

FIGURE 1.1: CHART FOR RATING ALIGNMENT OF TEACHER LEADER ACTIONS AND YOUR OWN PRACTICE

| Actions of Teacher Leaders | Alignment With Your Practice | | |
|---|------------------------------|---------|-------------|
| | Total | Partial | Not so much |
| Ask students for feedback and use what you learn to improve your teaching. | | | |
| Meet students' need to be connected with other students through collaborative work and opportunities to bring their lives into the classroom. | | | |
| Provide challenging—sometimes messy—assignments, and expect risk taking, failure, revision, and deep learning. | | | |
| Make classroom management “invisible” by earning the respect of students. | | | |
| Maintain high standards and take a user-friendly approach, emphasizing learning over grades. | | | |
| Focus on learning goals that include students in the assessment process and help you avoid inadvertent bias. | | | |
| Earn trust by being yourself, sharing your passions, and doing the background work necessary to broaden and deepen your understanding. | | | |
| Shift focus so teaching time is balanced with time for rest and recreation. | | | |
| Advocate for the profession of teaching and for student learning. | | | |

Source: Terada, Y., & Merrill, S. (2022, March 25). The research on life-changing teaching. Accessed at www.edutopia.org/article/research-life-changing-teaching on March 29, 2022.