

Great Teaching and Leading Fund Final Annual Report

October 31, 2016



The Public Education Foundation

Because young minds matter



Table of Contents

	Page
I. Summary	2
a) Program Name and Overall Goals/Objectives of Program	2
b) Abstract and Results Overview	2
c) Next Steps	3
II. Grant Funded Activities	4
a) Name of Activity and Overview	4
b) Participant Information	4
c) Area(s) of Effectiveness Measured	4
i. Improving Student Achievement	
ii. Improving Recruitment/Selection/Retention of Effective Teachers/Principals	
iii. Assisting Teachers/Administrators/Other Personnel	
d) Effectiveness Measure for Each Area, Including Rationale for Chosen Measure	5
e) Implications for Future Implementation	5
f) Optional – Supporting Materials	5
III. Budget Summary	6
a) Narrative Overview of Use of GTL Funds Awarded	6
b) Brief Description of Expenditure Categories and Description	6
c) Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds	6
IV. Appendix-Supporting Materials	8

I. Summary

a. Program Name and Overall Goals/Objectives of Program

Teacher Leader Academy

Because the Teacher Leader Academy is built on the Public Education Foundation's proven Executive Leadership Academy model, goals of the two programs are closely aligned.

- Launch the Teacher Leader Academy to serve 35 Nevada teachers in an intensive yearlong professional development experience
- Retain at least 90% of all Teacher Leader Academy alumni in Nevada education leadership roles for at least three years after program completion
- Enroll an inaugural 2015-2016 cohort that represents greater racial/ethnic diversity than the body of P-12 teachers in Clark County School District
- Generate online content (e.g., videos, written content, etc.) in conjunction with each course module
- Produce collaborative capstone project reports by October 2016 to demonstrate whole-program learning for all Academy participants; share exemplary capstone projects publicly and with system-level leaders
- Document learning for each participant monthly to demonstrate that all participants find Academy content professionally relevant
- Secure the IT infrastructure to facilitate online participation in future academies, thereby reducing the expense of serving leaders outside of Clark County

b. Abstract and Results Overview

The Teacher Leader Academy modeled after The Public Education Foundation's Executive Leadership Academy model. However, the Teacher Leader Academy has a distinct focus—to create a network of teachers who can rethink the teaching profession in a way that creates transformational change. The Teacher Leader Academy network will represent excellence within and beyond the classroom. Participants will develop their own leadership competencies in areas such as professional development, teacher mentorship, education policy, advocacy, and community engagement.

The Academy began with a series of six course modules designed to expose participants to specific elements of teacher leadership. Each course module included two days of face-to-face dialogue and instruction led by an expert faculty member; prior to in-person sessions, participants prepared by completing pre-reading-assignments.

Learning throughout the course modules prepared participants to complete a capstone project. Year One (2016) was critical to the Academy's long-term impact because it

yielded the Academy's first alumni group. The Academy's long-term strategy depended on developing a strong alumni network that could support each other, advocate for the teaching profession, and mentor subsequent Academy participants.

The Foundation recognizes that meaningful reform in teacher leadership requires that teachers have more opportunities for professional growth. The Public Education Foundation will continue to collaborate with state, district, and school partners to ensure that Nevada teachers have a space to try new ideas and exercise the kinds of teacher leadership discussed in the Academy.

The inaugural Teacher Leader Academy was launched and met all of its goals. Teacher leaders were prepared for the monthly classes, actively participated in the topic discussion, and successfully completed the six modules and capstone projects. Additionally, all attendees are returning to CCSD, and 100% of those in Title I schools will be returning to Title I schools.

c. Next Steps

Due to the overall success of the Teacher Leader Academy, and depending on funding, the following actions will be implemented for the next cohorts:

- Double our capacity by holding concurrent cohorts for 75-80 participants
- Expand from six course sessions to nine
- Increase the faculty roster
- Include intensive problem-solving sessions
- Add an alumni board to the program
- Utilize alumni to mentor new cohort participants

II. Grant Funded Activities

a. Name of Activity and Overview

The Public Education Foundation's Teacher Leader Academy recognizes that teacher leaders have extensive training and skills in curriculum, pedagogy, and instructional methods. However, in order to lead classrooms and schools in the 21st Century, professionals now require the ability to solve problems with current organizational structures, advocacy and voice, education policy, technology and data, professional development, mentorship, and community engagement. The Teacher Leader Academy offered participants six modules with national all-star faculty who are experts in these areas to meet with the 35 Academy participants in 10.5 hour course sessions from January to August 2016. Participation in the Teacher Leader Academy also required the completion of a small group Capstone Project.

b. Participant Information

- 35 CCSD K-12 school based teacher leaders (representing 27 different schools) participated in the Teacher Leader Academy
- 79% of participants taught in a Title I school
- 16 participants worked in elementary schools, 8 in middle schools and 11 in high schools
- 54% of participants were white/Caucasian, 16% were Hispanic, 16% were African American, 3% were Pacific Islander, and 11% marked No Designation
- 74% of the participants were female and 26% were male
- In year one - there was 100% retention with all participants returning to CCSD schools
- 100% of participants assigned to Title I schools returned to Title I schools

c. Area(s) of Effectiveness Measured

i. Improving Student Achievement- Although we will track school-level achievement beginning in Year One, we will not expect to see changes in student achievement until Year Two (after teacher-leaders have completed the Academy).

ii. Improving Recruitment/Selection/Retention of Effective Teachers

- All 35 participants were returning to CCSD for the 2016-17 school year
- 19 of the 35 participants voluntarily self-identified that they were classified as Effective or Highly Effective on their 2016-17 NEPF evaluation

iii. Assisting Teachers/Administrators/Other Personnel

- 83% of participants found the content of the Teacher Leader Academy to be very relevant to their work

- 79% of participants found the content of the Teacher Leader Academy to be very thought-provoking
- 73% of participants found almost all or much of the content of the Teacher Leader Academy to be new to them
- 89% of participants considered situations from a different point of view very often or fairly often throughout the Teacher Leader Academy
- 91% of participants stated that their participation in the Teacher Leader Academy would tremendously or substantially impact their work moving forward

d. Effectiveness Measure for Each Area, Including Rationale for Chosen Measure

Surveys were given in June and August 2016 to program participants to determine the retention of effective teachers in the Clark County School District.

Additional surveys were administered after each course module and in August (completion of the program), to determine the support/assistance teacher leaders received after each session and the impact of the program on their future work.

e. Implications for Future Implementation

Teacher leaders indicated they felt empowered to extend their influence in their schools, the Clark County School District, and beyond as a result of their time in the Teacher Leader Academy. The range of topics and instructors provided professional development unlike any participants had experienced before, including entrepreneurial and business concepts as well as public policy and community advocacy concepts. Participants networked with teacher leaders from all grade levels and content areas from across the school district. They also added to their network outside of education and met with members of the business, nonprofit and government sectors throughout the Academy experience.

We must continue to grow cohorts of teacher leaders with future Academies and support the alumni base of Academy graduates with networking opportunities and resources for leadership opportunities within and beyond schools. The Teacher Leader Academy provides the space for creative problem-solving and champions collective leadership models with teacher leaders at the center. The Academy amplifies the most promising education leaders' knowledge and skills to help them create schools/systems where they can do their best work.

f. Optional – Supporting Materials (See Appendix)

III. Budget Summary

a. Narrative Overview of Use of GTL Funds Awarded

In summary, the Great Teaching and Leading Funds (GTLF) awarded were utilized in four program cost areas: 1) Salaries for Teacher Leader Academy (TLA) staff, 2) Professional Education Services to pay honoraria for Teacher Leader Academy Faculty, 3) Books and Periodicals for Academy participants, which were pre-read assignments for select course sessions, and 4) Information Technology, in which equipment was purchased to record and archive Teacher Leader Academy course sessions to expand the reach of the program beyond the classroom.

b. Brief Description of Expenditure Categories and Description

<u>Expenditure Category</u>	<u>Description</u>
100 – Salaries	Funded percentage of Teacher Leader Academy staff salaries
300 – Professional Education Services	Funded honoraria for Teacher Leader Academy Faculty
640 – Books & Periodicals	Funded books for Teacher Leader Academy participants in select course sessions
652 – Information Technology	Funded technology equipment to record and archive Academy course sessions in order to expand the program’s reach beyond the classroom

c. Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds

All GTLF funds awarded for the Teacher Leader Academy were expended. There were, however, amendments to each of the budget categories. The Salaries category (100) was amended by adding \$30,026.14 to cover actual costs of Teacher Leader Academy staff salaries. As with any new program, additional time and personnel were required to properly launch and execute the program. The Professional Education Services category (300) was amended, as the program did not utilize \$25,168.53 for Academy Faculty. The funds were not used due to an abbreviated program schedule in order to meet the GTLF grant cycle. Funds not utilized in this budget category were repurposed in the Salaries category. The Books and Periodicals category (640) was amended, as the program did not utilize \$3,135.55 in book expenses. Again, this was a result of an abbreviated program schedule in order to meet the GTLF grant cycle. Funds not utilized in this budget category were repurposed in the Salaries category. Finally, the

Information Technology category (652) was amended, as the program did not utilize \$1,722.06 in technical equipment expenses. The actual costs of the technology equipment were below what was originally budgeted. Funds not utilized in this budget category were repurposed in the Salaries category.

Appendix

Supporting Materials

- 1. Teacher Leader Academy, Course Content with Outcomes**
- 2. Teacher Leader Academy, Course Content with Community Leaders**
- 3. Teacher Leader Academy, Monthly Course Unit Agenda**
- 4. Teacher Leader Academy, Maddie Fennell Syllabus**
- 5. Teacher Leader Academy, Dr. Rick Hess Syllabus**
- 6. Teacher Leader Academy, Dr. Celine Coggins Syllabus**
- 7. Teacher Leader Academy, Alex Kajitani Syllabus**
- 8. Teacher Leader Academy, Dr. Liz City Syllabus**
- 9. Teacher Leader Academy, Eric Westendorf Syllabus**
- 10. Biographies**
 - Alex Kajitani**
 - Brent Husson**
 - Celine Coggins**
 - Commissioner Chris Guinchigliani**
 - Dr. Elizabeth City**
 - Dr. Mike Barton**
 - Dr. Rick Hess**
 - Erik Westendorf**
 - Lisa Morris Hibbler**
 - Maddie Fennell**
 - Pat Skorkowsky**
 - Senator Mike Roberson**
 - Theo Small**

The Public Education Foundation

Leadership Institute of Nevada

Teacher Leader Academy Course Content Class 1

January

Course 1 – Teaching and Leading

Instructor – Maddie Fennell (State Teacher of the Year)

Outcomes – Dealing with change and challenges
Conceptualizing a strategy for change
Earning administrator support
Being a change agent - without alienating your peers
Rethinking the teaching profession

February

Course 2 – The Cage-Busting Teacher

Instructor – Dr. Rick Hess (AEI)

Outcomes – Schools where teachers can create schools to do their best work
Mobilizing teacher authority grounded in expertise and professional responsibility
Learning to negotiate in both school systems and the larger currents of policy

March

Course 3 – Policy and Teachers

Instructor – Dr. Celine Coggins (Teach Plus)

Outcomes – Understanding policy context and policy makers
Influencing policy and using your voice effectively
Examining the role of unions in the context of policy

April

Course 4 – Teachers Driving Change

Instructor – Alex Kajitani (State Teacher of the Year)

Outcomes – Defining teacher engagement
Utilizing the world beyond your classroom
Techniques for influencing colleagues and administrators
Stretching the use of community impact



May

Course 5 – Leading Great Instruction

Instructor – Dr. Liz City (Harvard)

Outcomes – Influencing quality instruction beyond the classroom
Utilizing data to improve learning for students
Improving the quality of PD, PLC's and meetings
Design thinking in professional improvement

June

Course 6 – Bringing It All Together

Instructor – Eric Westendorf (LearnZillion)

Outcomes – Working with school and system leaders
Articulating concerns
Understanding the social dynamics of schools/systems/foundations

August

Course 7 – Capstone Presentations

November

Completion Ceremony



The Public Education Foundation Leadership Institute of Nevada

Teacher Leader Academy Course Content Class 1

January 20-21 , 2016

Course 1 – Teaching and Leading

Instructor – Maddie Fennell (State Teacher of the Year)

Community Leader – Commissioner Chris Giuchigliani

February 24-25, 2016

Course 2 – The Cage-Busting Teacher

Instructor – Dr. Rick Hess (AEI)

Community Leader – Superintendent Pat Skorkowsky

March 16-17, 2016

Course 3 – Policy and Teachers

Instructor – Dr. Celine Coggins (Teach Plus)

Community Leader – Dr. Lisa Morris-Hibbler

April 6-7, 2016

Course 4 – Teachers Driving Change

Instructor – Alex Kajitani (State Teacher of the Year)

Community Leader – Brent Husson



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May 2016

Page 1 of 2

May 4-5, 2016

Course 5 – Leading Great Instruction

Instructor – Dr. Liz City (Harvard)

Community Leader – Senator Michael Roberson

June 8-9, 2016

Course 6 – Bringing It All Together

Instructor – Eric Westendorf, LearnZillion

Community Leader – Dr. Mike Barton

Theo Small

August 10-11, 2016

Course 7 – Capstone Presentations

November 2016 (Date TBD)

Completion Ceremony



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May 2016

Page 2 of 2

Teacher Leader Academy Monthly Course Unit Agenda

Wednesday evening	4:30pm – 5:00pm Welcome and Introductions Working Dinner (provided)	.5 Hour (PEF)
	5:00pm – 7:30pm Instruction	2.5 Hours - Fellow
Thursday	8:00am – 8:30am Breakfast (provided)	.5 Hour (PEF)
	8:30am – 11:00am Instruction	2.5 Hours - Fellow
	11:00am – 12:00pm Community Leader	1.0 Hour (PEF)
	12:00pm – 12:30pm Lunch (provided)	.5 Hour
	12:30pm – 3:30pm Instruction	3.0 Hours – Fellow
	3:30pm – 5:00pm Mentoring/Capstone Project	1.5 Hours (PEF)

Total Instruction: 11.0 Hours (Fellow & PEF)

Nevada Lesson Plans

Getting to Know Your Cohort and defining your leadership

5:00pm – 7:30pm

Instruction

1.5 Hours - Fellow

The best decisions in education are borrowed or stolen from other teachers. Get to know your fellow thieves! These folks are also your colleagues who are going to help you thrive in this cohort!

1) Everyone in the room introduces themselves and shares one thing they have a tough time doing & one thing they are REALLY good at

Set the stage for this – willingness to learn, be open & risk; name & claim gifts

2) Meeting the room:

4 quadrants ice breaker:

Divide the room into 4 quadrants and they move to the following, intro self and explain:

1) Favorite car: minivan, SUV, Prius, Mercedes

2) Favorite food: dessert, fruits/veggies, meat/potatoes,

3) Favorite vacation spot: beach, mountains/woods, home, international

4) What is your “dream job”: classroom teacher, hybrid role, administrator, start a school

Rethinking the teaching profession

We need to see through new lenses if we are going to create a new vision for our profession. We will spend some time talking about where we are, how we got here, and begin to envision where you want this cohort to take you over the next year.

3) Setting the stage – my ppt on what leadership is today.

4) Their definition of leadership.....

Table talk re: their articles

- Discuss what they found most most interesting
- Discuss what you didn't agree with
- Post articles to folder
- Assign: posters of TL

Thursday 8:00am – 8:30am .5 Hour (PEF)
Breakfast (provided)

8:30am – 11:00am Instruction 2.5 Hours – Fellow

Becoming a Teacher Leader

How do I define teacher leadership? What does it mean to be a teacher leader? What are the Teacher Leader Model Standards? How do I deal with the challenges of leading from the classroom? How do I maintain relationships and avoid alienating others? How do I get my administrator and stakeholders on board?

Code Switch – what I wore today.....

Rick’s book – treasure trove!!!

5) Opening: Gallery Walk of the posters.

Go to groups of 3-4 and discuss which resonated best for you.

Then spend about 15 minutes journaling, setting a personal philosophy of what kind of leader that you want to be....

6) Review the Teacher Leader Model Standards

Table Talk

Where are you most focused now?

Which appeals to you as an area of growth?

Group – Gallery Walk of resource sharing

By domain, what resources do you know of that would help you build skills under each?

(written, orgs, classes, etc)

Virtual resource sharing

7) Dealing with challenges

PPT

Move into groups to address

8) Kinds of Leadership

PPT

Brainstorm

11:00am – 12:00am Mentoring/Capstone Project 1.0 Hours (PEF)

12:00pm – 12:30pm Lunch (provided) .5 Hour

12:30pm – 3:00pm Instruction 3.0 Hours – Fellow

Let’s start to dig in! The afternoon will be spent learning the pieces of a logic model, how to identify the “WHY”, laying out a strategic plan, and how to sell your message to key stakeholders.

3:00pm – 4:00pm Community Leader 1.0 Hour (PEF)

“Great to Influential” NNSTOY

Within schools, STOYs described how teacher leaders influence their fellow teachers, calling their positive attitude and growth mindset “contagious.” Outside their school context, STOYs described how “the teacher leader is the person who can translate between research, practice, and policy.”

SYLLABUS PRE-READING

Course 1 – **Teaching and Leading**

January 20-21, 2016

Instructor – Maddie Fennell (State Teacher of the Year)

Question Prompt(email response to Maddie)

- 1) What do you want in this initial cohort session
- 2) What do you want from the 8 months of the cohort? How do you want this experience to change you?

Pre-reading

Point-Counterpoint: Teacher Professionalism Article by Frederick Hess and Maddie Fennell

Mindsets reading: Please peruse the “official” websites:

<http://mindsetonline.com/whatisit/about/>

<https://www.mindsetworks.com/webnav/whatismindset.aspx>

Visual learners check out the video: <https://www.youtube.com/watch?v=EIVUqvOv1EE>

And it’s always good to know the other side:

http://www.salon.com/2015/08/16/the_education_fad_thats_hurting_our_kids_what_you_need_to_know_about_growth_mindset_theory_and_the_harmful_lessons_it_imparts/

http://blogs.edweek.org/edweek/reinventing_k12_learning/2015/08/is_growth_mindset_now_a_bad_thing.html

Reading during Class

A copy of Dr. Frederick Hess’s book *The Cage-Busting Teacher* will be provided to participants in class.

Vegas teaching plans

February 24, Wednesday evening (5:00 – 7:30pm):

1. What is a cage-busting teacher? (Slide 4)
2. History drill
3. Teachers have two sources of authority... (Slide 6 and 7)
 - a. Expertise
 - i. What is your expertise? Compare to medicine. How does it apply to practice or to policy?
 - ii. How do you set “No BMW” norms?
 - b. Policing the profession (Slide 8)
 - i. Strength in numbers (Slide 9)
 - ii. Culture, policies and contracts
4. Thinking like a problem-solver (Slide 10)
 - a. The five whys
 - b. Spend time identifying the problems and getting granular
 - c. How do you make a problem solvable?
 - d. WHO do you take it to? WHO can solve that problem (HR? Transport? X state official?...)
5. Working with your principal (Slide 11)
 - a. Power is asymmetrical (roleplay)

February 25, Thursday morning (8:30am – 11:00am)

1. Dollars and sense
 - a. Pricing out exercise
2. Time and meetings (Slide 3)
 - a. Specific strategies
3. Putting technology to work
4. Professional development—how useful is it? How do you give feedback? Who chooses your PD? (Slide 4)
5. Know your district routines (Slide 5)
 - a. Red flags

February 25, Thursday afternoon (12:30pm – 3:30pm)

1. Teacher leadership—what does it mean to them?
2. The role of the union (Slide 4)
3. Teacher-led schools (Slide 5)
 - a. Teacherpreneurs (Slide 6)
4. Teachers and policy (Slide 7)
 - a. Back and forth in policy context

5. Creating a cage-busting culture (Slide 8)
 - a. Roleplay teacher/principal interactions
6. Taking it back to school—What are five things you can do tomorrow? What's the most important change to make? (Slide 9)

TLA Course 3
Dr. Celine Coggins, Teach Plus

1. Teach Plus annual report (SY2014-15)
2. Five Goals for Teacher Leadership, Phi Delta Kappan
3. Dollars and Sense: Elevating the Teaching Profession by Leveraging Talent
4. Ready for the Next Challenge: Improving the Retention and Distribution of Excellent Teachers in Urban Schools
5. Q and A: What You Need to Know about the Fix to NCLB

Question Prompt:

In our session, we will discuss the three main pressures policy makers face:

1. **Equity:** *How can our system ensure ALL students the opportunity for a quality education?*
2. **Resource Scarcity:** *How can we put limited dollars to the best use?*
3. **Accountability:** *How do we know if our choices are helping student learning improve?*

Describe one policy issue that matters to you (for our purposes, an issue that gets decided outside the walls of your school).

Describe one idea you have for how the education system could improve regarding that issue.

Describe how the issues of equity, resource scarcity, and accountability relate to your issue at the policy level.

Teach. Lead. Repeat.
Ten Essential Skills Every Teacher Leader Needs
with Alex Kajitani, California Teacher of the Year

Hello Fellow Teacher Leaders!

I am *beyond excited* to meet and work with you at this month's Teacher Leader Academy in Las Vegas on April 6 & 7, 2016. During our time together, we're going to focus on the real, on-the-ground skills teachers need to effectively lead at our schools, in our communities, and throughout education.

To maximize our time together, here's a brief breakdown of the days, as well as a few action items to help you prepare:

<i>What's YOUR Deal?</i>	<i>Leading at Your School</i>	<i>Leading Our Profession</i>
<u>Wednesday Evening</u>	<u>Thursday Morning</u>	<u>Thursday Afternoon</u>
Building a Platform	Effective Coaching	Building a Network
Crafting a Message	Dealing with Conflict	Media Savvy
Telling a Story	Running a Meeting	Leading Prof. Dev.
		Work-Life Balance

In order to help you prepare for our time together, **please do the following:**

1) Susan Scott, renowned leadership expert and author of the #1 *New York Times* Best-Selling book, *Fierce Conversations*, **will be joining us via Skype on Thursday morning!** Please watch Susan's TEDx Talk, "The Case for Radical Transparency" (<https://www.youtube.com/watch?v=oVKaXUB4EFg>), and prepare a question (or two) that you would like to ask her. Feel free to Google Susan for more of her amazing-ness!

2) Please read the article, *Strategic Questioning: Engaging People's Best Thinking* (<http://bit.ly/1LQyuQT>)

3) In a short paragraph, please tell me about one of your favorite accomplishments as a teacher leader. Don't be shy or humble! Paste it directly into an email, and send it to me at akajitani@yahoo.com. Please send it by 8:00 p.m. on Monday, April 4th.

Please let me know if you have any questions, and I very much look forward to our time together!

To Teacher Leadership,



Alex Kajitani is the 2009 California Teacher of the Year, and a Top-4 Finalist for National Teacher of the Year. His book, *Owning It*, was named "Recommended Reading" by the U.S. Department of Education, and his "Rappin' Mathematician" CDs are being used around the world to engage students in math. For more of Alex's ideas, please check out www.AlexKajitani.com.

TEACHER LEADER ACADEMY AGENDA

Date: May 4, 2016

Time: 5:00-7:30 p.m.

Location: The Public Education Foundation

Topics: Powerful learning, instructional core, how people learn	Attendees: Teacher Leader Academy Fellows and Staff Facilitator: Liz City Recorder: Timekeeper:
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- Overall objectives for the two days together (today's objectives in bold):**
- **Shift your thinking:** Leave with a question or idea that you want to explore more
 - **Shift your practice:** Leave with at least one specific tool that you will apply in your practice
 - **Build a common understanding of:**
 - The instructional core
 - The central role of task
 - **State and develop your theory of how people learn**
 - Develop your leadership practice in:
 - Observing, describing, and predicting
 - Design thinking
 - Designing effective meetings

To prepare for this meeting, please:

- Read "The Instructional Core" [Chapter 1 of *Instructional Rounds in Education*, by City, Elmore, Fiarman, Teitel] and choose two quotes that are striking to you
- Write a paragraph describing your most powerful learning experience

Schedule

Time	Minutes	Activity
5:00-5:30	30	Warm up, review objectives and purpose (High 5)
5:30-5:50	20	Stories of powerful learning
5:50-6:30	40	Discuss "The Instructional Core" chapter (Save the Last Word)
6:30-6:40	10	Break
6:40-7:10	30	How people learn
7:10-7:30	20	Wrap up, review next steps; plus/delta

TEACHER LEADER ACADEMY AGENDA

Date: May 5, 2016

Time: 8:30 a.m.- 11:00 a.m.; 12:30-3:30 p.m.

Location: The Public Education Foundation

Topics:

Task, observations, design thinking, meetings

Attendees: Teacher Leader Academy Fellows and Staff

Facilitator: Liz City

Recorder:

Timekeeper:

Overall objectives for the three days together (today's objectives in bold):

- **Shift your thinking:** Leave with a question or idea that you want to explore more
- **Shift your practice:** Leave with at least one specific tool that you will apply in your practice
- **Build a common understanding of:**
 - The instructional core
 - **The central role of task**
- State and develop your theory of how people learn
- **Develop your leadership practice in:**
 - **Observing, describing, and predicting**
 - **Design thinking**
 - **Designing effective meetings**

To prepare for this meeting, please:

- Bring two agendas: one from a meeting you have recently led or participated in and one for an upcoming meeting

Schedule

Time	Minutes	Activity
8:30-8:45	15	Warm up, review plus/delta from yesterday and today's objectives (Maitre'd)
8:45-9:45	60	Task
9:45-10:00	15	Break
10:00-11:00	60	Observing learning and teaching
11:00-12:30	90	Community leader and lunch (PEF)
12:35-1:35	60	Meetings
1:35-1:45	10	Stretch break
1:45-3:15	90	Design thinking
3:15-3:30	15	Wrap up; plus/delta

Teacher Leader Academy June 2016 Course Pre-Reading

- Lean Start Up, by Eric Reiss, pages 15-72
- Switch: Don't Solve Problems—Copy Success, a book excerpt in Fast Company by Chip Heath and Dan Heath.

https://docs.google.com/document/d/110pe5A3fwUrSynAUcDUYQG062FRNKAVRUBRZU_VIVBg/edit?usp=sharing

Biographies

The Public Education Foundation

Leadership Institute of Nevada

Alex Kajitani, M.A.
Educational Speaker

alex@alexkajitani.com

Bio: Alex Kajitani is a leading authority and highly sought after speaker on closing the achievement gap through practical, easy-to-implement strategies. He began his career as struggling new teacher at a tough, inner-city school in San Diego. As the students came in each day unable to remember simple math concepts from the day before, yet singing every word to the new rap song on the radio, he realized he needed a new approach. He began to perform rap songs about the math he was teaching. He used authentic rap beats similar to what was on the radio, and interjected messages about making good decisions and living a positive life. The songs quickly became legendary throughout the school, and the district. Test scores soared, and Kajitani's "at-risk" students began outperforming their more affluent counterparts on districtwide tests. Today Alex travels the country delivering powerful and inspiring keynote presentations, and conducting workshops on a variety of educational topics, including math instruction, classroom management, understanding ethnicity and closing the achievement gap.

Education

- M.A. Educational Curriculum and Instruction, University of Colorado, Boulder
- B.S. Sociology, University of Colorado, Boulder

Professional Experience (recent)

- Present: Teacher Coach, Escondido Union School District, AC
- Present: Author and National Educational Speaker

Professional Honor/Awards and Activities

- California Teacher of the Year, 2009
- Top-4 Finalist, National Teacher of the Year, 2009
- San Diego County Teacher of the Year, 2009
- Escondido Union School District Teacher of the Year, 2008
- Mission Middle School Teacher of the Year, 2008
- Raytheon "Math Hero" Award, 2008
- Middle School Math Teacher of the Year, Greater San Diego Math Council, 2007
- National Winner "Making A Difference" Award, 2007, awarded by RAPSA)
- Team Winner, Innovative Video in Education (iVIE) Award, 2007 & 2008

Publications

- Kajitani, A. and Sitomer, A. 2015. *Hip-Hop Math, Conquering Word Problems*
- Kajitani, A. and Kajitani, M.P. 2014. *Owning It: Proven Strategies for Success in ALL of Your Roles as a Teacher Today* (named "Recommended Reading by the U.S. Department of Education)
- Kajitani, A. and Kajitani, M.P. 2013. *The Teacher of the Year Handbook, The Ultimate Guide to Making the Most of Your Teacher-Leader Role*

Brent Husson

bhusson@me.com 702-373-3335 (c)

In my twenty years as a sales professional I have learned that great teams are not managed, they are led. When a leader with an inspiring vision, and challenging mission brings high quality individuals together, great things will follow. I believe that the work EBMS does truly saves lives and I would be honored to have a part in helping this company grow to reach many more thousands of individuals with our unique products and services.

Salesman, Coach, Leader

Experienced leader with demonstrated success in building organizations, both for profit and non-profit, from the ground up. A business owner and community leader with the ability to recruit, train and lead high quality individuals to achieve great team success.

Will lead:

- New Business generation
- Development of current sales team
- Recruitment of new sales talent
- Development of strategic sales initiatives
- Quality assurance across all aspects of business
- Development of specific tactics and tools to drive successful sales
- Significant increase in sales in all product lines
- Staff and Leadership development to improve sales
- A high-performance culture focused on superior customer service
- Response to changing markets
- Development of internal quality controls for sales staff

WORK EXPERIENCE HIGHLIGHTS

Nevada Succeeds

Jan 2012 - present

Las Vegas, NV

- Leading a group of prominent Las Vegas business leaders in developing a non-profit with a vision to change the way public schools deliver education in Nevada
- Leading group of education and community leaders in the development of a groundbreaking ROI project designed to transform the way our school district does business
- Designed and developed the donation program that has lead to over 1 million dollars in fundraising
- Built, coached and led the development team that has been successful in reaching Board defined fundraising goals 12 out of 12 quarters
- Responsible for developing and maintaining a high performance culture

- within the organization absolutely focused on results
- Designing a school leadership program to implement in the nations fifth largest school district to coach school principals on the core competencies of budgeting for specific outcomes

Worldscape Landscaping Inc.

Aug 2002 - Aug 2010

Las Vegas, NV

- As owner and operator was responsible for developing systems and procedures for every aspect of the business including; operations, sales, marketing, purchasing, product development, customer service, accounts payable and receivable and human resources
- Wrote the company vision and mission statements and was responsible for infusing the entire company with a culture of success
- Built a sales team that grew the business from zero sales to over 5 million in annual sales within 5 years
- Lead the sales team in developing internal goals and the metrics to define success
- Implemented weekly training for sales team to promote; personal accountability, professional learning, interpersonal skills, customer service expertise and new customer development
- Personally responsible for hiring and training all new sales talent
- Lead the team by continuing to produce personal sales throughout the life of the company

Tempe Floor Covering

Jan 1996 – Aug 2002

Tempe, AZ

- Built sales organizations from ground up in Tucson and Las Vegas markets
- Was responsible for every aspect of sales team management; new business development, implementing sales processes and procedures, customer service, quality assurance, team development, market research, defining and adjusting sales goals and metrics, etc...
- In Tucson market built sales from zero to 3 million per year in 2 years
- In Las Vegas market built sales from zero to 3 million per year in 1 year
- Established team sales training company wide.
- Lead monthly sales training that focused on individual development and alignment with company and department goals
- Worked within established company vision and mission to develop motivational material for sales team.
- Worked daily to align company culture with an attitude of success in the sales department

EDUCATION

Arizona State University Business College	1990-1992, 1993-1995
Mesa Community College	1992-1993
Monroe High School	1986-1990

OTHER PROFESSIONAL ACTIVITIES

- Member of Technical Advisory Committee to study the reorganization of the Clark county School District (2015-2016)
- Board of Directors Keystone Corporation (2005-2016)
- UNLV Urban Leadership Program advisory committee (2014-2016)
- Superintendents Advisory Board of business leaders (2014-2016)
- Member of What's Next Nevada leadership committee to develop the Governor's 2017 education agenda (2016)
- Board of Directors Building Owners and Managers Association (2005-2010)
- Board of Directors Southern Nevada Multi-Housing Association (2003-2007)

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Leadership Institute of Nevada

Celine Coggins

CEO

ccoggins@teachplus.org

Dr. Celine Coggins founded Teach Plus in 2009 to create leadership and growth paths for excellent teachers and help stem their attrition from high-needs schools. In her role as CEO, Celine sets the national agenda for the organization that speaks to both teacher needs and policy opportunities.

Celine started her career as a classroom teacher in Worcester, Massachusetts. She went on to become a special assistant to the Massachusetts Commissioner of Education, working on a set of initiatives to improve the quality of the state's teaching force. Upon completing her PhD at Stanford University, Celine returned to her home state to work at Cambridge's Rennie Center for Education Research and Policy, an education-focused think tank. She originally launched Teach Plus as a subsidiary of the Center.

Under Celine's leadership, Teach Plus has introduced three groundbreaking programs that put teachers at the center of school- and system-level reform: The Teaching Policy Fellowship that empowers teachers to have a voice in policy discussions that impact their classrooms; the T3 Initiative designed to ensure that high-need students have access to excellent teachers; and the Teach Plus Network of more than 15,000 teachers nationwide.

A nationally-recognized expert on teacher leadership, education policy standards and accountability, and union politics, Celine has addressed audiences at the Philanthropy Roundtable, the Askwith Forum at the Harvard Graduate School of Education, and on NBC's Education Nation. She appears regularly in the media and has been interviewed by The New York Times, The Wall Street Journal, and The Atlantic, among many others. Celine earned a BA in psychology from the College of Holy Cross, an MA in educational research and measurement from Boston College, and a PhD in education policy analysis from Stanford University. She is a National Center for Teacher Quality advisor, an Aspen Institute Education Fellow, and a Mind Trust Education Entrepreneurship Fellow. She is the author of more than two dozen reports and journal articles and editor of three books. The New Teacher Project recently named Celine one of their favorite thinkers of 2013. Celine lives in Milton, MA.

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Leadership Institute of Nevada

Chris Giunchigliani
Clark County Commissioner

Chris Giunchigliani's life is a story of active community service, a commitment to education and children, and proven leadership.

The oldest of six children—three girls, three boys—Chris grew up in Chicago, Illinois, and attended St. John Bosco Elementary School. She graduated from Barrington High School in 1972. She then attended Avila College in Kansas City, Missouri. Chris worked in retail, bartended and waitressed to pay her way through college, graduating in 1976 with a bachelor's degree in special education.

After teaching special education in Shawnee Mission, Kansas for two years, Chris moved to Las Vegas, and again worked her way through college, this time at UNLV, earning a master's degree in education with special emphasis on the emotionally disturbed. Since then Chris has compiled more than 50 additional credit hours in post-graduate work.

Chris joined the Clark County School District in 1979 as a special education teacher at Bridger Junior High School (now Bridger Middle School). In addition to her teaching, Chris was active in her professional associations. She served as president of the Clark County Education Association from 1983 through 1987 and as president of the Nevada State Education Association from 1987 through 1991.

First elected to the Nevada State Assembly in 1990, Chris served in eight regular and five special sessions. During the times the legislature was not in session, Chris continued as a special education teacher in the school district's middle schools until Spring of 2003.

In 2003, Chris applied for the open position of School District and Community Relations at the Community College of Southern Nevada. She was interviewed by an independent faculty board and offered the position.

Chris returned to the Clark County School District in 2004 as a special education facilitator at Jim Bridger Middle School where she served as a mentor to new teachers. Following that, she helped open a new school, Carroll Johnston Middle School in North Las Vegas, where Chris served as a special education resource room teacher. Upon her election to the Clark County Commission, Chris took an unpaid leave of absence from teaching to serve as a Commissioner. Additionally, Chris has volunteered in a wide variety of community activities and has garnered a large number of awards for her service in the legislature and the community.

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Leadership Institute of Nevada

Elizabeth City, Ed.D.

Harvard University, Graduate School of Education, Lecturer on Education
Faculty Director, Doctor of Education Leadership Program

Elizabeth.City@gse.harvard.edu

Teacher Leader Academy Course: Leading Great Instruction

Bio: Dr. Elizabeth City directs Harvard's revolutionary, practice-based Doctor of Education Leadership (Ed.L.D) program. Prior to leading the Ed.L.D program, City served as a teacher, instructional coach, principal, and consultant, in each role focused on helping all children, and the educators who work with them, realize their full potential. City fell in love with teaching in a closet-turned-classroom in St. Petersburg, Russia. Her recent work in the field includes supporting instructional rounds networks, developing a statewide induction program for new superintendents, and helping to cultivate personalized learning across rural districts and schools.

Education

- 2007: Ed.D. Administration, Planning, and Social Policy, Harvard University, Cambridge, MA
 - 2004: Ed.M. Administration, Planning, and Social Policy, Harvard University, Cambridge, MA
 - 1998: M.A.T. Teaching, Brown University, Providence, RI
 - 1994: A.B. History and Literature, Magna Cum Laude, Harvard University, Cambridge, MA
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Professional Experience

- 2006-Present: Harvard Graduate School of Education, Cambridge, MA:
 - Director (2012-Present); Doctor of Education Leadership (Ed.L.D.) Program
 - Executive Director (2009-2011). Doctor of Education Leadership (Ed.L.D.) Program
 - Lecturer on Education, (2009-Present)
 - Co-chair and Instructor for Programs in Professional Education Institutes (2006-Present)
 - Director of Instructional Strategy, Executive Leadership Program for Educators (2007-09)
 - 2002-Present: Independent Education Consultant
-

Publications (recent books)

- Boudett, K. P., & City, E. A. 2014. Meeting wise: *Making the Most of Collaborative Time for Educators*.
- Boudett, K. P., City, E. A., & Murnane, R. J. (Eds.). 2013. *Data Wise, Revised and Expanded Edition: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*.
- Curtis, R. E., & City, E. A. 2009. *Strategy in Action: How School Systems Can Support Powerful Learning and Teaching*.
- City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. 2009. *Instructional rounds in education: A network approach to improving teaching and learning*.
- City, E. A. 2008. *Resourceful leadership: Tradeoffs and tough decisions on the road to school improvement*.
- Hale, M., & City, E. A. 2006. *The teacher's guide to leading student-centered discussions: Talking about texts in the classroom*.

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Dr. Mike Barton, Chief Student Achievement Officer
Clark County School District

Dr. Mike R. Barton is currently the Chief Student Achievement Officer with the Clark County School District. Dr. Barton previously served as the Associate Superintendent for the Instruction Unit and the Academic Manager for Performance Zone 8. He also has been a building principal at high need schools in CCSD with combined experiences at the elementary, middle, and high school levels.

Prior to becoming a principal in the Clark County School District, he served as a classroom teacher, project facilitator focused on the professional development of teachers, and dean of students all within local CCSD schools.

Dr. Barton has served as an adjunct faculty member at the University of Nevada-Las Vegas and Nova Southeastern University teaching preparation courses to aspiring administrators. Dr. Barton trained to become a teacher at the University of Pittsburgh and graduated with his advanced degrees from the University of Nevada - Las Vegas.

He has committed his work to ensuring that all students are provided with a high-quality, rigorous education. Additionally, he believes that student success is driven by a collective commitment to high standards in all classrooms and schools within the Clark County School District.

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Leadership Institute of Nevada

Frederick M. Hess Ph.D.

American Enterprise Institute, Resident Scholar and Director of Education Policy Studies

rhess@aei.org

Follow on Twitter: @rickhess99

<http://www.aei.org/scholars/hess.htm>

Bio: An educator, political scientist and author, Dr. Frederick Hess studies a range of K-12 and higher education issues. He is the author of the popular Education Week blog, "[Rick Hess Straight Up.](#)" Hess's work has appeared in scholarly and popular outlets such as Teachers College Record, Harvard Education Review, Social Science Quarterly, Urban Affairs Review, American Politics Quarterly, The Chronicle of Higher Education, Phi Delta Kappan, Educational Leadership, U.S. News & World Report, National Affairs, the Washington Post, the New York Times, The Wall Street Journal, the Atlantic and National Review. He has edited widely cited volumes on the Common Core, education philanthropy, urban school reform, how to stretch the school dollar, education entrepreneurship, the federal role in education and No Child Left Behind.

Education

- Ph.D. Government, Harvard University, Cambridge, MA
 - M.A. Government; M.Ed., teaching and curriculum, Harvard University, Cambridge, MA
 - B.A. Political Science, Brandeis University, Waltham, MA
-

Professional Experience

- Present: Director of Education Policy Studies, American Enterprise Institute
 - Present: Lead Faculty Rice Education Entrepreneurship Program
 - Present: Research Associate, Program on Education Policy and Governance, Harvard University,
 - Previous: Faculty, University of Pennsylvania, Rice University, Georgetown University, University of Virginia
-

Professional Honors/Awards and Activities

- Executive Editor, *Education Next*
 - Member of Review Board, Broad Prize for Public Charter Schools
 - Member of Board of Directors, National Association of Charter School Authorizers
 - Member of Board of Directors, 4.0 Schools
-

Publications (recent books)

- Hess, F. M. 2013. *Cage-Busting Leadership.*
- Hess, F. M. 2010. *The Same Thing Over and Over: How School Reformers Get Stuck in Yesterday's Ideas*
- Hess, F. M. 2010. *Education Unbound: The Promise and Practice of Greenfield Schooling.*
- Hess, F. M. and Petrilli, M. J. 2007. *No Child Left Behind*
- Hess, F. M. 2006. *Common Sense School Reform*
- Hess, F. M. 2006. *Tough Love for Schools: Essays on Competition, Accountability, and Excellence*

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ERIC WESTENDORF

CEO and Co-Founder

Eric incubated LearnZillion at E.L. Haynes Public Charter School, in Washington D.C., where he was Chief Academic Officer and principal. While he was principal, E.L. Haynes posted three-year student achievement gains of 50 percentage points in math and 26 percentage points in reading. Each year the school was named a national Silver Award winning school through the federal Effective Practice grant program. Prior to leading E.L. Haynes, Eric founded a non-profit focused on teacher leadership development; was the Assistant Principal of St. Joseph's School in Harlem, and taught for seven years in North Carolina, New York, and Yogyakarta, Indonesia. Eric holds a Bachelors of Arts in Public Policy from Princeton University, a Masters in Teaching from Brown University, and a Masters in Business Administration from Stanford University. Eric lives in Washington, D.C. with his wife and three children. Eric loves to throw and chase Frisbees. His favorite teacher is Joe Kolman, his history teacher and cross country coach in high school.

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Lisa Morris Hibbler, D.P.A.

Dr. Lisa Morris Hibbler is Deputy Director of the city of Las Vegas Office of Community Services. In this capacity, she manages \$12 million in programs and services related to education reform, affordable housing, neighborhood revitalization, youth afterschool programs, Safekey, and community initiatives including, but not limited to the Mayor's Faith Initiative and ending homelessness. Dr. Hibbler also serves as the Mayor's Advisor on Education.

Dr. Hibbler was appointed by Nevada Governor Brian Sandoval in 2012 to serve a four -year term on Advisory Commission on the Administration of Justice. In 2013, Governor Sandoval appointed Dr. Hibbler to serve a four-year term on the Juvenile Justice Commission. She was also appointed by the Clark County Board of Commissioners to serve on the Family Services Department Citizens Advisory Committee and the Department of Juvenile Justice Services Citizens Advisory Committee.

In 2013, Dr. Hibbler became the President of the Psi Upsilon Omega Henderson graduate chapter of Alpha Kappa Alpha Sorority, Inc., the 2nd graduate chapter to be established in Nevada in more than 50 years. Dr. Hibbler was recognized as an influential leader in the 2008 Who's Who in Black Las Vegas and is a Leadership Las Vegas 2007 alumnus. She was named 2005 Emerging Public Administrator of the Year by the National Forum of Black Public Administrators (NFBPA), Las Vegas Chapter. She is also a member of American Society for Public Administrators (ASPA), NFBPA, American Planning Association, Alpha Kappa Alpha Sorority, Inc., and a 30-year member of the American Legion Auxiliary, Post 229.

Dr. Hibbler holds a Bachelors Degree in Environmental Studies and a Masters Degree in Public Administration from the University of Nevada Las Vegas and a Doctorate in Public Administration from the University of La Verne, California. In 2012, she completed the Judicial Administration Graduate Certification at Michigan State University.

Dr. Hibbler is married to Dereck Hibbler and the proud mother of Alexandria (9) Aidan (4), and Aliyah (3).

Maddie Fennell has been an elementary teacher in the Omaha Public Schools for 26 years, teaching in 1st, 4th and 6th grades and mentoring her peers as a Literacy Coach. This year she is on special assignment to the US Department of Education as a Teacher Leader in Residence in the Office of the Secretary. She was honored as the Nebraska Teacher of the Year in 2007 and with the Carol Stowe Humanitarian Award from the National Education Association. Maddie has served in numerous education advocacy roles, including two years as a Teaching Ambassador Fellow at the US Department of Education, Chairing the NEA Commission on Effective Teachers and Teaching, presenting at the 2012 International Summit on the Teaching Profession and at Education Nation in 2011. Maddie is currently serving on the Board of Directors of the Nebraska State Education Association, as Secretary of the National Network of State Teachers of the Year, and as a teacher representative on the Convergence Center for Policy Resolution Education Reimagined Project. She is a National Board Certified Teacher (Middle Childhood Generalist), has an undergraduate degree from Creighton University, a Master of Science in Elementary Education and a Certificate in Urban Education from the University of Nebraska at Omaha, and an endorsement in assessment from the University of Nebraska at Lincoln.

The Public Education Foundation Leadership Institute of Nevada

Pat Skorkowsky
Clark County School District Superintendent

Pat Skorkowsky has spent the last 27 years as an educator in the Clark County School District. He has served as a teacher, assistant principal, principal, academic manager, deputy superintendent and now as superintendent.

Skorkowsky started his career as a first-grade teacher at C. C. Ronnow Elementary School in 1988, after moving to Las Vegas straight from Oklahoma upon graduating. It was there that he developed the teaching philosophy that today drives the nation's fifth-largest school district: The idea that we can reach **"every student in every classroom, without exceptions, without excuses."**

Since he began his tenure as Superintendent in June 2013, Skorkowsky has outlined an ambitious and aggressive agenda to improve academic outcomes for every student in the District called "The Pledge of Achievement," which can be found at PledgeofAchievement.com. He also outlined a District Scorecard, which measures the district's progress on six important goals: increasing third-grade proficiency, increasing the graduation rate, reducing achievement gaps, increasing family engagement, ensuring student safety and happiness, and increasing student participation in career and technical and magnet programs.

Skorkowsky is an active member of the community, serving on the boards of several community organizations, including the Discovery Children's Museum, the United Way of Southern Nevada, and the Jobs for Nevada's Graduates.

He grew up in a small town in central Oklahoma, received his bachelor's degree in Elementary Education from Oklahoma State University and a master's degree in Educational Administration from the University of Nevada, Las Vegas. In November, 2013, Skorkowsky was named the UNLV Alumni of the Year for the College of Education School. He was named the UNLV College of Education Alumni of the Year in 2013 and he received the State PTA President's Special Award in 2014.

The Public Education Foundation

Leadership Institute of Nevada

Senator Michael Roberson

In 2010, Michael was elected to the Nevada State Senate and he was re-elected with over 60% of the vote in 2014. During his time in the Senate, Republicans won the majority and his colleagues elected Michael to be Majority Leader.

Working closely with Governor Brian Sandoval, Michael helped enact the first universal school choice program in the country, revamped Nevada's economic development programs, invested more money in education, consolidated government agencies and regulations, and saved taxpayers' money with collective bargaining and PERS reforms.

Michael has served on the Spring Valley Hospital's Board of Governors, the Advisory Board of Advanced Technologies Academy, the Government Affairs Committee of the Southern Nevada Chapter of NAIOP/Commercial Real Estate Development Association and the National Conference of Commissioners of Uniform State Laws.

In 2012, Governing Magazine recognized Michael as one of the 12 state legislators nationwide to watch, and last year the National Coalition for Capital awarded Michael the 2013 Champion of Small Business Award (COSBY) in recognition of the New Nevada Markets Jobs Act, which he sponsored.

Born in Webb City, Missouri and raised in Galena, Kansas, a small mining town with a population of 3,300, Michael grew up the eldest of three children. After High School, Michael entered the University of Kansas and graduated in 1993 with a degree in Political Science. From there, on academic scholarship, he was admitted to University of Kansas School of Law and earned his Juris Doctorate in 1996.

In 2000, Michael moved to Nevada. He is currently an attorney with the law firm of Kolesar & Leatham.

Michael is a UNLV Rebels and Kansas Jayhawks football and basketball fan. He lives in Henderson with his wife, Liberty Leavitt-Roberson, a fifth-generation Nevadan, who is the Graduation Initiative Coordinator for the Clark County School District, as well as with their dogs, Winston and Franklin.

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Leadership Institute of Nevada

Theodore Small
tsmall@ccea-nv.org

Theo is ending his 26th year as an educator serving as a special education paraprofessional, classroom teacher, English Language Learner Specialist, and Elementary Science Trainer.

Currently, Theo is the Vice President of Clark County Education Association, the Union of Teaching Professionals in Clark County representing 18,000 licensed & teaching professionals. He is most proud of the work of coordinating local and state organizations to systematically look at how CCSD attracts, hires, and supports its teachers. He lives in the City of LV Downtown Achieves zone and loves how our community is working together collectively to improve our schools and neighborhoods.

Theo sits as a member of the State's Teacher and Leader Council, which is the governor-appointed body responsible for the creation of the state's evaluation system. He was also a member of InTASC Model Core Teaching Standard Update/Learning Progressions Drafting Committees and Model Code of Educator Ethics Task Force.