

# Hope Street Group Kentucky Teacher Fellowship Program

*An Overview: Tomorrow, Today & the Days of Yore*

# Where are the Hope Street Group



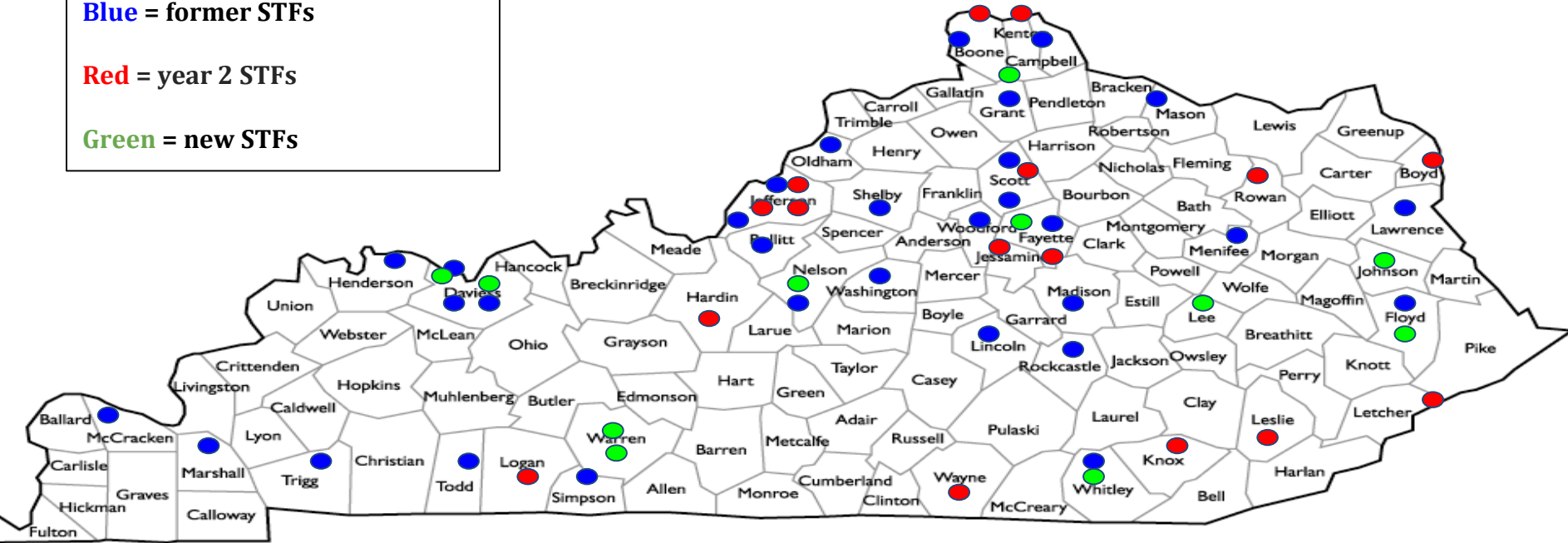
## Kentucky Teacher Fellows

### across the Commonwealth in 2016-17?

**Blue** = former STFs

**Red** = year 2 STFs

**Green** = new STFs

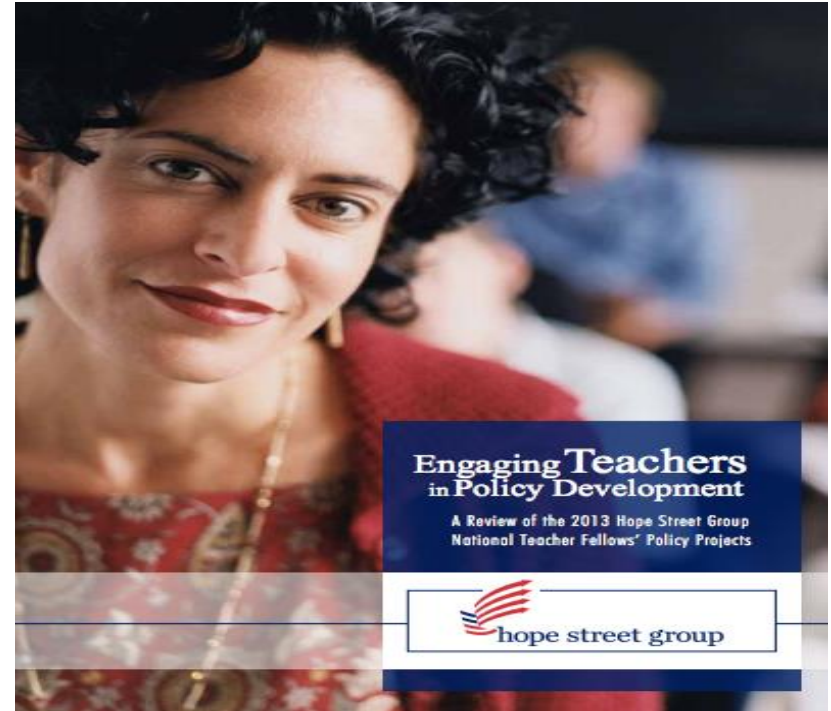


# Who We Are

*Hope Street Group is a national, nonpartisan, nonprofit and our mission is to bring together the best practitioners, business leaders and government innovators to create collaborative solutions for the most pressing issues facing America today in education, health, and jobs.*

# What We Do

- **Identify:** what are the challenges?
- **Ideate:** what are the best solutions?
- **Activate:** what is the plan for action?
- **Test:** how does it work in practice?
- **Scale:** how can it lead to transformative change?



# Program Process & Tools

Peer Surveys



Convening



State policy  
recommendations



Virtual Engagement



# Goals for STFs

- Collect and synthesize teacher input in their region to actively improve education policy
- Expose teachers to state education policy
- Develop competence, confidence and credibility among peers and policy makers
- Build the capacity of teachers to lead school improvement efforts
- Build collaborative relationships among teachers and administrators in order improve student learning
- Support state and national partner networks



# Our Story

# Collect, Synthesize & Act



## 2013-14

- Student Voice Surveys
- Peer Observations
- Student Growth Goal Setting
- Increased Education Funding

## 2014-15

- PGES Implementation
- Optimizing Teacher Time
- Supporting Teacher Leadership



# Collect, Synthesize & Act

2015-16



- PGES Usage among
  - Teachers
  - Teams of Teachers
  - Administrators
- Formal and Informal Leadership Opportunities for Teacher Leaders at
  - District Level
  - School Level
  - Teacher to Teacher
- Student Voice Systems that Refine Teacher Practice
- Teachers Providing Actionable Feedback to Students
- Administrators Providing Actionable Feedback to Teachers

# Engaging Peers, the Public



## Fall 2015

- 7,465 teachers in our network
- Nearly 11,000 teachers engaged in Level 1 activities
- More than 5,000 teachers engaged in Level 2 activities
- Over 1000 teachers engaged in Level 3 activities
- 1,829 educators viewed STF writing in *Kentucky Teacher Magazine*
- 727 educators responding to the writing via likes, tweets, and comments
- STFs initiated Lessons from the Classroom, a weekly column by teachers for teachers, in the *Owensboro Messenger Inquirer*

## Spring 2016

- **11,976** teachers in our network
- Over **18,000** teachers engaged in Level 1 activities
- More than **7,000** teachers engaged in Level 2 activities
- **1200** teachers engaged in Level 3 activities
- **11,670** educators viewed STF writing in *Kentucky Teacher Magazine*
- **3,229** educators responded to the articles by liking, tweeting, and commenting on an STF's writing
- Nearly **10,000** *Courier Journal* readers viewed STF op-eds through the Classroom Connections feature as of April 1st

# Supporting State Partners



- **Kentucky Department of Education**
- **Kentucky Education Association**
- **Prichard Committee**
- **Network to Transform Teaching**
- **Classroom Teachers Enacting Positive Solutions**
- **Kentucky Association of State Superintendents**
- **Fund for Transforming Education in Kentucky**
- **Next Generation Instructional Design Network**
- **Innovative Teacher Leadership Network**
- **Bluegrass Center for Teacher Quality**
- **Kentucky Writing Project**
- **Kentucky Council of Teachers of English**
- **Kentucky International Dyslexia Association**
- **Kentucky Council of Teachers of Math**
- **Kentucky Coalition for the Arts**
- **Council on Postsecondary Education**
- **Kentucky State University**



**KYEDPOLICY**

**BE INFORMED. BE HEARD.**

Contact Us

# Policy Together



# Teacher Leadership



*Elevate teachers as experts & leaders.*



# Teacher Leadership

## Leading to Increase Teacher Voice and Influence: working to enlarge teachers' role in decision-making beyond the classroom and in concert with other stakeholders

May include: Participating on school or district leadership team that supports and monitors program implementation; recommending changes in policy and practice; or helping to create career pathways for teachers as leaders who remain in the classroom

### Vignette:

Based on a recent faculty conversation about the need for increased one-to-one technology in classrooms, Nicole wrote an op-ed for her local newspaper advocating for increased technology funding in her school district. Nicole's local legislator contacted her to set up a meeting. In response, Nicole obtained administrative permission to generate and distribute a brief online survey to inventory the immediate needs of her fellow teachers. Equipped with the data generated by the survey, Nicole engaged in meaningful dialogue with her legislator about the needs of local schools. Then she distributed her survey across her content association network. With that data in hand and the help of a national teacher voice advocacy organization working in the state, she set up a meeting and presented her findings to a team of legislators from her region.

### Core Beliefs:

- There is tangible benefit to teachers and students when they remain in and provide leadership
- Improvement efforts honor teachers' perspectives, experiences and ideas.
- Changes in policy and practice are achieved through engaging teachers and other stakeholders
- Leadership is strengthened when distributed across role groups.
- Teacher leadership grows through intentional, well-defined efforts.

### Dispositions:

- Generalize beyond own experiences.
- Honor all perspectives.
- Presume positive intent.
- Value professional expertise.
- Foster community.
- Persevere in difficult situations.

## Leading to Professionalize Teaching: reforming educational systems to create greater opportunities for teachers to learn and lead beyond the local level

May include: Working to foster systems change by serving on a state task force, participating in a regional or national teacher leadership network, or advising institutions of higher education on teacher preparation

### Vignette:

Clark's school is participating in a multi-district project designed to learn how teacher leadership can promote faculty growth and student achievement. He serves on the project steering committee, responsible for development of new roles for teacher leaders. With his own teacher preparation program only six years behind him, he is especially interested in how colleges and universities can embed teacher leadership in their programs, so that teacher candidates complete certification with a larger sense of their role which includes the classroom, school, and profession. In data gathering, Clark hears about a national teacher leader network. He becomes an active member, taking advantage of the opportunity to learn about related policies and practices, collaborating with educators around the country, and contributing to a national dialogue on teacher leadership.

### Core Beliefs:

- Teachers contribute to new ways of thinking about education reform.
- Teacher participation strengthens state, regional and national efforts to achieve student equity and excellence.
- Teacher networks provide opportunity to learn with and from colleagues across locales.
- As credentialed professionals, teachers are in a unique position to influence their profession.

### Dispositions:

- Interested in the bigger picture.
- Attuned to relationships within the school, district and larger community.
- Possesses cultural competence in working with others who have diverse views.
- Is comfortable with risk taking.
- Demonstrates self-efficacy.
- Values honest, courageous communication.



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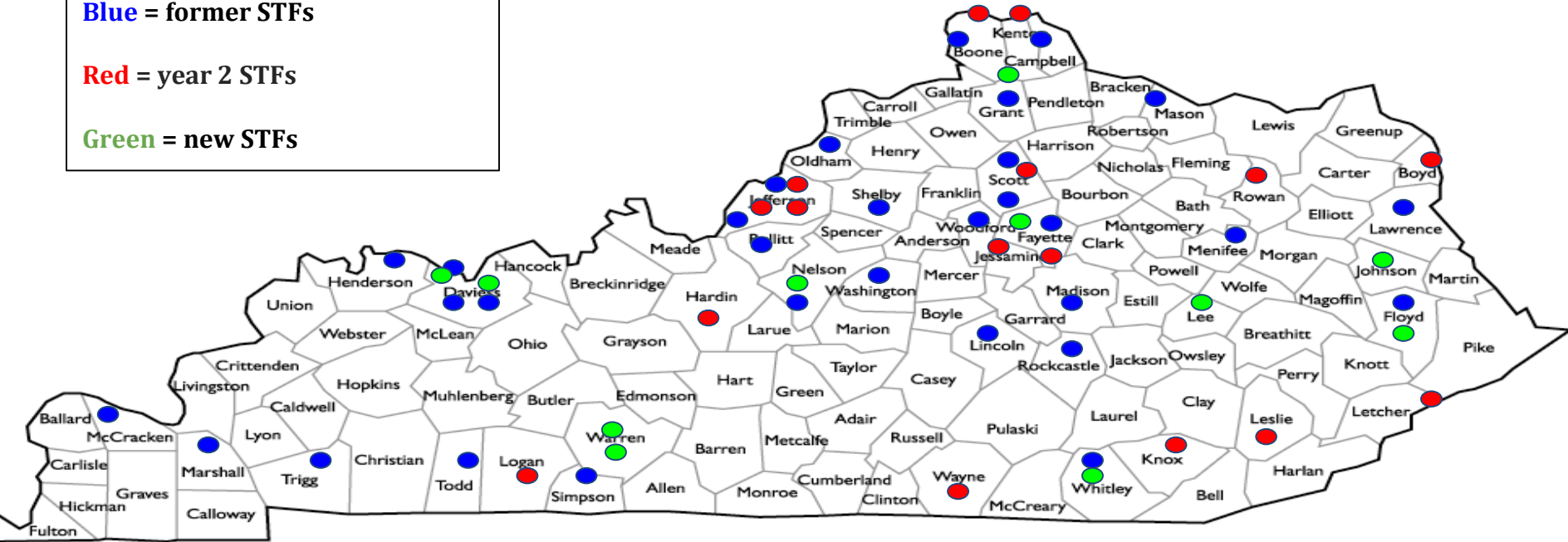
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