget the next chance he gets? You know but I feel like you know teachers are probably going to require different levels of training based on what they want to do, but I think it could be done through teacher workshop days, I think it could be through short summer classes offered through the universities through like we have Maine Educator

consortium, I work for them and I have been trying to toy around ideas how I could offer training in teacher leadership through the modules that they offer for teacher recertification um, the main educators consortium is a private company but they hire teachers to teach other teachers courses that they feel they could be experts in and then give other teachers credit for recertification.

Good – thank you. So thinking about experiences, what kind of experience currently exist that prepare teachers to be engaged or comfortable in education policy?

-could you repeat that again?

Right – what experiences exist that prepare teachers to be engaged or comfortable in education policy?

-Um – I really don't know [REDACTED]. Um,

That works – that is a good answer

-I think we are lacking in those experiences. Um, you know it serving as Teacher of the Year I have been fortunate enough to have legislatures come and talk to me and [REDACTED] [REDACTED] has set up a couple of things like they set up a breakfast for the education committee during the legislative session and they invited me and Karen and a couple of the other educators and we spread ourselves out at tables and had breakfast with them and answers questions they had about how is policy playing out in our classroom and you know I think and any time even casual conversations would be established it should be encouraged and teachers should engage in those situations.

I am glad you mentioned that. So you talked a little bit about not having a lot of experiences that exist. What experience could help teachers be more engaged or comfortable with education policy?

-you know I think a lot of it is just understanding the ed policy that is out there that is being debated and discussed and I love that Lorie Calvert started that Ed Weekly, because like I get that and when I see things that are relevant to my staff I forward that to them and I think when you think about how we teach our own students and we give them the skills that they need. We always just start with informing them of the topic. So direct instruction, you know. A lot of my staff did not even know that ECSA was being debated in this last session that it was going to be reauthorized, so many teachers did not even know that. So a lot of it just starts with some basic education. This is what is being discussed and um, this is the controversy around a bill or you know policy that might come our way. This is the controversy around it and then from there I think we need to start empowering teachers to start talking about it through social media, twitter accounts, Facebook accounts, at local – at the local union level – and then move it up to the state level and you know I feel that sometimes teachers don't talk to their union members if they feel that their opinion varies from the stance that a union is taking on an issue. So I think somehow I think we have to empower teachers to speak up for themselves as you know a classroom teacher, this is how I feel about this policy. This is how it will impact me in my 3rd grade classroom. And I don't think teachers always feel comfortable doing that because they don't feel they have an avenue to do so. So somehow we have to provide some empowerment sessions for these teachers that yes you do have a voice.

Great and drilling down a little bit on this idea of training and experiences that you have been talking about. What skills –specific skills – might help teachers be better engaged in teacher education policy?

-you know I think – when I have spoken to legislatures or written a letter in support or against a bill, I have really gone back to the basics of how to write an argument because you have to sell something. So in a way you are a sales person so I think you know you are selling them on your idea of what you think is good for your school or your classroom or education in our state and I think that you know when I have gone back to the basics when how to write an argument – although there might be other things that I want to say or give examples of – if I don't stick to the elements of writing that really persuasive essay then I am not going to get people on board. So in not everybody knows how to write like that. I was a writing major in college, so I have got it, but I can't say that most of my peers, you know a math teacher or a social studies might not understand the elements of an argument in a written format. And if you can do it in writing you can do it in a spoken format as well. So I feel some simple – and I almost feel, you have got me thinking like is it – would it be powerful for teachers to have like a shell or skeleton that they fill out before they go talk to people. Like these are my key points. These are my pieces of evidence to support why I feel we need these key things and this is probably going to be their counter argument. How am I going to counter their counter argument and how am I going to wrap it up with a convincing quote or statement that is going to stick with them once I have left?

Awesome! So thinking um – moving past the thinking and writing you have mentioned – any other skills that you think would help prepare teachers?

-Um, not specific skills – um, I think anytime you can practice your public speaking – that is important, that is definitely important. You have to speak with some level of - I feel like positivity – you have to come across not as a complainer but as a solution producer. If you are going to come with an objection or a complaint you better have something that is going to work in its place and you better not just be asking for more money. So, I feel like um you know – again I go back to being a sales person – you have to be really upbeat about your idea and you have to be able to sell it. So, um, in addition to being a good writer and a good speaker I think you have to be good at how to network. You have to have a way to contacting the right person and get in that person's ear and making sure they have time to listen to you – so some networking skills I think are really important. Um, you have to be savvy with technology and you know I know many teachers that you would think today they were, but they are not. So you really need to be really willing to do that.

And you mentioned technology – what in specific are you thinking with that?

-you know I know a lot of teachers that are scared of Twitter still. And I learned so much by using Twitter, I get exposed to so many new ideas of opinions or just conversations on Twitter that give me new ideas or inform my thinking or let me know of what is happening in other states with similar issues that we are having here in Maine. You know most teacher is know are connected with Facebook, but I think that is as far as they go – just think of everything that you see on Facebook in one day about teaching and then think about what you see in one day about education on Twitter and I think I see twice as much on Twitter than I do on Facebook. Now granted it is shorter and I might chose not to follow that as far as somebody who posts something on Twitter might want me to, but there are some things that I definitely start following and then I find other people that I want to follow based on you know somebodies tweet or idea, so I do think that teacher

leaders and teachers who are passionate about having a voice in educational policy also need to have a certain level of technology literacy.

Awesome. So that um you know having said that – anything else you wanted to add or anything that you are thinking about or questions that you may have before we wrap up?

-I don't think so. You know I am always curious to see what other states are doing in this you know this regard. I guess there are a few things that I failed to touch on that I feel we need to move along in order to have a voice in educational policy and um, [REDACTED]

[REDACTED] and I are really fighting hard on having a participating teacher on our board of education here in our state. Right now the current statute does not allow for a practicing teacher to be on the board of education. So, um you know we have some retired teachers on the board of education. We have some business leaders. We have some people in higher ed on the board of education, we even have some students on the board of education but we do not have a practicing teacher on the board and this really, you know, came to be a problem this past – Smarter Balance Assessment – and I have just happened to be sitting in on the meeting as an observer, but they did not have adequate information about what some school systems were struggling with around the Smarter Balance. They had some newspaper articles to go on and that was about it and we had a brand new commissioner so he did not even have a lot to say about it and I feel that teachers were not well represented in that issue because there was nobody who was struggling with the Smarter Balance Assessment and there was no one who had any successes with the Smarter Balance Assessments to speak to that. So I really feel that in every state there should be a practicing teacher that could vote on the board of education.

So, off the record, that is one of the things that I worked on for 3 – for 3 years in Florida, but what you all need I have a list of all the states who have teachers on their board of education. I have a list of states that have advisors – yeah – I again it is probably 2 or 3 years old so it probably will have to be updated, but I have all that information collected if you guys ever wanted it or if that would help

Yeah I think that would help – I think we are making some progress. We recently had a turnover in the chair of the board of education and when I went to this meeting last year and I said – I just happen to say to this woman – we need a teacher on the board. This is ridiculous and she said, I agree – I agree, and she said be patient and so how she is the chairperson of the board and she wants this. But she feels that we are going to have to make it part of legislation and then we run into the part of our governor. So who feels that teachers do not deserve a voice, but that schools should be run like businesses?

Wow!

-so um but we are going to keep pushing and so the first thing that we are pushing for is what they call an ex-officio member – which means that we can go to the meetings and can speak but we can't vote

That was year 3 – that was our year 3 plan

-So that is going to – I think that is actually going to happen this year

Awesome

-and then I do feel like we might have to wait for a different governor

But it is all about the slow play though. You have got a plan!

-yeah so we will see. I mean we can try and if somehow the governor gets it shot down then we will just have to sit tight for a while and trying again. But we have a republican

and a democrat, but senators that are willing to support the bill, so it is just we have to time it right

Right! Yeah – that is another piece to it – timing!

-yeah

Well thank you so much I am going to go ahead and stop recording

Appendix K: Themes, Subthemes, and Meaning Types

Parent themes:	Sub-themes:	Meaning types:
Challenges (priori)	Unions	Backlash from the unions, the relationship between teachers and unions, the teacher's union doesn't want to be a part of the group, that's the union's role
	Existing structures	Use professional days, outside the realm of day-to-day in the classroom, can't pay for subs, contractual issues, can't be political at school, unless that is taking place at like 4:00 or 5:00 teachers have to give up some time, actually doing it in a school day, we are busy correcting papers, if you don't have your admin certificate, you are not really worth listening too, full time schedule, 5-6 hour ride to the state house
	Lack of opportunity	Time in day, don't know these opportunities exist, too busy, same voices, only formal level
	Mindset	Slippery slope-won't shift message, someone else will do it, nervous talking to adults, I'm just a teacher, how can I hold a candle to those guys, not very entrepreneurial, don't self-advocate well, we are humble servants, feels distant and impossible
	Capacity	How do we scale it up is a challenge, impossible to have a meaningful

		dialogue w 200 people in the room
	Backlash	Feel intimidated, backlash they may receive from their districts or administration, when I wrote one in support of the Common Core...it was like I was trying to pilot abortion-the emails were so bad,
	Knowledge	A lot of teachers don't really-know much about policy, I don't see it as part of their intent when they enter this profession, more in-tune with how important their voice is, lack of understanding,
Perceptions	Minimal impact	Many teachers feel their impact is minimal, policy makers feel distant, some teachers do, but not on-the-ground, it is difficult to impact policy
	Voiceless	Why would you value their voice, voices not heard, no input, nothing standing that always has teacher voice, no one has asked them, I don't think teacher feel they have a voice...unless they are part of the state union, they don't have a voice in policy, feel out of touch, maybe on the standards side
	SEA as a nemesis	Feel distant and impossible, feels monolithic, impersonal structure devoid of real people, SEA's seem to be...firing way to excellence, top down,

		heavy-handed, evil empire, distant
What could help teachers	Knowledge	Civics lesson about how policy is actually developed, how school and state boards are selected, how a bill becomes a law, where teachers fit in and other strategic points, upcoming reports, ISLC numbers, a strong foundation...in education policy, policy, that education is political, that teachers have to play politics, understanding the ed policy that is out there, what is being discussed...this is the controversy around the bill, when bills come up, who do you speak to
	Dispositions	Empowered, confidence, miss the boat when new opportunities come around and things shift on them and they are on the same old message, how can I hold a candle to these guys, solution-oriented mindset, entrepreneurial, we feel a little weak or demur, core of passion, belief in the power of education in a democracy, life-long learning, we want our students to be critical thinkers and life-long learners and independent and self advocates so we have to model that too, personal capacity to be resilient, solution-producer
	Skills	
	Communication	What to look for in

			<p>conversations, crafting an ask, how to pacify, how to craft your narrative, how to go to their principal with a new idea, how to go to superintendent with a new idea, we need to start empowering teachers to start talking about it through social media- Twitter accounts, Facebook accounts-and move it up to the state level, how to write an argument, positive phrasing and not “woe is me,” elements of a persuasive essay, how am I going to counter their argument and going to wrap it up with a convincing quote or statement that is going to stick with them, public speaking, speak with some level of-I feel like positivity, think about knowing your audience and getting your point across, practice your public speaking, watch videotapes of testimony and presentations</p>
		<p>Policy-nimbleness/fluency</p>	<p>How to engage with policy makers, how to reach out to policy makers, how to know what the bills are and how to follow, to find who to contact, tips for testifying, what is the best way to leverage who is on your level, messaging to those around you (email, testimony, etc.), how to</p>

			move a policy forward, talking to some state legislators-what are they, when they are listening, what are they paying attention to and what are they ignoring
		Entrepreneurial-thinking	Moving ideas to implementation, selling an idea, having the right pitch, specific bag of protocols, tapping into networks, seeking alliances, we have to sell ourselves a little bit, research, a strategy once we are in the door, what to do with a new idea, you've got to be really upbeat about your idea and you've got to sell it
Experiences	Opportunities to interact		Having teachers to actually engage with their policy makers, would be the opportunity to do so, superintendent, principal, colleagues in building
	Scaffolding the experiences		If they have those small successes with policy, that would increase their advocacy, maybe opportunities at like their local school boards, just to get your feet wet in advocacy, start right in their own building, when you are comfortable sharing with your own peers, you are going to feel comfortable to go share outside of the walls, how to go to principal w a new idea, how to go to a their superintendent with a new idea, public

		speaking, general practice
	Speaking practice	Practice your public speaking, videotaping ed committees and looking at and thinking what was going on about their presentation or what could be better, you have to practice it, how to go to principal w a new idea, coaching along the way
What currently exists	Minimal	In my particular state I would say there is none, it depends on what our state needs at the time, non at all! None at all at any level at all! Very minimal training if any exists, baptism by fire,
	Informal	Involvement with the union, state social studies organization, through mechanisms of the union, it might be becoming more prevalent at different conferences, bring legislators to work, email their state representatives,
	Formal	A House committee was formed, they have taken some great strides in identifying a teacher of the year cohort, involved in like the leadership level of their state union, writing bi-weekly for the Bangor News Daily, testify at state education committee meetings, a teacher leadership committee that has come out of Teach to Lead,
	Pre-service	Another pre-service program and it did involve a policy class and things

		like that, a class in college on education policy would be good, pre-service work in ed policy
	Training	State union, State Social Studies organization, National Network of State Teachers of the Year, our cohort of semi-finalists, where we prepare them for some work, ACE training, I think the union has some training around ed policy, ECET2 conference
Great quotes	So what the question is is who in the profession is really going to step up and be that non-partisan voice, When I started working for the job that I have now, I was blown away with how much was going on that I had no idea. I had no idea probably of what 98% of the SEA work was, I think there needs to be some effort on both parts to say – I see and or I hear you and I want to hear you, (as a teacher) you are the most well heard voice in the room, We are always, for the most part, I think maybe just feel empowered in our own classrooms but beyond that we feel a little meek or demur, I really feel that these last 10 years, the policy just moves faster than maybe we can even keep up with, I am doing my best to just educate teachers that you don't have to give your impact to me and expect me to share it, you get out there and share your input – they are listening	
Other observations	Tone-setting for collaboration	whoever the governor is usually really does set the tone of connections or non-connections between a classroom teacher and the state, when our current person, or current governor came into office, the first thing that they decided to take on was collective bargaining
	Union as a barrier	
	Pre-service work	the other place that I really think that we should be putting teacher leadership is in the prep. Teacher prep

		<p>programs in the state. Thinking of a way to have someone that is taking a sabbatical for a year to work with those teacher rep programs, introductory level in teacher prep and maybe it is woven in some kind of leadership course in teacher prep</p>
	<p>Dichotomy of impact</p>	<p>I myself might actually have been involved because I just had a meeting with a commissioner. You know, but in my own school building and my own school district it is not even considered, I guess I have sort of found my outlet so to speak for my need for leadership in different capacities that have nothing to do with my building or my district, I am actually more comfortable going to a legislature than I am to my own superintendent um but then again my job is on the line sometimes, so you will always kind of have that to worry about sometimes.</p>