

Spring is Here!



100 Podcasts and Counting!

Recently the 100th episode of the **Podcasts For Leaderful Schools** was recorded. It provided an opportunity for Linda Tyson and Bob Maxfield to reflect on the four-year endeavor, which has featured conversations with a wide range of individuals involved with school reform, social justice, and best practices. Highlights have included interviews with Roland Barth, Parker Palmer, Gloria Ladson-Billings, Rick Hess, John Merrow and Adam Urbanski. Also featured have been members of the Oakland University Faculty, local school administrators, and folks who have made it their business to critique educational policy and politics. Free subscriptions are available through iTunes. The series is available at: www.oakland.edu/podcasts4collaborativeleadership.



Pictured:
Linda Tyson and Bob Maxfield



Mark Your Calendar!

On **Wednesday, August 10, 2011** the Galileo Institute for Teacher Leadership and Oakland University will welcome **Dr. Barnett Berry**, author, speaker, and founder of the *Center for Teaching Quality* in Hillsborough, NC. He will be the keynote speaker at our Summer Conference. Don't miss this event! More details and registration information will be in the May/June edition of *TeacherLeader*.

My Style of Teacher Leadership

**Mrs. Sara Delgado, 4th Grade Teacher
Monteith Elementary, Grosse Pointe Public Schools**

As a child I was described as bossy, however I always preferred to think of myself as independent. As an adult, it is that same drive that has allowed me to continue to move forward both professionally and personally. That force pushed me to live in Mexico as an exchange student, broadening my horizons and influencing my view of the world. That independence was what inspired me to move from rural western Pennsylvania, accept my first teaching job, and pursue my masters in Educational Administration in inner-city Philadelphia, an experience that changed my life and molded my career as an educator. Today, I am blessed to be able to use this same sense of self-reflection within the Galileo Systems Change project in the Grosse Pointe Public School System.

Through discussions with the Systems Change group and the study of the book *Change Leadership: A Practical Guide to Transforming our Schools* by Tony Wagner, I continue to be challenged and uplifted by my colleagues; although, I am beginning to see a shift in my leadership tendencies. Whereas, before I was completely focused on developing future leaders in my students, I now feel that I not only have the charge of challenging my students, but also my colleagues.

Galileo teaches us to *lead from where we stand* and the Systems Change project has offered the perfect opportunity to do just that. In Grosse Pointe, we are working on effectively using the multitude of data that we have in our district to successfully drive instruction. Luckily, we already have the ideal forum for completing this effort at the building level through our Professional Learning Communities (PLCs), which were developed specifically for data analysis and the creation of action strategies for the classroom based on student specific data. *(continued on back side)*

My Style of Teacher Leadership – Mrs. Sara Delgado, Grosse Pointe Public SS (continued from front)

With the support of my school principal, Keith Howell, I have been able to present to and survey the faculty at a staff meeting with regard to their use of and frustration with data in Grosse Pointe. Using the data provided from my school's faculty along with other teachers' input, the Galileo group narrowed our focus to the area of literacy and our data points to those most aligned with evaluating and seeking to raise literacy scores. According to Tony Wagner, "...the individual teacher, school, or district with ten priorities has none." We have been constantly referred back to this quote to help regain and maintain focus on the project. Our next charge is to create a timeline for sustained and embedded professional development highlighting the area of literacy skills district wide.

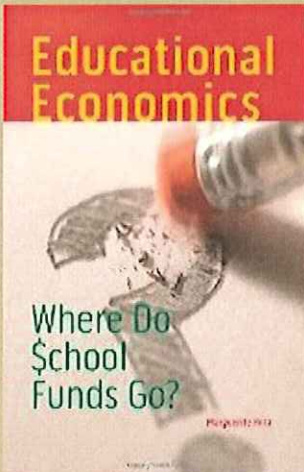
Although the Systems Change Project is still in its beginning phases, it has thus far been a motivating and inspiring project. I am excited to continue to foster my leadership skills and hopefully inspire teacher leadership in some of my colleagues. Many shy away from change or new initiatives. However, I've always been an early adopter of new proposals. This willingness to tackle new ideas head on, even if it means changing course and redirecting focus along the way, has allowed me to continuously develop and redefine my role as teacher, leader, mentor, and educator throughout my career. I only hope that my students and colleagues will shed their fears of being labeled as bossy or their hesitancy to undertake new enterprises and begin to see themselves as leaders. Only then can their own overt or covert leadership tendencies begin to shape their careers and lives as mine did.



Pictured:
Sara Delgado, 4th grade Teacher and
Keith Howell, Principal at
Monteith Elementary School
Grosse Pointe Public School System

BOOK TALK with Dr. Bob Maxfield, OU Assistant Professor

EDUCATIONAL ECONOMICS: WHERE DO SCHOOL FUNDS GO?,
Marguerite Rosa; Washington: Urban Institute Press, 2010



This book will provoke an important dialogue among educators who are struggling with the mandate to achieve at higher levels with fewer financial resources. Rosa suggests that public schools have been cursed with the inability to accurately determine what is being spent on the core functions of schools. Therefore it is difficult to determine where to focus spending to achieve desired results. The examples that she provides are compelling with regard to funds allocated to electives instead of core subjects and high achieving rather than struggling students.

While she does not pretend to offer a complete solution to this problem, she does provide a framework for tracking expenditures and better allocating available funds to improve student learning. Part of this framework includes combining accountability with teacher empowerment. This will be of particular interest for those of us interested in more effectively supporting teacher leadership.

QUESTIONS? Contact:

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and...
now on  too!