Beyond Teacher Leadership:
The Role of Teachers as Learners, Innovators, and Designers for Whole Child Education

An Exploratory Case Study and Lessons from Surrey Schools (British Columbia) and Anaheim Union High School District (California)

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NEW ROLES FOR TEACHERS: THE TIME IS NOW

OVER THE LAST SEVERAL YEARS, the global pandemic and the dramatic pivot to remote teaching exposed profound inequities in educational opportunities and outcomes. Deep divides in academic achievement among different subgroups of students are not new. However, the COVID-induced disruptions in schooling made more evident the importance of addressing *out-of-school* factors (e.g., health, food and housing security, internet access, and more) in improving student learning and closing the achievement gaps. At the same time, the pandemic created a new urgency to reinvent education in ways that enable young people, no matter their life circumstances, to thrive in an increasingly uncertain world.

As a result, calls for new ways to use time, money, teacher skills, and community resources for student learning are accelerating. A Brookings Institute report called for "powered-up" community schools that leverage technology and partnerships to help young people grow and develop a broad range of competencies and skills for the uncertain future they face.[1]

It seems trite to pen these next words, but the world is changing rapidly – in terms of public health, artificial intelligence, and climate change as well as persistent racial injustice and political polarization. Yet, schools have not changed nearly enough to keep pace with the change. For all students to achieve and thrive in these indeterminate times, schools must teach and support them in very different ways. Students must develop a sense of agency as they learn. It is an essential element in cultivating a deeper, more substantive knowledge; resiliency in the face of setbacks; and skills for jobs and careers that have not yet been created. To facilitate this empowerment, schools must bring down the figurative walls between them and their communities. Charles Leadbeater, a UK-based researcher and global innovation expert who co-created the Student Agency Lab in South Australia to help schools help one another in developing practical approaches to student-led learning, said it best:

> **Here is the iron law of co-agency: it is impossible for students to develop agency unless teachers themselves are agents, trusted by the school and the wider system to craft and design learning with students. Students only become agents when capable teachers do as well.[2]**

Watch a short video now that provides an overview of teacher leadership for whole child education in the Anaheim Union High School District.

This exploratory case study, funded by the Stuart Foundation, was designed to learn from two school districts committed to student-led learning, community schooling, and whole child education as well as supporting teachers as leaders. Surrey Schools (British Columbia) and Anaheim Union High School District (California) offer up a powerful story of how two education jurisdictions have grown the numbers of teachers who are leading efforts to accelerate the development of the whole child. Our study homed in on the high school – typically reluctant to change and where rules and rituals often value the teaching of subjects, not the "whole adolescent."

The two case studies, which commenced in early 2022, focused on the district as the unit of change. We were aided by a small group of informal research and policy advisors from across the globe as well as a small group of leading teachers from the districts. Both groups contributed to our data analysis and the implications of our work moving forward tremendously (See Appendix A). One insight from Michael Fullan, co-leader of the New Pedagogies for Deep Learning global initiative, is worth emphasizing up front.

> **I am thinking that there's a hidden danger [with this project] that you could end up telling us more about getting better at the wrong game, instead of 'changing the game' in a way that is not even understood at this stage – but could be recognized and embraced if developed.**

While Surrey and Anaheim still necessarily focus on developing "better" instructional outcomes, they employ practices and techniques that simultaneously develop both student and teacher agency and investment in the learning journey. We selected these two districts not because they have fully forged ahead with a 'new game,' but because they are putting together the early ingredients for teachers to teach as well as lead as learners, innovators, and designers. Neither district seemed to think about career ladders as a mechanism for a few teachers to ascend the bureaucratic organization, yet both had growing numbers of opportunities for teachers to learn and lead. We see these two districts as being on the cusp of creating a system of leading teachers in service of student-led learning. Each offers lessons in how such a system can be established more broadly.

We begin by setting the context: the growing movement of whole child education, the need for a new grammar of schooling and for leadership by and from teachers, and a brief note on the study itself.

Then we turn to narratives of how both districts began to place a value on teachers as learners, innovators and designers, not as positional leaders. *Both superintendents informed us that they thought only about 1 in 4 teachers in their respective districts are currently leading innovations in whole child teaching in some capacity.* Knowing precisely how they are doing so could help districts move beyond the 'tip of the spear' of teacher leadership.

Next, we surface the lessons learned in how teacher leader development is occurring – organized by a set of established drivers of and promising accelerants for teachers to innovate and design. We see the drivers as deeply embedded practices, and the accelerants, though still maturing, as potential spurs for the development of more teachers as learners, innovators, and designers.

As Michael Fullan pointed out a decade ago, school systems often miss the right drivers to spur improvement: capacity building, group work, instruction, and systemic solutions. All too often teachers are seen as "passive recipients of imposed changes on the school."[3] Typically, school leadership is seen as a hierarchy with policymakers or administrators directing the implementation of the proposed changes.[4] And when administrators tap teachers to lead, they only expect a few to do so.[5] This is why, in part, school systems typically fall short of the mark in improving student outcomes, much less for the kinds of transformations needed for the future of schooling in these increasingly uncertain times.[6]

We close with both conclusions and implications for creating a system of leading teachers to match a system of student-led, deeper learning and whole child education.

THE GROWING MOVEMENT OF WHOLE CHILD EDUCATION

Early in 2021, UNESCO data indicated that students worldwide had lost two-thirds of a school year's academic growth due to school closures.[7] Many children lacked proper internet access and home support, so many teachers "turned (themselves) into contortionists as they strove to support their students in any way they could, no matter how unusual."[8] Studies documented accelerated teacher stress as their workloads became more unmanageable.[9] Reports of mental health crises among students mounted.[10] In the United States, the stress levels of teachers (and principals) were recorded at twice the rate of the general working public.[11] And, as stressors on teachers mount,[12] so do news reports of global teacher shortages.

For decades, researchers have found compelling evidence on how out-of-school factors affect student achievement.[13] Studies of human development show that many of these factors, including trauma, can be mitigated when students attend schools that are organized to ensure "long-term, secure relationships that support academic, physical, cognitive, social, and emotional development – an approach known as 'whole child' education."[14] Key lessons from the sciences of learning and development point to three broad recommendations: (1) focus the system on developmental supports for young people; (2) design schools to provide settings for healthy development; and (3) ensure educator learning for developmentally supportive education.[15]

A Framework for Whole Child Education

If schools serve as community hubs, then teachers who collaborate with allied professionals outside of K–12 education can more readily attend to the whole child and their academic, social, and emotional development in learner-centered and culturally relevant ways. In a sense, as the walls between schools and their communities figuratively come down to make it possible for every student to succeed academically and thrive, so must the walls of classrooms where individual teachers are isolated teaching only their students, one 50-minute class period at a time.

Watch a short video now that provides an overview of Anaheim Union High School District's the focus on the whole child.

At the 2022 International Summit on the Teaching Profession, 13 nations' ministers of education and teacher labor union leaders called on school systems to drive more inclusive communities of learners, implement digital technologies to accelerate whole-child education that supports student-led learning, and expand roles for teachers in securing a sustainable future for every child. California is investing over 4.1 billion dollars in community schools, "betting big" that whole child strategies can "remake" public education to provide an integrated "focus on health and social services, youth and community development, and community engagement."[16,17]

Granted, this vision for a reinvented system of whole child education – where students lead their learning and where schools become hubs of communities – is not new. The roots of the notion of schools as a "social center" and whole child education are deep, grounded in the vision and work of John Dewey and Jane Addams of the late 19th and early 20th centuries and developing through to the international progressive school movements that spawned Montessori, Waldorf, and Reggio Emilia. Such progressive models revolve learning around student interests and curiosities, helping to ensure students' investment in their educational experience. Community schooling is well-situated to emphasize student-led learning with tools such as project-based community learning, curriculum tailored to relevant local and contemporary challenges, and a recognition of students' funds of knowledge.

DESPITE THIS ESTABLISHED HISTORY, whole child, student-centered approaches to teaching and learning have frequently been ephemeral, and the "old grammar" of schooling has been "remarkably resistant to change."[18] Most school systems are ill-designed to develop the whole child. In many countries, including the United States, the school systems are structured to prepare a few students for intellectual work and life and the rest for manual labor in factories and industries that are rapidly disappearing. The Science of Learning and Development Alliance has pointed out this issue:

> ❝ **The resulting structures and practices in many schools are not adaptable to the variation in how different students learn. They do not use differentiated and personalized approaches, and they are not attuned to the development of deeper learning skills or to the habits and mindsets that support the creativity and resilience demanded in the 21st century.**[19]

This is especially the case at the high school level, where it is rarer to find systems of *whole adolescent* teaching and learning.[20] High schools have long been organized for teachers to teach subject matter, not teenagers – siloed from each other in their classroom with their disciplinary knowledge. As Seymour Sarason, a renowned Yale University professor who shaped the field of community psychology, told us

decades ago, deep-seated and historically arbitrary "regularities" of schooling undermine innovations in education.[21] Sarason's insights should remind us that schools are complex organizations, principals have too many responsibilities, and teachers have too little time to adapt and implement new ideas into their context.

In the aftermath of the pandemic, some schools and districts have taken advantage of the resulting disruptions to rethink the regularities of schooling and existing models of teaching and learning. Linda Darling-Hammond has described the prevailing model in this way:

> **[Our current school system has been anchored in] the belief that only some students are worthy of investment – and that students need to be ranked and sorted according to their potential – is deeply rooted in the organizational design of our schools, our funding priorities, our testing and grading policies, and our systems for tracking and labeling students.[22]**

Weighted tomes have been written on why schools, especially high schools, remain stagnant as they are designed for a bygone era. Jal Mehta, one of the leading experts on transforming high school teaching and learning, has noted that "the single most important thing to do is to give more adults the kinds of experiences that we want them to give to students."[23] *A new grammar of schooling is urgently needed – one that supports new forms of leadership by teachers for students and whole child education.*

A NEW GRAMMAR OF SCHOOLING *AND* LEADERSHIP BY TEACHERS

We might suggest that many adults, perhaps especially policy leaders, parents, and educators, want schools to improve and be more responsive to the needs of children, families, and their communities. But too few adults can imagine schools could look any different than when they themselves were students. As sociologist Dan Lortie pointed out almost 50 years ago, anyone who completes a traditional education spends over 13,000 hours watching teachers from "the other side of the desk" and as a result gets very comfortable with the traditional routines of schooling.[24]

Many have said it before: Most school structures and the culture of schooling today have been designed for efficiency and control rather than equity and innovation. Largely schools in the 2020s, remain anchored by the ideas of the scientific managers of the 1920s, where most students were prepared for manual labor, and few were trained to think critically. These vestiges remain today.

These historical and structural influences, pervasive, accepted, and nearly invisible, are termed the "grammar of schooling" by education historians, David Tyack and Larry Cuban.[25] Mehta points to the existing (and old) grammar of schooling, such as the separation of classes by academic discipline and age-graded classrooms and assessments through standardized tests, which was built to efficiently march students through an assembly line learning of pre-existing knowledge. He notes, "This grammar reinforces the dominant culture, excludes the perspectives of non-dominant groups, and serves as a means of reproducing social inequalities from one generation to the next."[26]

A new grammar of schooling in which the systems, processes, and structures enable students and teachers to become creators of knowledge, informal leaders, and experiential learners – and where the assessment

of student learning is conducted through projects and portfolios and other mechanisms more nuanced than multiple choice tests – will improve whole child education.

Toward a New Grammar of Schooling

	Existing Grammar of Schooling	New Grammar of Schooling
Pedagogical goal	Assimilate pre-existing knowledge	Engage students in using and creating knowledge as producers in a variety of fields and worthy human pursuits
Learning modality	Teaching as transmission	Learning through doing; apprenticeship learning
Assessment	Seat time, standardized tests	Creation of worthy products in the domain: projects, portfolios, performances, research
Equity stance	Closing gaps on state tests	Recognizing, knowing, and loving students and holistically helping them reach their potential
Places where students learn	Schools	Various, including schools, community centers, field sites, online
Organizational model	Linear, top-down planning	Distributed leadership and emergent change

Adapted from: Mehta, J. (2022). Possible futures: Toward a new grammar of schooling. Kappan.

A new grammar of schooling that focuses on and supports the whole child will diminish the firm boundaries limiting schools and enable many more connections. This goes equally for students and the teachers who teach them.[27]

Mark Smylie, who studies how schools organize for improvement, suggests that genuine distributed leadership, that authentically includes teachers, has been elusive. He noted well over 30 years ago that teachers have been "looked to with increasing regularity as agents of school and classroom change." However, the stark reality has been that teachers' potential to lead that change has been tamped down by bureaucratic culture and structures and administrators who "appoint or anoint" them to serve in narrow roles.[28] Whole child systems of education leadership develop in a way "where leaders move from engineers to gardeners, helping to nurture and grow the energy and capacity in their system, and support more lateral and organic organizational forms to emerge."[29] Teachers who develop as change agents "possess an open-mindedness about their school and recognize that the next best idea can come from any member of the school's community."[30] In this sense, teachers must teach and lead as they collaborate effectively with each other and allied professionals outside of the PK–12 education system.

We recognize that the research literature has been "relatively rich" regarding classroom experts' potential to lead, albeit light on the "evidence of such effects."[31] Too often, teacher leadership, as a concept, remains poorly defined by researchers and practitioners alike.[32]

As we began this project, we asked: What role do school system administrators play in cultivating leadership by teachers? What role do teacher leaders play in shaping equity issues in student-led learning in classrooms, schools, and communities?

In the context of our study, "teacher leadership" is a concept ascribed to those who are willing to try different approaches in and beyond their classrooms, breaking down barriers between the school and community as they go, spreading their expertise or opportunities to learn in one way or another. A teacher

leader intentionally shares their practice including their struggles and wins with their colleagues, engaging them in ongoing conversation that can lead to broader waves of change and innovation within the school, district, and beyond. As we unpacked what we learned, addressed more fully later, the two words *"teacher leader"* inadequately captured how teachers are leading and how their school districts are beginning to cultivate and utilize them. "Innovator" and "designer" appear to be more apt terms, and a *system* of teacher learners, innovators, and designers seems to be the compelling solution.

THE STUDY

With this research, supported by the Stuart Foundation, we focus on identifying conditions in which teachers can ensure that all young people can develop into successful and thriving adults. The two case studies of Surrey and Anaheim Union High School District (AUHSD), which commenced in early 2022, had a limited focus with a spotlight on a few schools in each district and a small subset of administrators and teachers.

Our data collection was four-fold: (1) extensive document reviews related to how the two districts are recruiting, preparing, inducting, evaluating, and supporting teachers in service of whole child education; (2) iterative interviews with educators in innovative, high need high schools as well as with top level district administrators and community partners; (3) deeper, more focused conversations with a subsample of the districts' most accomplished teacher leaders; and (4) a two-day learning exchange between the two districts in late October 2022 (See Appendix B for more detailed methodology).

Their superintendents and cabinet-level administrators understand that developing such a system is not simply about improving opportunities for teachers to lead as innovators and designers, but about creating more transformative conditions for their leadership to expand. Both districts foster conditions where students are leading their own learning and where teachers themselves, not just administrators, are building the necessary partnerships within and outside the school to support whole child development.

Experiencing the two-day learning exchange at the Incubator Lab at Western High and its physical space illuminated what we have been trying to understand about the power of a new grammar of schooling: it represented a learning space that is comfortable, fuels collaborative inquiry, and where access to technology feeds opportunities for students and their teachers to create, not just know. As Superintendent Michael Matsuda said, "We are convening here because this lab is a metaphor of what school could be."

The cases have surfaced profound acts of teacher-led learning and leadership. Unsurprisingly, they are not of the traditional kind. The two districts are well down a path of creating transformative system-level change, driven primarily by the ideas and innovations of teachers. For example, teachers have explored avenues of "radical collaboration" by building their digital spaces on Facebook or Microsoft Teams so they can lead their own professional learning. Other teachers have created hybrid, interdisciplinary summer school curriculum that "blew up the bell schedule" and produced "amazing results" for some of the district's most high need students. Still other teachers have led the development of the district's approach to performance assessments tied to their district's respective "North Stars" for deeper, student-led learning (and not multiple-choice, standardized tests). In AUHSD, teachers are the driving force for innovative use of a unique learning management system, eKadence, and student capstone portfolios that "marry academics with an emotional quotient."

Teachers in both districts have created new courses that fuel interdisciplinary learning and student

leadership, others have spurred the development of virtual academies that spread learning opportunities to any student anytime anywhere. Still others have expanded what was once a small school garden into a 2.5-acre farm where students learn about science, develop entrepreneurial skills, and address the food desert reality of the school's immediate neighborhoods.

Teachers' lesson plans, increasingly designed through collective effort, are living documents that can adjust with current affairs and the interests of students. Teachers are serving in externships with local business partners so they can experience the world of work that awaits their students. We documented even more of these examples, all reflecting a core tenet of the emerging community schools movement: integrative practices connecting classrooms and the community.

Both districts leverage a key role to fuel the model of informal leadership by many teachers. The *Helping Teachers* in Surrey and the *5C Coaches* in Anaheim demonstrate how a modest formal structure of teacher leadership can be highly impactful. As expanded on next, both roles offer non-evaluative, relationship-centered peer support. Helping Teachers are full-time coaches housed at the Surrey district office who align support with the district's four instructional practices. Similarly, the 5C Coaches are partial-release, hybrid teaching positions housed at school sites in Anaheim that align coaching with the district's Career Preparedness Systems Framework. In both districts, teachers initiate a request for support and drive their own development. *In both districts, teacher-driven coaching exemplifies the teacher-led learning processes that underlie the system of leading teachers under development.*

Next we explore narratives of how these two school districts began their journeys toward whole child education, with deeper, student-led learning and teachers as innovators at the core.

DISTRICT NARRATIVES

SURREY SCHOOLS: A DISTRICT NARRATIVE

Surrey Schools, the largest school district in British Columbia serving almost 75,000 young people over 130 educational sites, has a long-standing commitment to evidence-informed practices that enhance student learning, inclusivity, and equity of outcomes. Surrey serves almost 30,000 students in grades 8–12 (secondary schools). There are more than 3,200 students of indigenous ancestry (First Nations, Metis, and Inuit). More than 190 languages other than English are represented in district schools; Punjabi, Tagalog, Mandarin, Hindi, and Arabic are the top five languages spoken.

The district's approach to teacher leadership and whole child education is grounded in the Ministry of Education's Framework for Enhancing Student Learning, with its focus on literacy, numeracy, graduation, belonging and career and life goals to support every learner. Mark Pearmain, Superintendent of Schools, was clear about the origin story:

> **We have been on a transformation agenda since 2011 – and it has had support of the government outside of politics. This work started with a business oriented, right of center political party and it was created with every organization and stakeholder imaginable, including students, our unions, and parents. Then the left of center government took over - and all they changed were the colors of the logo. They left it alone. Politics is not part of our education system.**

The district anchors its work in three foundational strategies: Learning by Design, Priority Practices, and District Inquiries. *District leaders use programs to improve teaching and learning but they do not use them in rigid programmatic ways.* Programs serve as anchors for the broader innovative vision and strategy of the district. They are not shy in talking about the messy processes that are needed to get to "rich, deep learning."

The district has been relentless in collecting and using a wide range of quantitative and qualitative measures to monitor student progress including the Enhancing Student Learning Report (ESLR). The ESLR, which includes both provincial and local measures, focuses on students' intellectual, human and social, and career development outcomes over time.

CONTINUOUS IMPROVEMENT OF STUDENT ACHIEVEMENT
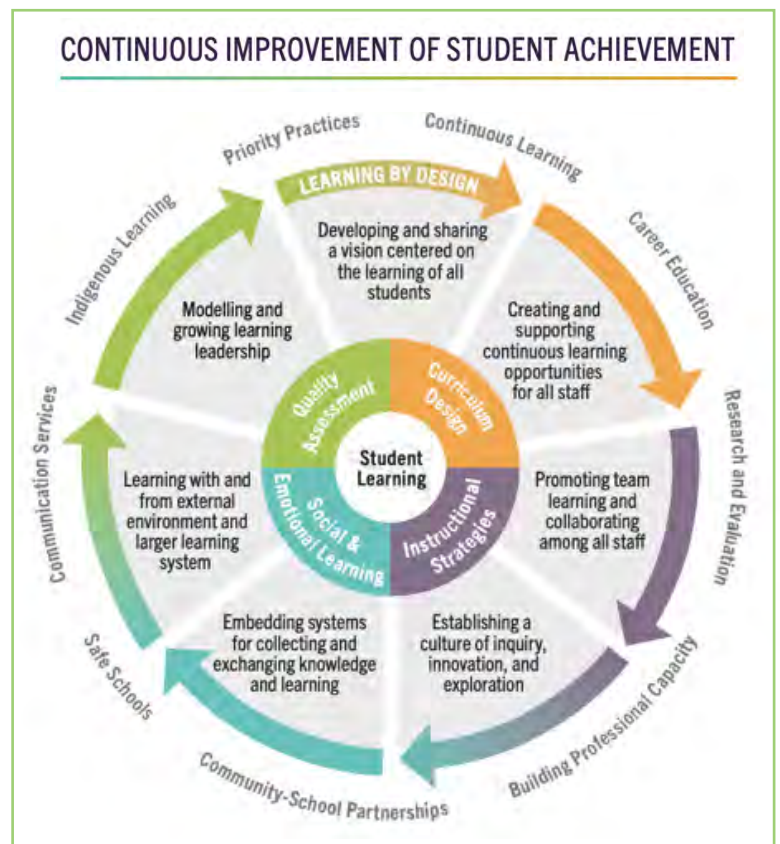
The province requires each district to report 3 to 5-year trends in literacy and numeracy rates, including grade-to-grade transitions (e.g., see Surrey's presentation of the data in the ESLR).

However, Surrey goes further. As Matthew Waugh, former teacher and now a Senior Researcher with the district, told us:

> Surrey is boldly honest in how we report on equity, how we collect data and address student and employee wellness in a thoughtful, methodical way, our commitment to engaging and partnering with multiple stakeholders, and ensuring that rigorous research and evaluation practices, as well as best evidence and best practices are fundamental to decision making ... for sure, that is where the district is a leader in the province and pan-Canada.

Each school develops a yearly plan to meet the unique needs of its students based on disaggregated data, whereby progress is monitored through a comprehensive dashboard. The district invests considerable resources in the process of collecting and utilizing the data. Surrey has a specific approach to addressing racial equity, a collaborative process that included 39 Listening Circles composed of students, educators, school leaders, Education Association representatives, union representatives, families (Black, Indigenous, Southeast Asian, White), and support staff at all levels of the district. As a result, the district has been offering a wide variety of culturally responsive professional learning for teachers that is co-created and compensated to better support students and their families. Recently, at the direction of the Board, the district hired a Director of Instruction for Racial Equity to build a new department with Helping Teachers in support of this work. Further, the district is developing a 5-year plan as part of a large-scale systemic strategy.

Table of contents as a preview of Surrey's Enhancing Student Learning Report. See more details here.
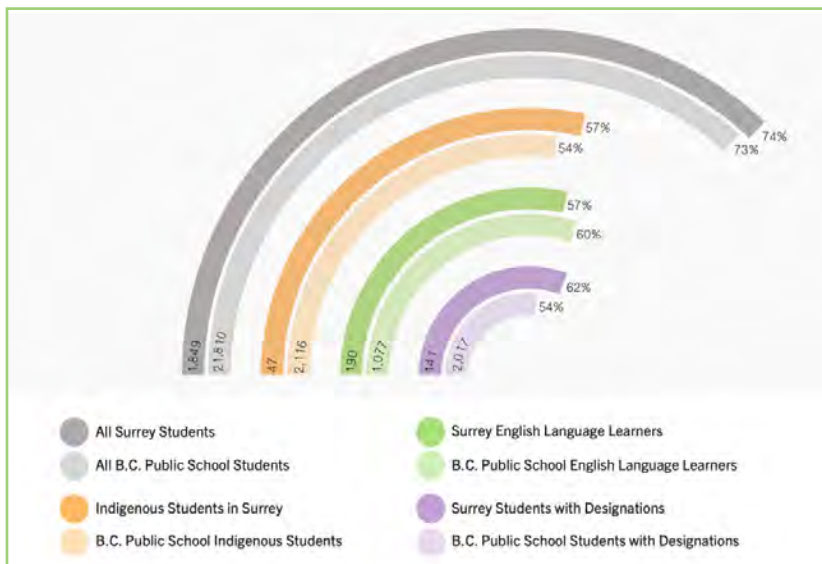
Percentage and number of Surrey students who are on-track or extending in Grade 7 FSA Literacy in relation to students across all B.C. public schools, 2021/22.

The district has worked over many years to develop what Fullan points to as a "sophisticated blend" of top down and bottom-up strategies.[33] The district's current focus on teachers who teach and lead is key to what Fullan calls for in "continuing to move from silos to coherence." Helping Teachers, district-level coaches who provide relationship-centered content and professional peer support, serve as linchpins for increasing coherence and reducing fragmentation: *They do not serve as conduits of information, but instead as catalysts for peer-learning and facilitators for teachers as agents of change.*

Surrey's approach to leadership from the classroom has multiple roots, including its long-standing commitment to the role of Helping Teachers, a succession of superintendents who built upon each other's work, a streamlined curriculum that offers teachers more autonomy in methods of delivery and assessment, and a process to ensure that every educator had opportunities to understand the *why* behind the four priority practices (Curriculum Design, Quality Assessment, Instructional Strategies, and Social and Emotional Learning). Jordan Tinney, who came to Surrey in 2012 and became Superintendent in January 2014, shared a powerful story:

> **When I took over the superintendency, I brought together my top 21 district office leaders into conversation about the good things we were doing and where we needed to go. I thought the district was clear on its priority practices. But the group told me, "We know the priority practices, but we do not have clarity as to what end." That led us to a 6-month process of deep conversations for the entire staff, including over 6000 teachers and a way for us to truly develop a shared vision. And it was in developing a shared vision that I saw that teachers had to be *designers of engaging learning environments.***

Over time the district's professional learning has moved to "mixed group offerings that encourage people to select a learning focus and work on that." The district's approach to leadership is less about the individual and more about people getting work done together. The role of the Helping Teachers morphed from delivering curriculum to supporting the curricular competencies of their peers. As one Helping Teacher told us:

> **It begins with teachers. Whether it's through conversation or learning opportunities…we ask what do you value and believe, you know, what is your teacher identity? What are your strengths? What matters to you? So, it's about intentionally creating those opportunities for conversation and learning, so that you can surface some of that. And I feel fortunate that that's what I get to do. So, it's creating those opportunities for people to come together.**

Another innovative professional learning program is Mentor 36, one of Surrey's signature processes developed in partnership with the local union. It creates structured opportunities for teachers to reflect on the progress that they made in the past year and share knowledge and insights with each other. We learned from administrators and teachers how Mentor 36 and other district processes supported them in "reaffirming" who they are as educators and enabled them to document the "positive impact" they have on students and themselves. As Superintendent Tinney told us:

> **My job is to work with our board to focus on policy and keep them out of the pedagogical sandbox. We need to provide cover for principals so they can do the same for teachers to innovate.**

Mentor 36 Celebration Theme: Flying High

REFLECTING ON OUR LEARNING — [Providing space for teachers to reflect on the progress that they have made during the past year]

SHARING OUR LEARNING — [Sharing knowledge, experience, and insights with other colleagues]

POSITIVE IDENTITY — [Reaffirming who we are as educators and the positive impact we can make on our colleagues and students]

Surrey demonstrates a commitment to supporting teachers at the intersection of their personal and professional identities. The understanding that comes from such structures of support enables teachers to be valued as innovators and designers in their space.

ANAHEIM UNION HIGH SCHOOL DISTRICT: A DISTRICT NARRATIVE

Anaheim Union High School District (AUHSD) serves approximately 27,000 students in 19 junior and senior high schools. About 68% of the district's students are Hispanic or Latino, and 4 out of 5 students have been designated social-economically disadvantaged. Over 1 in 5 students are English Language Learners. Despite the district's location in the shadow of Disneyland, many of the schools serve students who live in food deserts. Over 3,000 have been identified as homeless, the definition of which includes those living in motels and families doubled or tripled up in low rent apartments.

Since 2014, when Mike Matsuda became the superintendent, AUHSD has been on a steady march toward supporting whole child education and deeper, personalized, equitable learning. The concept of teachers as innovators has become central to their strategy. This is in part due to Matsuda's own professional journey that began as an entrepreneur and then later, a "teacher's teacher," all in his hometown of Anaheim. As a superintendent, he continues to sharpen his messaging for parents, students, and educators. He speaks the languages of education, entrepreneurship, social justice, civic engagement, and workforce readiness in the same breath, leveraging them in a new grammar of whole adolescent education.

In 2012, the tragic police killing of seven Latino men in Anaheim led to highly-charged protests and then to an awakening of the school system that prompted it to address the depth of the "opportunity deficit" for the young people of Anaheim.[34]

Leadership for reconciliation and repair came from then mayor, Tom Tait, and soon-to-be named Superintendent Matsuda, who spurred innovative efforts to mentor and develop the students of the district and deemphasize student test scores as *the* metric for school quality. The evolution began with the Anaheim Innovative Mentoring Experience (AIME) program which led to the development of a current roster of 90 business partners and includes over 20 career pathways. Since then, more than 16,000 students have received mentoring support through the AIME program. This foundation set the stage for the district to establish a new North Star for student learning: The Career Preparedness Systems Framework (CPSF) and its three essential pillars of youth voice, purpose, and a clear set of 21st century technical skills.

CAREER PATHWAYS
IN THE ANAHEIM UNION HIGH SCHOOL DISTRICT

ANAHEIM HIGH SCHOOL	CYPRESS HIGH SCHOOL	KATELLA HIGH SCHOOL	KENNEDY HIGH SCHOOL	LOARA HIGH SCHOOL	MAGNOLIA HIGH SCHOOL	SAVANNA HIGH SCHOOL	WESTERN HIGH SCHOOL
Biotechnology	Law & Justice Pathway	Film & Digital Arts Academy	Artificial Intelligence	Drone Technology	Magnolia Cybersecurity Institute	Savanna Medical Careers Academy	AUHSD Incubator Lab (iLAB)
Public Safety Academy	Child Development	Child Development	Design, Visual & Media Arts	Child Development	Design, Visual & Media Arts	Food Service & Hospitality	Creators for Change Academy
Child Development	Design, Visual & Media Arts	Engineering Design	Education	Design, Visual & Media Arts	Education	Production & Managerial Arts	Design, Visual & Media Arts
Design, Visual & Media Arts	Engineering Design	Food Service & Hospitality	Entrepreneurship & Self-Employed	Finance Services Accounting & Banking	Residential & Commercial Construction	Residential & Commercial Construction	Food Service & Hospitality
Entrepreneurship & Self-Employed	Food Service & Hospitality	Patient Care	Food Service & Hospitality	Patient Care – Sports Medicine	Patient Care	System Diagnostics & Services	Patient Care – Community Healthcare Worker
Food Service & Hospitality	Games & Simulations	Public Safety – JROTC	Patient Care	Production & Managerial Arts	Public Safety – JROTC	Oxford Academy	Performing Arts – Dance
Patient Care – Dental	Patient Care	Software & Systems Development	Production & Managerial Arts	Public Safety – JROTC	Public Safety – Law Enforcement	Biotechnology	Production & Managerial Arts
Production & Managerial Arts	Production & Managerial Arts	Cambridge Virtual Academy	Public Safety – JROTC	Software & Systems Development	Gilbert High School	Engineering Design	Public Safety – JROTC
Public Safety – JROTC	Software & Systems Development	Design, Visual & Media Arts		System Diagnostics & Services	Business Design Academy	Entrepreneurship & Self-Employed	Residential & Commercial Construction
Residential & Commercial Construction		Entrepreneurship & Self-Employed			Financial Services	Software & Systems Development	Software & Systems Development
Software & Systems Development		Software & Systems Development			Food Service & Hospitality		
					Patient Care		

The district's approach to student-led learning and teacher leadership is grounded, in part, by California's recent efforts to redefine what students should learn, how schools should measure their learning and progress, and how the state should fund its school system. Over the last 10 years, the state has empowered districts with more authority to determine their own priorities and provided more resources to school systems with high need students. California has highly valued community engagement in teaching and learning but has yet to re-envision aligned outcomes. While many districts have begun to take advantage of local control, Superintendent Matsuda believes that the state must go further in reimagining measures of student success.

The district brings several programs to teachers, but they are encouraged to adapt them to effectively fit their students' needs, not just implement them. The district also creates space for teachers to have time to serve in externships with local businesses including Jeff Kim and Tyler Sherman who are working with eKadence, a technology company that is developing the district's sophisticated learning management system. These teachers bring lessons from the field to their students who, in turn, have opportunities for their own internships. As a result, the district is developing and graduating students who are career ready. Anaheim proudly points to students like Anthony Gomez, who as a first-generation English learner, graduated high school with expertise and dual credit in cybersecurity courses through Cypress College and earned a job with Hulu earning over $60,000 per year.

MACC
Theory of Change

We will strive to educate students, families, and the community about sustainable agricultural practices, food nourishment, and community building. Through this project, we hope to see a social and cultural shift in how our AUHSD community approaches food habits because of their new scientific literacy of cultivating and using their own food grown in their neighborhood.

Sabina Giakoumis, who fueled the development of the Magnolia Agriscience Community Center, is another profound example of innovation by teachers. She is a biology teacher currently serving on special assignment in the district and teaching as an adjunct professor for a local university. Giakoumis, with time, space, and district support, turned a student-led, project-based learning experience in her biology class into a working farm on the high school campus.

MACC and Innovation Across the Community: Led by Teachers

- City of Anaheim internship opportunities (summer and yearlong)
- Experiential learning in science classes - curriculum by UCI Science Project
- Dual Enrollment for Horticulture at Fullerton College
- Adult transition - workability job skills training
- Civic Engagement around Climate Change
- Servathon collaboration with Culinary
- Parent Volunteer opportunities
- BioTech and iLab

The MACC program provides much-needed fresh produce for the surrounding community while developing academic and as entrepreneurial skills among high school students across the district. In just a few years, the MACC has fueled a wide range of teacher innovation.

See video featuring Giakoumis and students explaining the early, but powerful impact of the MACC on student-led learning at the heart of community schooling.

As Mike Matsuda notes, "the MACC is more than just a farm. It is an incubator laboratory designed to help solve urban food deserts across America." Monte, a student at Magnolia, similarly reflects how the MACC "is a community center where we educate students, families, youth, any community member around Anaheim, around Magnolia High School, about the different practices, the different cultures, how to be sustainable, how to be regenerative." Such an example of whole child education seamlessly weaves together entrepreneurship, service learning, and authentic community building.

Listen to a podcast conversation between Mike Matsuda and Sabina Giakoumis here.

Jeff Kim, Tyler Sherman, and Sabina Giakoumis, in a cohort of 22 (and growing) teacher leaders, are the drivers of Anaheim's 5Cs: communication, collaboration, creativity, critical thinking and character/compassion. The 5Cs, not test scores, are what's most important to educators, students, and families in the district. According to district administrators, these 21st century skills are increasingly embedded in daily instructional practices, leading to positive student outcomes (see below).

AUHSD Student Outcomes

	2016-17	2020-21	Change
Graduation Rates	86.2%	90.9%	+4.7%
A-G Completion	43.9%	52.0%	+8.1%
CTE Pathway Completion	3.6%	6.9%	+3.3%
State Seal of Biliteracy	21.5%	27.7%	+6.2%

The 5C Coaches, teacher leaders in hybrid teaching/leading roles, are key to supporting teachers in adapting programs for their local classroom and school contexts. For teachers and the 5C Coaches, it is about informing and inspiring – not judging – teaching practices. The 5C Coaches have been guides of learning walks for parents as well as teachers. Learning walks are focused on enabling teachers to learn from each other in increasingly powerful ways.

In addition to learning walks, the district has created Learning Labs, initially pioneered by and for English teachers, and has now expanded to include math teachers. These instructional laboratories are akin to Japanese lesson study whereby teachers learn from each other by critiquing each other's teaching in the design, implementation, testing, and improvement of specific lessons. AUHSD's Learning Labs are designed for teachers to observe, debrief, refine, and reflect. Over the last two years, the district has also expanded the learning opportunity to administrators, so they are learning from some of the district's most accom-

plished teachers. As Superintendent Matsuda told us, "This model is now highly regarded by all the teachers who have participated and has led to teachers co-creating lessons and accelerating the spread of innovative practices."

LEARNING WALKS IN AUHSD: DRIVEN BY WHAT ENGAGES STUDENTS

Beginning in the mid-2010s, AUHSD established learning walks to open-up classrooms and de-isolate teachers from each other. The 5C Coaches at each campus are prepared to facilitate learning walks for their teaching colleagues at their site, with each learning walk engaging different groups of teachers such as the science department or department leads across content areas at the school. The walks take roughly half a day of a teacher's time, which requires the school to pro-actively hire a substitute to cover their classes while they learn from their peers.

AUHSD schools will often hold two sets of learning walks on a given day so that one set of teachers is released to engage in the morning and another set of them is released in the afternoon. Each learning walk is designed carefully, including an observation/reflection protocol and Webb's Depth of Knowledge chart to guide teachers' analysis of what they have seen and learned. Each walk begins with a huddle amongst participating teachers to set the focus for the day and review the protocol. Groups of roughly 8 teachers, the 5C Coach, and an assistant principal from the school site spend small windows of time in each classroom (10-20 minutes). Notably, classrooms are sometimes pre-selected based on a specific skill or content focus, *but they are often identified by the teachers who are observing based on what students share about their classes.*

Sabina, a biology teacher, and creator of the MACC at Magnolia High School, explained the organic identification process, reflecting on her own experiences with learning walks:

> **'Does anybody else have a teacher that they would like to see today?' Teachers on campus know it could be you. You could be observed at any moment, and I like that, because sometimes it's the same teachers over and over [that get observed], the teachers that are perceived to be the do-ers. But this way lets you see this teacher that we don't know. We hear they're great from the students, because kids will tell you: ' Oh, I love that class. We're always doing stuff.' So, let's see this teacher. Sometimes at the end of the learning walk day, you know, during third period we would go to 2 classes that were 'teacher choice.'**

These teachers were often noted by students as being "exciting," which gets teachers curious about what's happening in their classrooms. Sabina noted the importance of relevancy, especially in today's world, which makes observing teachers who students see as facilitating relevant instruction more important. Sabina also noted using learning walks to observe teachers who were engaging in complementary or cross-curricular content to her own instruction, which enables her to understand and better support how students are engaging learning across classrooms.

After teachers have completed a round of observation, they circle up outside to debrief. They place the lesson within Webb's Depth of Knowledge and examine what levels of learning they witnessed. Next, they utilize a series of 'sentence starters for teachers' based on a series of questions: What did you see? What did you notice? What did you see today that is going to change your own practice in the next week?

Sabina reflected on the power of learning walks in not only shifting teachers' instruction, but also in shifting the culture of the school and district at large. Learning walks are not evaluative, they are a learning opportunity and knowing that a teacher could be observed at any time makes them step up their game. And in AUHSD they most often begin with what students care about the most.

Traditional academic measures are improving as well. The district has seen a 43% increase in students attending the local campus of the University of California, UC-Irvine, and with an exceptionally high retention rate (over 95%) as increasing numbers of them are also graduating from college. AUHSD has a growing number of students earning Google Certifications in the fields of Data Analytics, IT Support, and Project Management. The district won a Golden Bell Award for its Civic Learning and Leadership Academy in 2021.

As Superintendent Matsuda shared:

> **We still are constrained by accountability metrics, but for us, as we moved away from tests and focus more on the whole adolescent, we have gotten results on traditional measures as well as civic engagement.**

Teacher innovators and sharing of practices have become core to AUHSD's approach to student-led learning and have been fully integrated into its approach to community schooling. In the fall of 2022, the district received over $23 million from the California Community School Partnership Program grant funding for 13 of its 19 schools. As he explained:

> **Our model is different…while we will be funding the essential role of the community school coordinator, we also will support a teacher leader, who teaches part of the day, but also supports other teachers in integrating content and student-led, project-based learning and with the wraparound services.**

The district's commitment to teacher leadership centers on teaching and learning in community schooling. And its approach has garnered considerable national attention and led to two major grants. One from the Stuart Foundation is to establish the district as a learning lab for other California districts and the other from the Chan Zuckerberg Initiative (CZI), in partnership with UC-Irvine, is to study and develop evidence of the impact of their Career Preparedness Systems Framework and related efforts to foster student voice, career preparedness, and life skills for the future.

With the narratives of Surrey and AUHSD established, we move to address the major lessons learned, organized by *established drivers* and *promising accelerants* of teacher leadership for whole child education and the growing community schooling movement in the U.S.

THE ESTABLISHED DRIVERS AND PROMISING ACCELERANTS

THE MORE WE LEARNED about these two districts the more we wanted to learn from them. The leadership of both AUHSD and Surrey consistently expressed to us how much they wanted to know about the progress and pitfalls of their steady work toward school transformation and "whole adolescent" teaching and learning. School district leaders, principals, and teachers insisted that they "had not arrived" (Anaheim) and were "far from perfect" (Surrey). In both school districts we came across several examples of their commitment to creating a learning organization, perhaps defined most aptly over 30 years ago by Peter Senge:
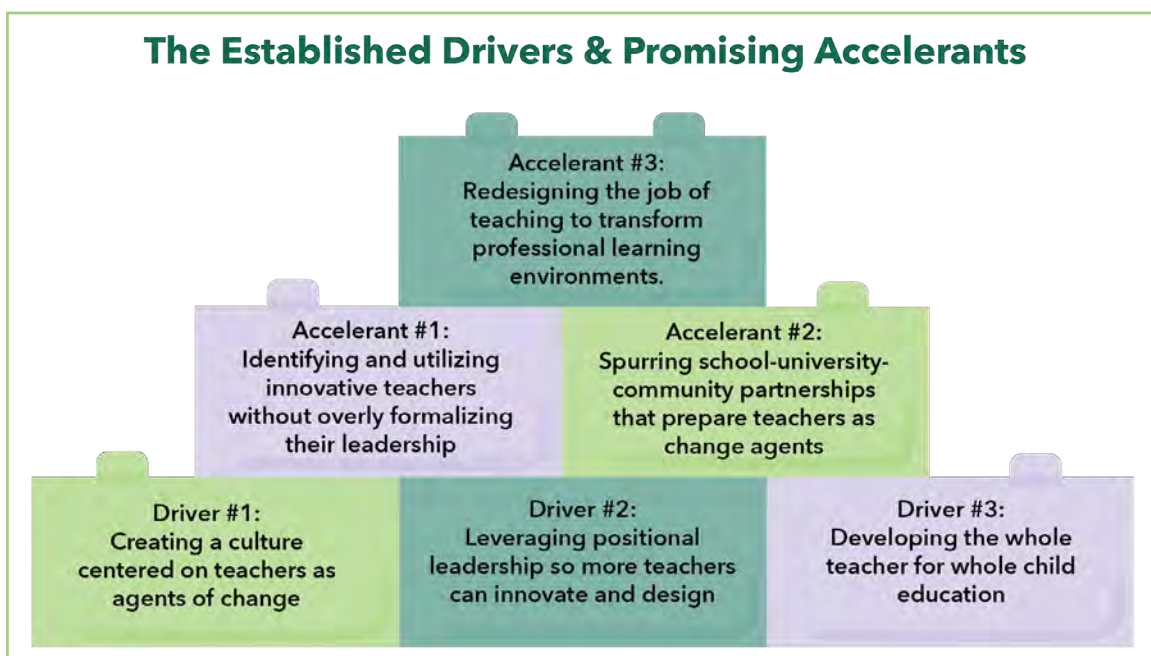
> **" [A learning organization is] where people continually expand their capacity to create the results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.**[35]

We observed these fundamental principles in action in both districts, particularly in the way both districts were developing teachers as leaders and exploring how they might cultivate more of them.

As we examined a range of evidence, we landed on a set of emergent elements, cataloged in two ways: *established drivers* and *promising accelerants*. Before we discuss them, definitions are in order:

- **Established drivers.** The work of teachers as innovators and designers is deeply embedded in practices that have been underway for some time in these two districts; and
- **Promising accelerants.** The work of teachers as innovators and designers could be enhanced if these practices, that are beginning to unfold, are accelerated.

We want to remind our readers that our study is exploratory, with a tight focus on how these two districts are (and could be) supporting a new system of teacher leadership in accelerating whole adolescent outcomes including academic achievement, measured not just by standardized test scores; student engagement, voice, and choice in the how and what of learning; and a focus on well-being. We assembled and reviewed a wide array of documents and evidence, spent considerable time at 1 or 2 schools in each district, and focused our in-depth conversations with a relatively small number of innovative teachers and coaches, as well as school and district administrators. With this context in mind, we present these established drivers and promising accelerants, recognizing their interrelatedness.

The Established Drivers & Promising Accelerants

Accelerant #3:
Redesigning the job of teaching to transform professional learning environments.

Accelerant #1:
Identifying and utilizing innovative teachers without overly formalizing their leadership

Accelerant #2:
Spurring school-university-community partnerships that prepare teachers as change agents

Driver #1:
Creating a culture centered on teachers as agents of change

Driver #2:
Leveraging positional leadership so more teachers can innovate and design

Driver #3:
Developing the whole teacher for whole child education

THE ESTABLISHED DRIVERS

We found at least three established drivers that are fueling innovations and design by teachers in each district: (1) creating a culture centered on teachers as agents of change; (2) leveraging positional leadership so more teachers can innovate, design, and instigate; and (3) developing the whole teacher for whole child education. Each serves as a bedrock for the actions taken so teachers can become a new type of "leader" in powerful ways.

#1: CREATING ORGANIZATIONAL CULTURE CENTERED ON TEACHERS AS AGENTS OF CHANGE.

Both districts support teacher leadership and agency because they believe deeply and authentically that it is the only way to achieve the whole child and adolescent outcomes they aim to achieve. They have been creating an organizational culture centered on teachers as agents of change. A simple axiom: When teachers see themselves as empowered, and act on it, they can empower students to identify and respond to issues in their community. And relatedly: When teachers are developed in ways that help them to identify and leverage their strengths, they are able to do the same thing for their students.

In Surrey, teachers have taken the lead in "going gradeless" — freeing young people to focus on deeper learning. Kailie Crosby, a Surrey teacher, shared how:

> **I remember [talking to] …. the principal at the time… when we still had provincial exams and those marks mattered. I [told him] 'I was going to do this gradeless, is that okay?' And he [said] 'sure, what's the worst that's going to happen?' It was, instead of being like, 'here's all the things that could go wrong, or here's all the reasons why it might impact your provincial exam results,' because I was pretty good at that, it was 'okay, good, try it, report back.'**

If it did not work, she could simply revert to her previous grading policy with the possibility of trying again at a different time. There was no looming criticism or discipline for a "failed" attempt. Ray Solorzano, a teacher at Cambridge Virtual Academy, and Internship Coordinator for AIME in AUHSD, told us how he learned to translate the "normalized failure" in other aspects of schooling, for example in band and sports, to teaching academics in the classroom.

Researchers, such as Tony Bryk and colleagues, have established the important role that social trust among teachers, parents, and school leaders plays in school improvement.[36] They found that "relational trust" is built from day-to-day social exchanges where educators "show their sense of their obligations toward others, and others discern these intentions."[37] Teacher innovators from both districts spoke about relational trust with administrators, with each other, and their students in these ways. And our observations of students and teacher leaders reflected the same.

As Sabina Giakoumis, who led the development of the MACC for AUHSD, said, "the trust we have in students parallels the trust administrators have in us as teachers." Stefan Stipp, a vice principal at LA Matheson high school in Surrey, shared his understanding of the underlying leadership culture that enabled such teacher innovations geared towards student-led learning in their Grade 9 cohort model:

> **So, it is about culture. I think there's a level of trust in the staff. There's trust that we don't have some hidden agenda as an administrative team, that we're going to force things on staff and then they**

have to live with them. So, the process is always quite collaborative. We don't really do anything where we say, this is what we're going to do. We always say, here's an idea, or the ideas come from the classroom up - one or the other.

Teachers told us how the trust in them carries over to their trust in students to lead their own learning. We documented numerous examples, almost too many to count, of how students do this (and have more opportunities to do so because of a culture of schooling that has broken up some of the *regularities* of schooling). One such example is Surrey's emphasis on advancing First People's Principles of Learning in support of Aboriginal youth is rooted in values of trust and collective leadership from teachers as well as their students.

Kyle McKillop, an English and Language Arts teacher from LA Matheson in Surrey, shared an example of how he integrates these principles into classroom routines:

> **The first week of school I open my class with a teaching circle, with introductions that follow the traditions of a BC First Nation. I then have them [students] spend time looking at the government's curriculum document and putting the syllabus into their own words. Everyone is invited into the process. The first week is conducted entirely in-circle, with breakouts into smaller groups as needed. The focus is on building community, but I also get to learn about my learners in low-stakes ways, and they get to learn about what I value and what we'll be studying. Only after day 4 do we transition from big picture to specific skills, starting with thinking strategies.**

In cultivating trust for student-led learning by teachers who recognize the knowledge and leadership of young people, three elements stood out:

First, the central office plays a key role in buffering principals and teachers from external demands such as high stakes testing that can work against whole child teaching and learning. Top-level leadership is essential in allowing teachers to focus on the locally developed priorities for whole adolescent learning: In Anaheim, the North Star of the Career Preparedness Systems Framework, not just the academic measures of the California dashboard; in Surrey it's the Priority Practices, not just the priority of test score gains. While teachers report that some of the pressure is still felt, principals can encourage teachers to take risks in their teaching strategies, and in turn students appear to be taking more risks in their learning.

Both districts are assembling new measures of and for learning, for example, developing students' sense of identity, safety, civic engagement, and social emotional learning). These metrics allow the district leadership, principals, and teachers to point to other, newly-measured outcomes, as a part of their overall accountability for student learning and development. Specifically, AUHSD has launched a project, with support from the CZI, to create an "innovations to evidence portfolio" that identifies examples of practices that lead to learning environments that are centering and elevating racially affirming relationships for Black, Brown and Indigenous students as well as authentically engaging families, students, and educators collectively to implement and improve these learning environments.

Second, administrators from both districts take pride in how many *more principals* have been buffering teachers from the standardized tests and the press to narrow the curriculum. District officials are keenly aware of the need to support principals and teachers in the face of current pressure-packed political discourse on what should be taking place in schools – including the recent vitriol regarding the teaching of critical race theory in the U.S. We found a number of instances of how principals see their primary job as supporting teachers in any way so they can innovate: effectively navigating bureaucratic hurdles, securing

resources, finding time for peer collaboration, and transcending constraints posed by provincial and state rules as well as higher education entrance requirements (e.g. credit accrual, grade expectations), each of which can promote covering content at the expense of deeper learning. As Aaron Chaum, principal at Magnolia High School (home of the MACC farm project and cybersecurity pathway), told us: "My job is about fostering connections among teachers. And lead[ing] from behind."

Finally, both districts invest in a wide variety of external professional development programs. But they are not necessarily implemented as programs per se. Instead, when the districts bring in curriculum and professional development programs, they are seen as components of a strategy that teachers are empowered to adapt to the needs of their students. In fact, professional development programs rarely seem to be implemented in any lock-step fashion in these districts. Both school systems appear to approach professional development as an adaptive solution to be developed rather than a technical problem to be solved.

Raquel Solorzano-Duenas, an Empowered Educator from Western High School in Anaheim who developed a powerful "whole-child philosophy" of teaching, reflected on how she first learned about Youth Entrepreneurs /Empowered from Ray Solorzano, her brother and a colleague in the district who had recently returned from a training:

> **He told me about how Mr. Matsuda found out about the Empowered Educators Program. And he asked, 'Would you like to try it?' He was asked to learn more and make it his own. Now, he is helping others bring entrepreneurship and real-life experience to the classroom and learning in the community.**

She went on to share more about her own experiences.

> **It rarely feels like (administrators) drop tasks on us. It is the same thing when I teach my kids design thinking. Like, what is the problem and what are solutions to it? They believe we have the solutions.**

The trust embedded into each level of the system supports teachers in taking ownership of their own teaching practice as part of a still unfolding strategy for whole child education. Both Anaheim and Surrey have worked to align authentic student growth with a re-envisioned system of local accountability metrics. Such progress empowers teachers to center student voices and see accountability metrics as complementary to honoring those voices and their shared responsibility in doing so.

#2: LEVERAGING POSITIONAL LEADERSHIP SO MORE TEACHERS CAN INNOVATE AND DESIGN.

Across the globe, the pandemic-induced disruptions in teaching and learning amplified the need for more informal teacher leadership. Teachers developed methods of connecting students and families to school, digitally and in other ways, and the ingenuity in those methods were increasingly apparent. They actively reached out to their communities to ensure access to learning. They created innovations in teaching as they joined with one another in rapid-peer-led learning and with parents in creating partnerships for educating their children.[38] School reformers often call for teacher leadership.[39] We found evidence that many teachers in Surrey and AUHSD did the same.

We selected these two districts, in part, because they did not have or intend to develop formal, traditional career ladders for teachers, which historically have ebbed and flowed from the school reform landscape (see box below). Granted, in both AUHSD and Surrey, leadership development is intentional and high school teachers do have formal leadership opportunities like serving, as department chairs or learning

leads, as teachers on special assignment, and in programs such as the 5C Coaches and Helping Teachers. Critically in these districts, *the role of positional teacher leaders is to fuel growth in informal, and non-positional, leadership from their teaching colleagues.* The use of 5C Coaches and Helping Teachers are catalysts for developing a new system of leadership with roles that do not resemble a supervisor, evaluator, or even a more traditional instructional coach.

> As David Labaree noted in a 1989 book chapter, teaching has been a "career-less" job where the only mobility for teachers has been to leave the classroom and become an administrator. Various school reform eras have enacted career ladder models that provide greater pay for more responsibility for a few teachers to ascend a rung or two in a career ladder. However, Professor Labaree reminded us that many career ladders in the past established opportunities for advancement for "a few to get ahead at the expense of the many" by "creating a small upper tier in the teaching profession."

In Surrey, Helping Teachers explained an approach to leadership that is both a necessary precondition to empowering teacher-led innovation and readily transferable. Marc Garneau, a numeracy helping teacher in Surrey explained:

> **I really value how we can use this as a practice to kind of break down a hierarchy and make leadership more horizontal. And what I mean by that is really taking a personalized approach to how we view leadership and how we develop people…leadership is about finding your strength… that really resonates with me.**

Researchers have found that teacher learning is more about *peer influence* than positionality and that innovative teachers rarely view their leadership as "vested in one person who is high up in the hierarchy."[40] In fact, the innovative teachers we met during this study talked about leadership in almost precisely these ways. Many of them did not view themselves as leaders. In fact, some seemed to want to avoid the label despite the respect they have for the administrators and coaches who serve in formal leadership roles in their respective systems.

In AUHSD, Paola Rosenberg who teaches science at Kennedy High School and leads an AI career pathway for students, encouraged us not to think of them as leaders, but "sharers, connectors, and instigators." It is not that teachers do not view themselves as leaders or that they have negative conceptions of formal leadership. Not at all. However, these innovative teachers have a broader and more nuanced understanding of leadership that encompasses curiosity and connectedness – always in co-learning with colleagues.

When asked what created the opportunities to develop as instigators, Sabina Giakoumis, who led the development of the MACC, said:

> **I think our district allows teachers to stretch themselves with the 5Cs [Critical Thinking, Creativity, Communication, Collaboration, and Character] to build capacity. We do not have a hard curriculum. It is not about the [standardized] test. We want students to brand themselves [with their learning].**

Teacher leadership is an act of developing students who are "excited about learning" and creating conditions for their colleagues to do so as well. Several 5C Coaches mentioned how their own previous 5C Coach had "tapped" them for the role. Their coach recognized their strengths and capacity for this type of mentorship and leadership and empowered them to grow. These districts place a premium on mentoring

and peer collaboration as a vehicle to identify and elevate formal teacher leaders. Bobby Flores, an AUHSD teacher noted:

> " The prior 5C Coach, when he stepped down, mentioned to me, "I think this would be a good fit for you." And so it was kind of the start of the process to become a 5C Coach.

Surrey allocates 4% of its budget to "highly qualified teachers" who serve as traditional substitutes, and more prominently to temporarily take over classrooms so teachers can develop and incubate ideas and approaches in service of whole child teaching and learning. In Surrey, Stefan Stipp reflected on the history of departmental release days (from direct teaching responsibilities), sharing the importance of loosening up the guidelines to enable collaborative teacher learning and innovation within the working school day:

> " In Surrey, high schools get departmental release days, which are days where teachers are paid to do some kind of other work. We have tried to purposefully create space for those days to be used for teacher collaboration and inquiry. We set up, in the beginning of the school year…. There are groups of teachers getting together on how to incorporate Indigenous ways of knowing into science - a group of four teachers doing that for a morning. There is a group of teachers - like Kyle [McKillop] and his team - getting together to think about their Grade 9 Arts Integrated Drama/English/ Social Studies program and how to make that program more effective. Teachers are thinking about how to embed critical thinking into Social Studies. I could go on and on and on. The key to the whole thing is having it set up in advance where the space is there. Teachers get to decide if they want to be part of this. And, it's really teacher driven. We try to be as supportive as we can in driving those things forward. So, it is about creating the space and the time.

Courtney Fleming, a Dance teacher in Surrey, corroborated this explanation, sharing:

> " We are given much more freedom in how we use [release days]. So I can basically go and say I want to go and work on some concept for a day and it will be signed off no questions asked about how.

Xylia Burns, a Learning Partners Lead teacher in Surrey, explained her role in facilitating the consistent use of release days:

> " It is part of my job… I am supposed to seek out people who look like they need a day and encourage them to take it. And I have been told just to give whoever needs a day a day. And I don't have any clue how many the school gets because they are treated like they're unlimited.

In AUHSD, district administrators have a more modest budget set aside for release days, but they are not shy about using substitutes to free up time for teachers to observe other teachers without judgment. As Sabina Giakoumis shared:

> " We have a protocol to debrief so that we can explain what we saw, what we did not see and how we plan to change our instructional practice after our observations. Some of the best teaching I have seen came from teachers that have not yet recognized.

In the two high schools we visited in both districts, our team observed a flattening of hierarchy that seemed related to the non-positionality of teacher leadership, even when teachers had formal roles in leading the process. In such workplaces, accountability means more than achieving metrics mandated upstream in the chain of command. Instead, it is about assessing one another and taking responsibility for results as a team.

In AUHSD, for example, teacher leadership is not a linear hierarchy; instead, it looks more like a Venn Diagram, as depicted in this visual recently created by the district, with students in the middle of interlocking efforts.

AUHSD Teacher Leadership

District
Program Specialist, Coordinators, and Directors and 2 Cabinet level leaders

Youth Voice & Purpose
Workbase Coordinator – Stipend (21 schools)
Civic Engagement Leads – Stipend (21 schools)
AUHSD Civic Engagement Coach – 1 Release Period (2)
Mikva Coach - 1 Release Period
Community School Teacher Leads - 2-3 Release Periods (13)
Title I Coordinators - Variable Release Period (13)
Ethnic Studies Curriculum Specialist - Full Release
Athletic Directors - 2 Release Period (18 schools)

Partners
eKadence, AIME, Anaheim Collaborative, Inflexion, TeachFX, Youth Engage, Gear Up

21st Century Skills
5Cs Coaches – 2 Release Periods (22)
Induction Program
LEAD Program
eKadence Coach - 1 Release Period
ASB Directors
WASC Coordinators - 1 Release Period

Student

Technical Skills
Department Chairs - All Core Subjects
Steam Lead - Stipend
Curriculum Specialist - Full Release (10)
DLA Coordinators - 1 Release Period
Exclusive Pathways Coordinator – 1 Release Period (6)
Tech Coaches - Stipend (21)
Google Certification Teachers
eSports - 1 Release Period
MACC - Full Release (1)

#3: DEVELOPING THE WHOLE TEACHER FOR WHOLE CHILD EDUCATION.

Successful scale-up of meaningful, deeper education reforms requires "a sense of ownership of new practices and policies among teachers and school leaders" in their local context.[41] In the 1990s, Richard Elmore pointed out that *going to scale* requires developing strong external normative structures for practice so the reforms can be made more public – including teachers who "increasingly think of themselves as operating in a web of professional relations that influence their daily decisions, rather than as solo practitioners."[42] The system leaders of both Surrey and AUHSD have a deep understanding of these principles. And as a result they don't envision taking whole child education to scale without simultaneously developing the whole teacher by authentically nurturing teacher well-being.

In Surrey, administrators provide space for teachers to collaborate within the school day through Lunch and Learns and departmental release days. They are also piloting a teacher well-being survey to inform future structures and supports. Anaheim has invested in mindfulness training throughout the district as one approach to supporting teacher wellness. A teacher told us:

> **Our district does invest in the whole teacher as well. We can't, as teachers, you can't do a whole child if you don't have a whole teacher, right? There are aspects that our district does that help develop support for the whole teacher, so from mindfulness training for themselves, but also for the classrooms.**

Both districts recognize that supporting the whole teacher enables those who teach to support the whole child. For example, teachers who support students in developing mindful practices preparing teachers on how to teach mindfulness and supporting them in developing their own mindful practices. As a result, Surrey has elevated as one of their four Priority Practices, the implementation and support of social and emotional learning both for teachers and their students. Through their Social-Emotional Learning for Educators (SEL4E) initiative, a group of educators took part in a series of workshops to increase their social and emotional competencies (SEC) in four key areas:

1. A greater sense of self-awareness and teacher efficacy;
2. Mindfulness practices that support teacher well-being;
3. Increased emotional resilience; and
4. Self-compassion in teaching and learning.

Surrey's investment in SEL4E, grounded in research, links greater teacher capacity with "lower levels of workplace stress, a greater sense of personal accomplishment and satisfaction in their career" and stronger skills in providing "emotional and instructional support to students."[43,44] Teachers have responded enthusiastically to the initiative, reporting improved confidence in their ability to bounce back from challenging days and broader difficulties throughout their careers. Surrey's strategy honors the link between "promoting equitable outcomes for all students'' and "promoting teacher wellness and resiliency."[45] The district is confident about spending resources on the whole teacher. A district-wide team supports school-site SEL Teams, which include administrators and a teacher released for one day per week who serves as the SEL Lead. This teacher leader directly supports fellow teachers at their school through co-planning and co-facilitating SEL curriculum. In doing so, academics and SEL are integrated because of the district's approach to whole teacher development.

Surrey has developed other systems of collaboration that support the "whole teacher" ethos including Mentor 36 professional development, which has demonstrated the impact of district administrators and unions collaborating on professional learning and leadership for and by teachers. In addition to traditional mentor program functions such as providing ongoing professional development for early career teachers, Mentor 36 relies on Helping Teachers to develop a sense of belonging at work and to build trusting relationships through non-evaluative, strength-based learning experiences.

Sharon Lau, Surrey's Mentorship Helping Teacher, recounted a personal story wherein she struggled with her role as a Helping Teacher due to an incident in her childhood and went on to share a realization:

> **I started to recognize that being a leader is very personal work and I had to lean into my personal edge. Somebody had to coach me and figure this out for me to feel whole and continue to carry on with this work.**

Surrey's approach to mentorship recognizes the human element in teaching and leading, intentionally creating space to cultivate the relational trust to build on growth areas and leverage teachers 'personal edge.' Additional district-level holistic efforts, such as *The Inner-City Early Learning Initiative* and *The Knowing Our Learners Initiative*, intentionally build peer-to-peer support and cross-site collaborative cohorts so teachers can work together on student opportunities and challenges.

Surrey's collaborative release days also enable teachers to develop team and instructional practice together in informal spaces. Such initiatives underscore Surrey's district-wide philosophy of more holistically supporting teachers including honoring their intellectual development. Marc Garneau told us:

> **I think Surrey values and communicates the importance of inquiry. And to always be in a place of inquiry and curiosity to know what's going on. What's happening? Is anything I'm doing having an impact, how do I know? So just asking some of those key questions and part of the how do I know is the evidence. …It's setting those same intentions of this as an opportunity for inquiry to ask some key questions. Because I think when I do that, then it creates an opportunity for the growth of a reflective capacity or the reflective practice.**

The district culture of inquiry sets the tone for teachers to continuously explore what learning means. Instead of relying solely on provincial exams to measure learning outcomes, which have also moved to a more progressive competency-based format in recent years, Surrey teachers are empowered to utilize performance-based assessment and reflective end-of-term conversations to co-create grades with students. Similarly, in Anaheim, teacher-led Capstone projects and eKadence portfolios offer students opportunities

to document their own learning journeys. In reimagining the assessment landscape in various ways, the districts are empowering students and teachers to lean into holistic learning experiences.

Professional development arose as an important tool in developing the whole teacher in support of whole child education. Teachers asked for explicit support in whole child educational approaches.

Sam Douglas, a secondary math teacher in Surrey, noted how "having access to professional development and other similar kinds of resources around, just educating ourselves about these aspects to make sure that we have good information to pass along to students" would enable him to be a better teacher leader for whole child education. He went on to share an example of how incorporating indigenous perspectives into his mathematics teaching is "hard to do without feeling tokenistic." However, the district does not expect teachers to implement programs in a lock-step way to advance diversity, equity, and inclusion. The district takes the time and sets the stage for teachers "to implement these practices in a more nuanced way." Raquel Solorzano-Duenas, a history teacher at Western in AUHSD echoed this sentiment, noting how "exposure is big" and "you have to get outside of your classroom bubble… whether that's outside professional development or internally through observations between teachers." Teachers in both districts highlighted the importance of leveraging external supports to develop their own knowledge as a tactic to support whole child learning.

Teachers also noted how a *whole teacher* approach is supported when trust and autonomy flow from site and district administration. Teachers reflected on the importance of being trusted to follow the messiness inherent in their students' learning processes. When asked what it looks like to be trusted, Raquel shared gratitude for her district for eschewing the common U.S. practice of collecting and evaluating lesson plans. This autonomy allows her to make culturally relevant adjustments to learning: "My lesson plans typically change when I am on my drive to work, or I hear something on the news or I see something posted on Twitter and something is trending and it is going to change the conversation." Raquel acknowledged how part of supporting the whole teacher is being trusted to "make decisions for your students without a ton of oversight or a kind of Big Brother mentality from either a site administrator or district administration."

Trust and autonomy serve as two elements that help teachers feel supported by their administration and connected to their colleagues. Rob Gaudette, an Anaheim teacher and coach, broke down this concept within his *Teacher's Hierarchy of Needs*, fashioned after Abraham Maslow's hierarchy. Rob posits that just as students need to have their physiological, safety, love and belonging, and esteem needs met prior to engaging with their self-actualization needs (e.g. the process of learning and intellectual growth), so do teachers. Based on a conversation with a teacher he coached, Rob developed a pyramid of teacher needs, with the aim of 5C Coaches stretching beyond their comfort zone in their practice.

He shared the origin story of the hierarchy:

> **I had a math teacher that I've known for several years, and before he was a math teacher, he was a clinical psychologist. That's where Maslow came in, and so he came to me. He said, "hey, Rob, you know you're always asking us to go outside of our comfort zone? But then he had a piece of paper, and he had drawn his, you know the version that you see [of Maslow's Hierarchy] and he said, "You know, you want me to be in the blue area right? The self-actualization. You want me to go on this journey of experimentation, and you know, being outside of a comfort zone." And he says, "to tell you the truth right now. I'm not having my basic needs met. Let alone, I don't feel I'm appreciated by my staff and I can't even have kids in the classroom." And he goes, "Rob. I think the bells are like a suggestion. It is like 'please go to class," and that's how he felt.**

A TEACHER'S HIERARCHY OF NEEDS

01 BASIC NEEDS
I feel safe and secure at school and in the my classroom.

02 SUPPORT AND BELONGING
I feel supported by my administration and connected to the school community

03 SELF CONFIDENCE
I can implement curriculum and manage the manage my classroom.

04 CLASSROOM CONFIDENCE
I can organize and adapt my curriculum and deliver it in a coherent manner. My peers know I am a capable educator.

05 PROFESSIONAL CONFIDENCE
I can try new things that take me out of my comfort zone.

Rob took this conversation to heart, searching through literature only to realize that there was almost nothing published on a teacher's hierarchy of needs. He created his own aligned theory of change, leveraging the concepts to coach and support his teachers in the wake of the COVID-19 pandemic, when classroom culture conditions were particularly challenging.

Listen to a [podcast conversation between Mike Matsuda and Rob Gaudette here.](#)

While the goal of such coaching is to empower teachers to routinely operate in a space outside of their comfort zone, Rob reflected on the importance of focusing on the most foundational elements of support and belonging:

> **Happy teachers have happy students. You know it comes down to that. If a teacher is miserable, the kids see that right away. You know that if the teacher's not in a comfortable place, the students aren't in a comfortable place. They're not going to be thinking. Everyone's just going through the motions, and no one's really benefiting. You know kids might learn despite that. But there's going to be no love of education.**

Both Surrey and Anaheim honor the connection between developing the whole teacher and delivering on the promise of whole child education. The districts recognize the importance of structuring time for their teachers to freely work together on chosen initiatives, to build their own social emotional learning competencies, to focus on curiosity as opposed to criticism within their work, and to show up as whole humans –- as teacher learners, innovators and designers.

THE PROMISING ACCELERANTS

We have identified three promising accelerants, practices that are becoming established in each district: (1) identifying and utilizing innovative teachers without overly formalizing their leadership; (2) spurring school-university-community partnerships that prepares teachers as change agents; and (3) redesigning teaching and learning schedules to transform professional learning environments.

These accelerants, we believe, offer potential ways for these districts to further develop, recognize, and utilize leadership by teachers to materially increase the number of teacher leaders from 1 in 4 teachers as innovators. Many more are needed to scale whole child education practices and partnerships. As Mike Switzer, who taught ELA in Anaheim for many years and now leads the Capstone initiative with eKadence told us, "I believe we are going to need almost 4 in 5 teachers to lead in some way." *He discovered that too many times the district turns to the same leading teachers to lead something else.*

Listen to a [podcast conversation between Mike Matsuda and Mike Switzer here.](#)

The innovative teachers of both districts consistently told us that many more of their teaching colleagues could be leading as they are, but only under the right conditions. We see these accelerants as further nurturing those conditions and serving as established drivers over time.

#1: IDENTIFYING AND UTILIZING INNOVATIVE TEACHERS WITHOUT OVERLY FORMALIZING THEIR LEADERSHIP.

Both districts have an array of initiatives in place that allow them to identify and utilize increasing numbers of teachers as innovators. However, neither have a formal way of doing so. At first glance teacher evaluation could be a tool to identify expertise. Yet, in both districts teaching evaluations did not seem to matter much in efforts to identify and utilize expertise of teachers.

Despite a highly detailed and structured process for teacher evaluations in AUHSD (see [local CBA](#)), its role in the development of teacher leaders was limited at best. It just did not seem to matter much to AUHSD teachers, with one calling it "nothing more than a rote checkpoint." Marc Garneau, a Surrey Helping Teacher, said it best. "Evaluation is not a word that seems to be in our vocabulary very much."

> In California, teacher evaluation is defined locally, and based on the state's teaching standards and codified by the local collective bargaining agreement (CBA). In British Columbia, teacher evaluations are not required, and if in place they are regulated by district agreements with teachers' unions.

Superintendent Mike Matsuda noted that most teacher evaluation processes have been the "wrong drivers" and recent efforts make them more rigorous have failed to deliver.

> ❝ **As you know most evaluation processes are aligned to the wrong drivers nationally, i.e., test scores, and they're not really about identification of innovative teachers. If anything, evaluation processes do the opposite and tend to flatten attempts at creativity. I think we need to call that out because ultimately, this invitation for leaders should be for those who are serious about transformation of schools and who are willing to shift drivers to the whole child.**

Both districts use learning walks as a structured means for teachers to observe each other teach and share promising practices using a structured protocol. And in both cases, we wondered how to leverage the time and resources dedicated to most formal teacher evaluations to find teachers who are innovating and assess how they can be used more strategically. Sabina Giakoumis said:

> **In rethinking what teacher evaluation could be, this makes me think of the learning walks that we have participated in in the AUHSD. Teachers have sub days to observe other teachers without judgment. We have a protocol to debrief so that we can explain what we saw, what we did not see and how we plan to change our instructional practice after our observations.**

Marc Garneau, a math Helping Teacher, noted that learning walks in Surrey could be used even more strategically to help the system learn about who is good at what. He told us in numerous settings that "leadership is about finding your strength" and that the district needed more ways to identify what teachers care about and where they excel. Amy Kwon, who was the principal at Western High School and is now AUHSD's director of innovative programs and instructional systems, told us how to find and develop more teachers as innovators and designers:

> **We need to lean into teacher strengths, interests, and passions. Every teacher has their own. We need to start there. And the more casual the way you talk to teachers about their strengths and interests, the more their 'thing' comes out.**

Surrey surveys principals to identify teacher leaders. They also survey teachers, at least some fraction of them, asking them thoughtful questions about their leadership potential: Why did their principal identify them as a teacher leader? What within your job requires you to exercise leadership skills? What do you need to learn more about to strengthen your leadership?

But these data, assembled on an [excel spreadsheet](#), seemed to be designed for just a few teachers considering a role in administration, not to further identify more systematically how classroom practitioners could be innovating and leading, no matter their role or leadership history. Kyle McKillop told us, "I wonder about the possibilities of a new and rather simple form of teacher learning and leadership that mirrors good classroom assessment: self-assessment, feedback, a plan for moving forward, and a cycle of growth."

Anaheim already has a process in place to accelerate a new form of teaching evaluation (perhaps a different word is needed) for the development and utilization of teachers as learners, innovators, designers or even instigators. Sabina Giakoumis noted:

> **As a veteran of 18 years of teaching, I used a research project for my teaching evaluation. In my experience, it was much more meaningful [where I documented what I learned and how] compared to the traditional approach where an administrator comes in to watch one lesson and gives me feedback.**

Mike Matsuda told us:

> **In AUHSD, we have attempted to align the California standards with the 5Cs so we are now making the attempt to unleash teachers from the yoke of standardized testing and do not use test scores in their evaluations. We are beginning to approach our evaluations gingerly focused on student outcomes integrating the 5Cs specifically through implementation of the Capstone into eKadence.**

As both districts develop increasingly sophisticated Learning Management Systems (LMSs) including a AUHSD's strong partnership with eKadence, we imagine how increasing numbers of teachers could assemble indicators of their "strengths, interests, and passions'" as well evidence of impact along with students who are doing the same. Sabina is already thinking this way:

> **Adding a space (not evaluation) for improving or sharing our teaching practices on the Capstone portfolios for students would mean much more than the traditional teacher evaluation.**

In top performing education jurisdictions like Finland, teachers evaluate their own progress based upon "individual development dialogue" that they prepare for themselves.[46] We wondered how in the future teachers could individually and in teams assess their progress and innovativeness for a system of whole child education. If they did, we could see how school districts could systematically prepare more teachers as change agents.

#2: SPURRING SCHOOL-UNIVERSITY-COMMUNITY PARTNERSHIPS THAT PREPARE TEACHERS AS CHANGE AGENTS.

School and university partnerships have a long history, most notably but not exclusively in the preparation of future and current educators.[47] And the research literature is replete with the challenges of creating and sustaining authentic school-university- community partnerships — clashes of differing cultures, divergent funding mechanisms, and conflicting incentives for collaboration among K–12 and higher education faculty as well as allied professionals.[48] Mary Walsh, director of Boston College's Center for Optimized Student Support, and colleagues have documented how universities have been analyzing the benefits and relative costs of integrated student services in community schooling. Their work includes measuring progress in support of the whole child (e.g., the academic as well as social-emotional/behavioral, health and family).[49]

Whole child education requires deeper forms of collaboration among schools and universities as well as their community and industry partners: preparing pre-service teachers with a strong foundation in the science of learning and "an understanding of how to work with families and community organizations to create a shared developmentally supportive approach," supporting in-service teachers in "refining student-centered practices," and "engaging in professional learning communities" within and beyond the school.[50]

Both Surrey and Anaheim have developed partnerships with local colleges of education among their a wide range of collaborators. Critically, both districts work only with a *limited and focused* number of local universities in preparing educators. Previous reforms such as *Teachers for A New Era* have shown these focused relationships to be a catalyst for more meaningful and effective collaboration.[51]

Important efforts are underway. For example, Surrey and Simon Fraser University (SFU) have developed several student transition programs from high school to university, as well as joint-academic, research and community engagement initiatives to support the whole child. AUHSD and California State University-Fullerton (and its Educational Leadership Department) have developed an innovative leadership preparation program called "LEAD" with all courses co-taught by a full-time CSUF faculty member and an AUHSD administrator. And more recently, the $1.5 million grant from the CZI is allowing the district and UC-Irvine to study and develop evidence of key best practices of Anaheim's *NorthStar* Career Preparedness Systems Framework. Also, because of the growing importance of dual credit opportunities for high school students, both districts are strengthening partnerships with local technical and community colleges.

We see how the districts, through more fully developed school-university-community partnerships, can build capacity for more people to lead as well as become more strategic in developing teachers and their principals as change agents.

Mike Matsuda talked about how postsecondary faculty can be more a part of AUHSD's human capital strategy. He was optimistic, but aware of the complexities involved in the kind of cross-sector partnership needed:

> " **The implications of bringing adjunct and full-time community college faculty onto high school campuses are complex and involve working with unions and faculty senates to ensure a cohesive experience for students. Although our dual credit is robust, we have not explored the possibility of having teachers and community college members co-create and really innovate. Districts should leverage partnerships with schools of education to create teachers as change agents. Through the MACC farm and UCI School of Education, we are developing a more intentional pipeline for STEM teachers like Sabina.**

District administrators also talked about how both SFU and University of British Columbia create opportunities for Surrey educators to take a leave from the district for two years and teach in their preparation programs. SFU offers a graduate program in "teachers as collaborative mentors, innovative educators and transformative leaders." The district has also begun to move away from developing teachers in one context and principals and vice-principals in another. As Gloria Sarmento told us:

> " **We have more mixed group offerings for teachers and principals…. But we are still working on this… helping principals and vice-principals and teachers themselves look at how we recognize and use leaders. We have more work to do.**

In more happenstance fashion we discovered that several innovative teachers and administrators serve as adjunct faculty preparing new educators, but not necessarily for their districts. For example, Sabina Giakoumis and Stefan Stipp, both told us proudly of their role teaching future teachers. However, their college or university faculty positions seemed disconnected from any comprehensive strategy to recruit and prepare educators for whole child education.

District leaders in both AUHSD and Surrey felt that a key to scaling whole child education practices is to prepare new teacher and principal recruits to both teach and lead in a system of whole child education where schools are community hubs. In Surrey, district leaders reported that approximately 95% of their new teachers are trained at educator preparation programs in the province where there are opportunities to further leverage partnerships. However, as one district leader noted, "not all of our local universities are aligned with our vision for whole child education."

One exchange between Stefan Stipp and our research team illuminated the opportunity to enhance the district's university partnership and better utilize its teacher leaders in whole child education:

> **Team: What do you teach at the university?**
>
> **Stefan: I teach social studies methods and English methods for secondary teachers.**
>
> **Team: So, you're an adjunct, I guess a clinical professor or faculty you call it?**

Stefan: Yes. I am not a professor. I am a sessional instructor. But a lot of what I do for the university doesn't actually come to bear in my role as a vice-principal.

Team: So, you're, you're preparing new teachers to teach the courses here at Matheson. But you have little time to induct and support new teachers in ways you are doing in your moonlighting job at the university?

Stefan: There's not much of a relationship between the two. There's a relationship, but it's, you know, it's like a Venn diagram that goes like this with just a tiny bit of overlap. My [professional] sweet spot is being a mentor and teacher educator. This is what I love. And this is what I'm really good at – what is in the middle!

Both districts have strong partnerships with local universities, and they are getting stronger. The Anaheim Collaborative for Higher Education continues to create a more cohesive K–16 system "where school is becoming something much larger than a single district or higher ed institution. The whole is bigger than the sum of the parts." Both districts have pipeline programs to prepare teachers for administrative roles. With this foundation the next question is how to leverage it with the school districts and their select university partners to prepare current and future teachers as change agents. This question led us to the next element, the redesign of teaching – from schedules to allocation of people – to transform professional learning environments.

#3: REDESIGNING THE JOB OF TEACHING TO TRANSFORM PROFESSIONAL LEARNING ENVIRONMENTS.

Whole child education requires school designs that enable teachers to know children and their families well. It also requires opportunities for teachers to collaborate with teaching colleagues and allied professionals outside of the school. The SoLD Alliance's review of the research literature pointed to support structures that "enable the development of continuous, secure relationships" between teachers and students as well as educators themselves.[52] These structures include small schools and small learning communities; advisory systems that create small family units within schools; looping that allows educators to be with the same children for more than one year; time and protocols for home visits and other outreach that connects families and educators; opportunities for shared decision-making; and staff collaboration time and structures.[53]

Both districts have been rethinking the use of people and personnel dollars, so more teachers serve in both teaching and leading roles. AUHSD invests in teacher leads for technology, English language learners, and civic engagement. They also implemented a shared extra release period for the department chairs, called main content teachers, in English, Math, Science and History so they can collaborate. The districts are innovating within existing structures.

Surrey strategically uses highly qualified substitute teachers to create more collaborative planning time for teachers to innovate. Both districts invest in curriculum specialists who are housed at the district but spend most of their time out of their offices working in classrooms and the community. Surrey has created a number of hybrid positions as well, including 11 elementary mentor teachers with one day a week dedicated to supporting their colleagues. AUHSD has been creating time for teachers to serve in externships to learn about the world of work in which their students will experience. Both districts use school-based teams for supporting the individual learner.

However, in both school districts the innovations in whole adolescent teaching and learning strategies are

built on top of the old grammar found in most high schools where teachers are individually responsible for teaching too many students, teach a new group of students each year, and have limited time – maybe a few hours per week – for collaborative planning.

However, the innovative teachers and principals of both districts offered us a surfeit of examples and ideas on what might be done, based on what they have done already. Three examples are worth addressing:

Reimagined school schedules. Teachers, with support from innovative principals, have redesigned school schedules to create more time for them to learn from each other as students lead their own learning with external support they need.

Kyle McKillop from Matheson in Surrey told us:

> Three of us [English, Social Studies, and Drama teachers] were given the chance to run an interdisciplinary course for 75 students. We revamped our schedule, weaving the course across three-quarters of the day's blocks and scaffolding students through a series of inquiry projects with drama-driven summative assessments, in which they choose their content focus and use it to showcase the curricular competencies. For example, their final project is a 75-person play, performed live for elementary, high school, and parent/guardian audiences, which we collaboratively frame, scene by scene, before assigning each scene to a group to write, block, rehearse, and perform. Our students tend to emphasize social justice in action, designing a play that speaks to issues that are important to them while also learning writing and performing processes that help them reach their end goals.

The master schedule of the school was intentionally built to enable a shared planning period between the teachers of the interdisciplinary course and shared class times throughout the day. The shared prep time enabled the teaching team to meet regularly to plan lessons and debrief instruction while the shared class times enabled the option of team-teaching to the full 75-student roster. Raquel Solorzano-Duenas from Western High School in AUHSD shared another example of interdisciplinary co-taught learning, this time during summer school, and reflected on what can happen when educators move beyond the traditional block-by-block schedule of siloed content delivery during the school day:

> We need to blow up the bell schedule. We know how to do this. It has been one of my avenues of instigation. Let me give you an example. As students are coming back from the pandemic and school closures, we had many who were way behind academically. A small team of teachers were given the opportunity last summer to change the structure of the day for students and us. It showed us that we can accelerate learning without having them sit in class from 8 am to 3 pm. We changed everything – and we caught them up and more in about 6 weeks. For whole child education, we need a schedule with less classes at one time. I am not saying we need to cut the learning. We have found models where kids take 3 classes a semester and it frees up time for internships and teacher learning.

In assessing the scalability of the program, she determined this approach could be implemented across the district with administrative support. Amy Kwon, the Anaheim director of innovative programs and instructional systems, added more context to this narrative. She focused on the importance of empowering teacher teams to design student-led deliverables and accompanying instruction:

> We decided to see if we can purposely build teacher teams, led by Raquel, who facilitated cross curricular projects where a student can demonstrate competencies across different subjects that could count toward multiple classes in a short period of time. The teachers adapted the curriculum

and fully developed the teaching schedule. What we created was a mini version of our Capstone where students created an exit portfolio of what they learned. The students included the work that was meaningful to them, they wrote a reflection, and recorded a video. Different teachers supported them working with them in an abbreviated day that was built around a flexible learning schedule. Not all teachers had to work a full summer school schedule. It was flexible for them too. They worked with 37 students who ended up recovering 191 courses and many of those same students are now taking our AP classes.

Leveraging technology for capacity building. Both districts took advantage of pandemic-induced school closures to build capacity of teachers to learn from each other via technology. They developed online asynchronous professional learning communities. As a result, more teachers have had opportunities to expand beyond individual professional learning and find more time to collaborate in ways they had not been able to do in the past. Andrea LaPointe, a teacher librarian Helping Teacher in Surrey, noted:

> **When the pandemic hit, there were a few instances where I put calls out to our teacher librarian community and like an army, they just rose to this occasion to build an entire website to support our full system with online resources….so curating and vetting resources for teachers. And the resource has since continued and still supports teachers. We need face-to-face professional learning, but we have learned how to do things virtually that needs to continue.**

We look forward to learning more about innovations in school design emerging from AUHSD's Cambridge Virtual Academy (CVA), a model for how technology can build out its whole child education model. CVA is a 100% online school serving about 150 7th–12th graders. The faculty are well-prepared online teachers who are experts in guiding and supporting student learning in varied contexts. In addition, they teach about 1,600 AUHSD students enrolled at other schools in afterschool e-learning courses.

CVA affords teachers and students great flexibility in their teaching and learning times and styles. Students have time for internships and jobs that help them and their families; teachers gain time for collaborative work with colleagues. As a result, more AUHSD teachers are learning to teach online; some are teaching students from different schools, enabling a break away from the one teacher-one classroom model of schooling.

Teachers at CVA have different instructional schedules each day, working in a hybrid teaching environment, sometimes in schools face-to-face with teenagers, and then other times in online learning communities in small and large groupings. CVA is rapidly showing how to break up the old grammar of schooling as teachers teach in traditional schools some days and at CVA online other days. As Hilda Vazquez, principal at CVA told us, "While CVA and online learning is not for everyone, this structure could be a model for the entire district to transform the way we do teaching."

Recent research suggests new technologies could save teachers 20–40% of their time spent with grading, lesson planning, and administration with rapid advancements in Artificial Intelligence (e.g., ChatGPT). The researchers pointed out that AI alone could free up 13 hours of teacher time a week by automating certain tasks.[54] Tyler Sherman, who teaches cybersecurity at Magnolia High School and CVA, confirmed this: "I see how the technology of eKadence is already saving me a ton of time, allowing more time for the innovative work we all need to do."

Granted, forecasts of how technology will transform education seem unending. Our team fully embraces

the lessons learned, especially those of Larry Cuban, regarding why digital tools and processes have yet to make their mark on teaching, learning, and schooling. Just look at his books published in 1986, 2001, and 2018.[55]

But something seems different – at least in these two districts. As Mark Pearmain, Surrey's superintendent, in speaking to the power of technology in the redesign of schooling in the pandemic context, said:

> **I won't speak for any other education system, but we fundamentally switched how we did things in the span of eight days, days, right? Not eight months, not eight years. Days. So, you know, in the context of moving to an online platform or blended model, and different models of teacher leadership I think that the conversation that we're beginning to have now is how do you avoid having a big snap back?**

Finally, innovative teachers in both districts have a clear sense of what professional learning needs to look like if more of their colleagues can facilitate student-led learning and become effective collaborators within the school and with allied professionals in a system of whole child education. As Kyle said:

> **We are already building digital spaces like Facebook or Teams groups ["Surrey English Teachers' Association" group, for example] and creating live spaces for practice-focused discussions. We need a variety of low-stakes opportunities for teachers to share their practice but also absorb someone else's.**

Raquel in AUHSD offered one of the most profound insights surfaced in our study when she described an ideal professional learning community for cultivating a large group of innovative, leading teachers in her district. Drawing on the WORDLE community as a model of professional learning and leadership for and by teachers, she said:

> **Do you play Wordle? So those of us who play Wordle, well we are kind of our own unique community. We talk about strategy all the time. Once you find out someone plays you always ask about 'what was your first word' and you always want to share your first word. We learn from each other very informally. No one is afraid to share their strategy because it is not high stakes. We need to bring the Wordle strategy sharing to the teaching profession. Now what we need is the time and space to have the informal conversations and the exchanges that are not super structured – because that is how the instigation begins.**

CONCLUSIONS
AND IMPLICATIONS

OUR STUDY HAS EXPLORED how two districts, Surrey Schools in British Columbia, and AUHSD in California have developed teachers as innovators and designers in their ongoing efforts to develop a system of whole child education. Both districts, over some time, have modified traditional curriculum and professional development programs into strategies to accelerate opportunities for students to develop substantive knowledge, ownership, and creativity in leading their own learning. The districts also have achieved better outcomes on traditional metrics as both superintendents (and other administrators) intentionally buffer teachers from external demands to teach to the traditional test so they can attend to the whole child.

The case studies have documented how student-led learning and leadership by teachers have become indelibly linked. **Most importantly both districts began their work of transforming teaching and learning by first shifting to viewing students as change agents – and then building a system of leading teachers to pursue that vision.** The cases revealed how the districts developed *established drivers* and *promising accelerants of teacher leadership* – suggesting what is now needed is a system of leading teachers as innovators and designers.

We learned many lessons from our Surrey and AUHSD colleagues. The common storyline begins with strong, visionary superintendents, who create a culture and *some* new structures that can persist beyond their tenure in the district. Both superintendents are part of a long arc of stable leadership at the top of the organization. As a result, district leadership has taken many steps – formal and informal – to normalize failure and accept failing forward as a necessary precursor to creativity and innovation. We have learned how two different school districts have held firm to principles of meaningful change. Whole child education is grounded in leadership culture, not another program. It has been about a culture where teachers and administrators ask, assess, and reflect, and rarely demand, judge, or evaluate.

John Watkins, Amelia Peterson, and Jal Mehta pointed to the need for *symmetry* in student and teacher learning and *emergence* in how leadership is seen and enacted so well that it bears repeating:

> **By emergence, we mean an approach to leadership and to organization, where leaders move from engineers to gardeners, helping to nurture and grow the energy and capacity in their system, and support more lateral and organic organizational forms to emerge. While these shifts in systems can and should be led and owned by practitioners, they need leaders to forge shared purpose, create the space and the resources, and offer guidance and facilitation for this new work. New approaches to leadership are needed to provide the context within which these processes and systems can develop. It is with district leaders, then, that we start.**[56]

Both districts honor and leverage the many strengths of teachers – and not just for instructional expertise in the classroom. They promote leadership for and by teachers: leading professional learning, curating content, and resources, finding and leveraging community partnerships, serving as community activists, and more. As a result of these ways of valuing informal leadership, teachers are beginning to innovate, design, and lead from their classrooms. However, we ask: how might they scale informal teacher leadership across whole child (and adolescent) teaching and learning, without calcifying it? The long-standing isolation of teachers, defined by the old grammar of schooling and well documented by the education sociologists, still prevails in too many school districts, including Surrey and AUHSD.

Granted, our team focused on a small set of key stakeholders. We surely could have learned more about what is and what could be from greater numbers of different constituents and interest-holders such as a larger and more representative group of teachers and administrators, community and industry partners,

students, and parents. We need to learn more, in particular, from teachers who have not emerged – yet – as innovators, designers, and leaders. We need to develop more detailed understandings of the professional working environments necessary so more teachers – not just the early adopters – can innovate and design.

However, lessons learned in the form of established drivers and promising accelerators offer us a much better sense of how teachers can innovate and design from any seat. We point to several ideas for practice and policy as well as further research.

PRACTICE. More than anything else, the districts need to work on a new master schedule that allows more time for teachers to collaborate with each other and with growing numbers of allied profession-als in colleges and universities as well as industry and community organizations. Learning walks need to become even more commonplace. New technologies can facilitate these and other learning and leadership experiences online. Virtual internships are becoming a thing for students. Virtual communities of practice can create space for teachers to learn more deeply from each other. Increasingly sophisticated learning management systems can be used for teachers to document their assets, aspirations, and needs.

The trick will be to formalize and scale the identification of leading teachers without sacrificing the power of their informal leadership. All too often teacher evaluation programs have become a compliance activity and a waste of time. We wonder how those resources can be reallocated. The districts cannot utilize more teach-ers as innovators and designers if they do not know who they are and how best they can be utilized.

Identifying and utilizing teachers as innovators and designers is one thing. Creating *time* – the 4-letter word of school transformation – is another. Much has been written about how top-performing school systems across the globe create time for teachers to teach and lead. Singapore has quite a track record of putting together practices that create space for teachers to collaborate, innovate, and distribute teaching expertise. Teachers and principals in both Surrey and AUHSD have experimented, in small scale ways, with teaching and learning schedules that create more time for those who teach to also lead. Now is the time to do so at scale.

POLICY. As we were assembling the lessons learned, we began to consider looking more carefully at collec-tive bargaining agreements and what it would take to redefine them for developing teachers as innova-tors and designers for whole child education. Since 2015, the California Labor Management Initiative (CA LMI) has worked with over 170 public school system labor-management teams from across the state to deepen their capacity to foster partnerships and collaborative problem-solving. And a recent report from Julia Koppich, (one of the nation's leading experts on collective bargaining agreements), suggests how in the wake of COVID-19 districts and their unions began to allocate resources differently and consider some creativity in staffing.[57]

However, a system of leading teachers for whole child education will require transforming HR from an industrial human capital model to a professional one that is anchored in distributed expertise, a strategic use of people (licensed K12 teachers and administrators as well as community educators, social and health service professional, and industry experts and technical college and university faculty) and differentiated compensation.

Whole child systems of education require a great deal of blurring of the lines – and both teachers and administrators described how the current collective bargaining agreement tamp down opportunities to accelerate the identification and utilization of educator leaders in (and even out of) the K12 school system. However, school districts can rethink how people, time, technology, and money are deployed for deeper

learning. Personnel dollars do not have to be allocated in traditional categories, which are often overly discreet. Top-performing nations often invest more of their education personnel funds in teachers, not administrators and supervisors, which can mean that more classroom experts have opportunities to lead without leaving the classroom.[58]

In addition, several years ago Carol Riehl, one of the nation's experts in understanding collective impact, and her colleagues, studied the promises and challenges of creating cross-sector partnerships that can break down the silos separating PK–12 education and higher education, social and health services, and youth development. They discovered that cross-sector partnerships were funded most often by public or private grants, or special initiative funding from a public governmental source. "[B]ut while the collaborations had resources, they also were not assured of sustained resource availability."[59]

The Anaheim Collaborative has many of the markings of the school-higher education partnerships needed for better preparing high school graduates for career and college. However, whole child education requires even more "seamless" connections across organizational boundaries. Some state and local jurisdictions have created a Children's Cabinet or other cross-agency council to coordinate and streamline programs across agencies so that they can work together and even share resources and staff in local communities. Policies that encourage the fusing of resources across sectors can help put time and financial resources to better use. A more integrated approach can counteract the often misaligned, fragmented, and inefficiently spent funds. It can also create more time for more teachers to collaborate with university and technical college faculty as well as allied professionals in communities and industries where students can participate in internships and apprenticeships.

RESEARCH. As we concluded our analysis, we convened our teacher advisory group to reground in the discrete elements of and conditions for teacher leadership for whole child education. In discussing a possible district-wide survey to capture teacher skills and dispositions needed to teach the whole child, our teacher advisors told us of the need for deeper professional learning related to developing student relationships with peers, civic skills and responsibilities (ex. voting, activism), healthy connections to the environment, awareness of screen time impacts, healthy nutrition habits, and critical media and financial literacy skills. The teachers also noted the breadth of skills and knowledge needed to help students master substantive content through a whole child perspective.

The teachers also reflected on what elements comprise capacity for leading teachers: being able to leverage unique strengths and talents; having expertise in instructional practice; supporting students' social, emotional, behavioral, and mental health needs; coaching others to improve their practice; promoting collaboration; knowing how teacher knowledge is co-constructed, interconnected, and dynamic; and leading beyond the school and into the broader community. To scale the number of colleagues stepping into leading as innovators and designers, much more needs to be known about the needs in individual schools and nurturing educators' unique strengths, so they can more effectively teach to the whole child. And much more needs to be known about how school systems can assemble these data.

We are sanguine about the sophistication of the research department in Surrey, the AUHSD/ UC-Irvine collaborative, as well as the power of the eKadence data system used by AUHSD. We believe these partnerships offer new ways to answer many of our collective wonderings: How does teacher-led learning directly lead to student voice and choice in how they learn and development of specific 21st century knowledge and skills? How do districts expand the innovativeness of growing numbers of teachers? How do principals and teachers learn to lead effectively with each other? How can new models of staffing and compensation lead to better and more relevant student outcomes? How can leading edge districts like

Surrey and Anaheim learn from each other to accelerate the development of whole child systems of education? We believe all these questions are now more answerable.

We recall the 2006 report from the Institute of the Future, which projected the shifts in educator roles in the second decade of the 21st century.

> **New administrative, classroom, and community roles will differentiate educational careers, attracting new entrants and providing new avenues for experienced educators to branch out – as content experts, learning coaches, network navigators, cognitive specialists, resource managers, or community liaisons. Interactive media link diverse groups of educators and students in ad hoc groups to perform new kinds of collective assessment and evaluation of both students and educators.[60]**

It is easy to say once again that school systems are resistant to change. David Cohen, an expert in understanding school reform, articulated it many years ago in his classic and enduring essay, *Teaching Practice: Plus Ça Change*. In other words, when it comes to education reform the more things change, the more things stay the same. Despite efforts over many years, teachers, principals, and district leaders set out, yet struggle to establish and sustain what Cohen calls "adventurous teaching."

But something seems different as we are now well into the third decade of the 21st century – especially as we learn from Surrey and AUHSD. These two adventuresome districts may take any number of steps to advance teachers as leaders, and critically, innovators and designers. But one thing we are certain of: Whole child education requires teachers to live in a world of work where they have the time to experiment, read, reflect, collaborate, refine, and strategically co-develop the moves that any school districts take. We would like to close with the wise words of Amy Kwon, who leads innovation in Anaheim, when asked how *more teachers learn to teach as well as innovate and design:*

> **I think it's going to be the stock answer we have said before: Teachers need time and space to think this way, along with the agency to put thoughts into action. I think where I might have helped (as a principal) has been as a catalyst for the work of teachers, and leveraging opportunities where the traditional way of teaching students served no purpose other than 'that's just how we've always done it.'**

Surrey and AUHSD educators have taught us a great deal about how to go beyond teacher leadership – and reimagine the role of all teachers as learners, innovators, and designers for a system of whole child education. These two districts give us hope: Public schooling, despite the chaos and trauma of today and inevitable tumult of tomorrow, can provide a bedrock of teaching, learning, and caring that every child and adolescent deserves. And lessons from Surrey and AUHSD have provided us a roadmap to both inform and inspire other school jurisdictions in Canada, the United States, and across the globe to create the system of leading teachers needed to do just that.

APPENDICES

APPENDIX A: ADVISORS

THE RESEARCH AND POLICY ADVISORS

Rod Allen, *Consultant, former Assistant Deputy Minister of Education, British Columbia*

John Bangs, *Special Consultant, Education International*

Denise Borders, *former CEO, Learning Forward*

Peggy Brookins, *President, National Board for Professional Teaching Standards*

Tracey Burns, *Chief Research Officer, National Center on Education and the Economy*

Linda Darling Hammond, *President, Learning Policy Institute*

Michael Fullan, *Global Leadership Director, New Pedagogies for Deep Learning*

Tony Mackay, *former CEO, National Center on Education and the Economy*

Jal Mehta, *Professor, Harvard School of Education*

Haydee Rodriguez, *Teacher, Central Union High School (El Centro, CA), and NBCT*

Pasi Sahlberg, *Professor, University of Melbourne*

Jordan Tinny, *Education Consultant, former Superintendent of Surrey Schools*

Dylan Wiliam, *Professor, University College London*

THE LEADING TEACHER ADVISORS

Kyle McKillop, *LA Matheson Secondary Teacher and Department Lead, Surrey*

Sam Douglas, *Math Lead Learner, Surrey*

Andrea LaPointe, *Teacher Librarian Helping Teacher, Building Professional Capacity Department, Surrey*

Celine Feazel, *Elementary Literacy Helping Teacher, Surrey*

Marc Garneau, *Numeracy Helping Teacher, Surrey*

Sharon Lau, *Mentorship Helping Teacher, Surrey*

Ginny Tambre, *Early Literacy Helping Teacher, Surrey*

Sabina Giakoumis, *High School Teacher / MACC Coordinator, Anaheim*

Diana Fujimoto, *Coordinator of Professional Learning, Anaheim*

Rob Gaudette, *High School Teacher / 5C Coach, Anaheim*

Raquel Solorzano-Duenas, *High School Teacher / Empowered Ambassador / 5C Coach, Anaheim*

APPENDIX B: METHODOLOGY

The project utilized a dual-case study qualitative approach, selecting two school districts – Anaheim in Southern California and Surrey in British Columbia – bounded by geographic location and focusing explicitly on high school settings.[61] We employed multiple forms of data collection including in-depth document analysis, site visits, interviews, and focus groups. We assembled two advisory teams: one international team of education researchers, professors, and policy leaders and another team of teacher leaders from our two districts. While the purpose and distinct role of each advisory team is discussed below, these groups have guided our research questions, vision, data collection protocols, and analysis processes. With the teacher leader advisory team, we developed a learning exchange between the districts and provided a space to engage around innovative best practices and sustainable leadership.

Calls for a new research paradigm outline the need for projects that move beyond solely producing publications for academic audiences and work to create field-facing products that offer guidance for educators by naming specific applications in practice (The Aspen Institute, 2018). Such a shift requires strong school-community collaborations and partnerships with research universities along with the broader research and education community. Research-practice partnerships (RPPs) offer one method of engaging researchers, school and program leaders, policymakers, families and students, and teachers and staff in a collaborative inquiry process. The UCLA Center for Community Schooling supports a robust portfolio of RPPs designed in collaboration with school and community members to address problems of critical importance, bringing opportunities for graduate and undergraduate students to engage.[62] The three stated goals of these RPPs are "to inform practice, ensure accountability, and create generalizable knowledge," often co-authored by researchers and practitioners.[63] This project design adapted elements of the RPP model, namely collaboration between practitioners and researchers,[64] while working within geographic and time constraints. The collaborative case study approach outlined below aims to offer another method in support of a research paradigm that deeply honors the work and needs of practitioners.

SELECTING CASE STUDY SITES

Districts were selected because of their commitments to deeper student-led learning and community schooling. The broader sociopolitical contexts of California's historic investment in community schooling, and British Columbia's newly established high school graduation requirements that support students in expanding their knowledge about indigenous perspective, histories, and cultures, provided fertile ground to surface emerging innovations and best practices.[65] In initially selecting sites, we conducted an online literature review of existing data on the districts. Demographics of students and staff, district leadership, school climate measures, collective bargaining agreements, and evidence of a commitment to the community schooling model via programs, partnerships, and practices were examined. These factors were selected to ensure districts served an appropriately diverse population of students and to confirm an innovative vision and commitment to whole child education at the district level. Once Anaheim and Surrey were identified, initial meetings with district leadership were conducted to ensure interest in study participation.

DOCUMENT ANALYSIS: THE GRID

District leaders then engaged in a document collection and analysis exercise so the research team could develop a preliminary snapshot of the two school districts that would later inform interview protocols for site visits. Both Surrey and Anaheim were provided with a grid that included six key questions and space to link documents, explain evidence, and provide context and insight.

The six questions covered the initial scope of our case study project, and an excerpt follows:

1. How are districts supporting whole child education and deeper, personalized, equitable learning?
2. How are districts collaborating with local educator preparation programs (and other professional development providers) in recruiting and preparing teachers for community schooling?
3. How are districts inducting, mentoring, developing, and evaluating teachers in light of their efforts to support whole child education and community schooling?
4. How are districts allocating people - certified educators, substitutes, paraprofessionals and other helping professionals - and what are the implications for creating a system of leading teachers to help lead the work of community schooling?
5. How can high schools create time for teachers to learn and lead on behalf of community schooling?
6. How are districts beginning to recognize teachers as leaders for community schooling, and what implications do these practices have for leadership and compensation practices?

Sample Question : How districts are allocating people — certified educators, substitutes, paraprofessionals and other helping professionals — and what are the implications for creating a system of leading teachers to help lead the work of community schooling?			
Probes	Documents *Please link any district or school-level documents related to the question.*	Evidence *Discuss examples and initiatives related to the question.*	Insight *Share team conversation and individual thoughts on documents and evidence for each question.*
–Use of substitute teachers, budget, how many, impact	INSERT LINK TO DOCUMENT		

Example of grid and one of the sample questions

Probes ranged in content from elements of whole child education and community schooling to teacher preparation partner effectiveness to mentorship practices. District leaders could also add their own context-specific examples. They were provided several weeks to populate the grid and were encouraged to discuss questions with members of the research team. Communication was open and consistent throughout.

After district administrators finished compiling responses, each linked document, piece of evidence, and insight was examined. Summary responses were developed for each question, insight was provided for each district, and follow-up questions prompted by the data were documented.

CONVERSATIONS WITH DISTRICT ADMINISTRATORS: REFLECTIONS ON LEARNING FROM DOCUMENTS

Soon after the completion of the initial analysis of the district documents, district administrators from Surrey and Ahaneim engaged in conversation with researchers to reflect and ask follow-up questions. We gained clarity and were able to begin developing a narrative around how each district was navigating the development of teacher leadership systems for whole child education. During these meetings, questions were identified based on their suitability for teachers and for site level administrators and superintendents. These conversations helped to inform the development of interview protocols and "look fors" for Spring site visits. Site visit schedules were designed, leveraging a purposive sampling approach to identify groups of teachers and administrators that could best illuminate the inner workings of how teacher leadership is developed, nurtured, and systematized. District administrators ultimately selected teachers to invite for focus group discussions based on the criteria provided by the research team and the project goals.

SITE VISITS: FOCUS GROUPS AND INTERVIEWS

Site visits to Surrey and Anaheim were conducted throughout the spring. Given the proximity to UCLA,

more frequent (but shorter) visits were made to Anaheim, wherein we attended community school steering committee meetings and glimpsed the collaborative process of planning for the logistics of the state grant cycle. We were able to spend time at high schools and experience an innovative teacher-led project that brings together elements of social justice, community engagement, entrepreneurship, and agriculture. Three focus groups with teacher leaders, coaches, and school site principals were also conducted, providing deeper insight into how each role leads within the district and community. During our site visit to Surrey, focus groups were conducted with multiple groups of teacher leaders, coaches, and district administrators. One in-depth interview was conducted with a school site leader, which provided insight into the history of leadership and innovation within this school in connection with the district at large. Significant time was spent at one high school with a particularly diverse and high-needs student population and a legacy of community and teacher innovation. Site visits served as the deepest data collection point and provided stories and examples to bring life to many ideas discussed at earlier points in the research process.

LEADING TEACHERS ADVISORY GROUP: MEMBER CHECKING

Early in the research process, team members asked district administrators to think of 1 or 2 teacher leaders who might be interested in serving on a teacher advisory committee, with compensation for the teacher leaders' time. The final roster of teacher leaders came together after the site visits, when we were equipped to understand what perspective and expertise each teacher might be able to offer to the team. The group is ultimately composed of 3 teacher leaders who also serve as peer coaches in Anaheim, one learning lead in Surrey, and several Helping Teachers, also from Surrey.

The purpose of the teacher group was to:

1. Ensure accuracy of data analysis and theme generation (member-check analysis);
2. Continue to generate ideas and build upon themes surfaced during data collection;
3. Create a space for dialogue and learning across districts in AUHSD and Surrey;
4. Plan for a practice convening in the fall for leaders from both districts to meet in-person, learn from one another, and develop field-facing products that can assist with system development and implementation; and,
5. Develop opportunities for teacher leaders to co-author both academic and field-facing written products in partnership with the research team.

INTERNATIONAL ADVISORY GROUP

In addition to the teacher leader advisory committee, the project has also benefited from the input of an advisory board composed of award-winning National Board-Certified teacher leaders, academics, superintendents, and policy experts representing the United Kingdom, Australia, Finland, Canada, and the United States. This group convened three times over the course of the project and is likely to convene a fourth time to inform an additional phase of the work.

The purpose of the advisory board was to:

1. Provide feedback and advice on the direction and vision of the research project;
2. Engage in provocative discussion on initial findings and themes; and
3. Tie findings to future directions for the International Summit on the Teaching Profession.

LEARNING EXCHANGE

In October 2022, district administrators, site leaders, and teachers from Surrey and Anaheim joined together for a two-day learning exchange in Anaheim, CA. The exchange served as an opportunity for the two districts to learn from one another about their local contexts, structures, practices, and approaches to whole child education. Participants engaged in design thinking exercises on developing teacher leadership for whole child education in community schools, heard student perspectives on cybersecurity and sustainable agriculture at Magnolia High School, reflected on the scalability and replicability of their districts' practices, and built their own Capstone using the eKadence platform. The learning exchange was both a celebratory cap to the 1.5 year research experience and a rich form of additional data collection.

DATA ANALYSIS

Data was analyzed throughout the collection process, with initial findings informing next steps. The dual-case study was iterative in nature, soliciting feedback from partners throughout and adjusting course as needed. Focus groups and interviews were transcribed using Otter.ai and analyzed using both descriptive and thematic coding. A set of initial themes was developed early in the data collection process and repeatedly refined based on continued research.

District partners were frequently asked what they needed. Were there any questions that researchers could ask to develop insight into the district's own identified problems of practice? Were there field-facing products that would be most helpful to create for their teachers, students, and broader community? Were there connections that could be facilitated between districts, education thought leaders, and the broader community schooling community? This component of the process led to superintendents engaging with the international advisory board, the conceptualization of a learning exchange between teachers in the two districts, and the creation of practitioner- and community-oriented written and multimedia products intended to lift stories and best practices of teacher leadership for whole child education. This approach serves to bridge the gap between research and practice, leading to both richer data collection and the development of longer term, mutually beneficial partnerships.

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