The Global Cities Education Network and a virtual community for teacher leaders

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Over the last 20 years, researchers have reached near-consensus on how teachers learn in ways that improve student learning. Simply put, teachers “need time to develop, absorb, discuss, and practice new knowledge,”¹ and the actual work of professional development must be “sustained and intensive rather than brief and sporadic.”² Teachers learn best when they focus on student work, and when the learning is integrated into their daily teaching.³ Putting these propositions into action, however, can be a bit complicated. To effectively develop teachers’ capacity to teach, we must also transform the conditions under which teachers work.⁴ Matters of teacher learning are more critical now than ever before, as students worldwide must master 21st-century skills and knowledge, including problem solving, communication and teamwork, information technologies, and cultural awareness and competence.⁵

As the Asia Society begins to work with leaders from its Global Cities Education Network (GCEN) on transforming learning and achieving equity, we are pleased to present a few preliminary ideas on how a virtual community of teachers can inform deliberations and actions about education reform. We recognize the very different challenges facing educators in Chicago, Denver, Hong Kong, Melbourne, Seattle, Seoul, Shanghai, Singapore, and Toronto as they seek to improve learning outcomes for the students they serve. And we acknowledge the barriers associated with elevating teacher learning and leadership across international boundaries and time zones as well as distinctly different cultural contexts. However, we believe a virtual community of teacher leaders, aligned with the work of the GCEN, has considerable potential to share pedagogical and policy strategies and power up learning for students. Here’s why:

1. To prepare students of today and tomorrow to work in a globalized economy, participate productively in increasingly diverse and interconnected societies, and cope with rapid technological change, then their teachers must have professional learning communities that match the economic, diversity, and technological imperatives of the day.

2. Each of the programs and initiatives GCEN communities seek to put into practice to promote excellence and equity—whether in early childhood education, recruiting and retaining effective teachers for high-needs schools, or 21st-century student assessment tools—is already in place in one of the international locales.
3. Lessons from the “first generation” of global teacher networks offer insights for the future—but now new Internet-based tools for spreading pedagogical expertise can shape more compelling virtual communities of classroom experts.

To develop [a] spirit of creativity and innovation, [Singapore] schools are encouraged to engage both students and teachers in experiential and cooperative learning, action research, scientific investigations, entrepreneurial activities, and discussion and debate. Well-prepared and well-supported teachers and leaders are at the center of these efforts.

—Linda Darling-Hammond

With support from MetLife Foundation, and in collaboration with the Asia Society, the Center for Teaching Quality (CTQ) recently launched a planning process to engage GCEN leaders in considering both possibilities and practicalities of connecting classroom experts to the emerging work of the eight-city network. This concept paper draws on: (1) a growing knowledge base on teacher learning and virtual communities; (2) several ideas surfaced by teacher leaders of the CTQ Collaboratory; and (3) a small set of interviews with several GCEN educators. Each is summarized below, intended to fuel conversations and forge further deliberations at the January 2013 convening in Seattle. We look forward to our chance to pose a few prospects and learn more from GCEN members about what could be and how we might build a teacher network together.

**Teacher learning and virtual communities**

Almost 25 years ago, Susan Rosenholtz’s landmark study concluded that “learning-enriched schools” were characterized by “collective commitments to student learning in collaborative settings…where it is assumed improvement of teaching is a collective rather than individual enterprise, and that analysis, evaluation, and experimentation in concert with colleagues are conditions under which teachers improve.” Other researchers have found that students achieve more in mathematics and reading in schools with higher levels of teacher collaboration.

And of late, economists, using sophisticated statistical methods and large databases, have concluded that students score higher on achievement tests when their teachers have opportunities to work with colleagues over a longer period of time and spread their expertise with one another. The researchers found that these “spillover” effects are most robust for beginning teachers and endure over time. Even though they could not pinpoint the specific working conditions that accounted for peer learning, the researchers suggested several explanations, including the possibility that more effective teachers may share resources with and motivate their less effective colleagues. In any case, classroom practitioners themselves put an exclamation point on...
these empirical findings: In the 2009 MetLife Survey of the American Teacher, more than 90 percent of surveyed teachers reported that their colleagues contribute to their own individual teaching effectiveness.11

We know from the Teaching and Learning International Survey (TALIS) that teachers seek more professional development in concentrated areas, including working with special needs students and heterogeneous learning groups. On average, teachers reported that the most effective forms of professional development involved “collaborative research” and “informal dialogue to improve teaching.”12 For example, as reported by Linda Darling-Hammond, teachers in Singapore only have approximately 20 hours of “time-tabled teaching periods per week”—which gives them the structured opportunities to work with colleagues on lesson preparation, visit one another’s classrooms, meet in learning circles and school clusters, and conduct action research that can be disseminated widely. In Singapore, the government pays for 100 hours of professional development each year for all teachers. In addition, teachers can earn stipends to focus on improving their teaching and leadership skills, covering memberships to professional organizations, journal subscriptions, or even mini-sabbaticals. The Ministry of Education will fund part- or full-time study, including travel to international schools or work in a business enterprise to better understand the applications and implications of teaching.

Internationally, most teachers cited time as the key barrier to engaging in the professional development they seek to improve their teaching practice.13 Across the 23 participating nations in TALIS, the most typical named explanations for teachers not undertaking the kind of professional development they sought were “conflict with work schedule” (47 percent of teachers) and “no suitable” training activities (42 percent).14 TALIS has found that U.S. teachers—in contrast with teachers in high-achieving Organization for Economic and Co-operative Development (OECD) nations (including a number in the GCEN)—have much less time in their regular work schedules for collaborating with their teaching colleagues.15

We do know that teaching, now and in the future, will require teachers to not only sharpen their pedagogical practice and work collaboratively with their peers, but also to draw on understandings of adult learning and organizational change needed to fuel 21st-century schooling. In recent years, researchers have pointed to the importance of teacher leaders learning how to give “hard feedback” to their colleagues,16 as well as navigating political contexts and resistance from colleagues and administrators.17 In their forthcoming book, Teacherpreneurs, Berry and colleagues describe how teachers will need to develop and use new skills to work with diverse organizational partners, in both public and private sectors, to create more personalized learning systems for students, families, and communities. Teacher leaders will create many of these learning opportunities themselves—in virtual communities now growing at an exponential rate.

And while it was once believed that online learning was inherently passive, researchers have shown that under the right conditions, virtual communities of teachers can extend professional and social learning across time zones, organizations, disciplines, and national boundaries.18 Critical components of vibrant virtual communities include instituting leadership, negotiating a mutually beneficial enterprise, establishing reliable technology and support, building trust and respect through social engagement, and maintaining strong leadership and momentum.19 Many educators assume that virtual communities fail to function well as a result of unreliable technology or technical support. Online facilitation is paramount as researchers have found that moderators often use “social artistry to cultivate and sustain knowledge sharing.”20
Over CTQ’s ten years of building online space for teachers, we have found that the right technological tools are critical. But nothing is more essential than building community—defined by feelings of belonging and mutual respect, a focus on learning about the practice, strategies for meaningful engagement and fueled by norms that foster truthfulness, openness, customary collaboration, and the capability to tackle tough issues or disagreements. Researchers have found that online communities can be bolstered by opportunities for face-to-face relationships, a fact we have discovered as well. Wenger and colleagues have identified seven actions that are essential to cultivating stimulating virtual communities of practice:

1. Design the community to evolve naturally as interests, goals, and members are subject to change
2. Create opportunities for open dialogue within and with outside perspectives
3. Welcome and allow different levels of participation
4. Develop both public and private community spaces
5. Focus on the value of the community, with opportunities for members to explicitly discuss the value and productivity of their participation
6. Combine familiarity and excitement
7. Find and nurture a regular rhythm for the community

After studying online communities for over a decade, Wenger and a colleague recently concluded that evolving virtual networks or “digital habitats”—if done right—offer unique opportunities “to reconsider what we know about communities and to rediscover fundamental ideas in new settings.” And while different members may enter the community with different value creation frameworks in mind, our own experience in the CTQ Collaboratory, now with more than 2,000 members, has shown that teachers soon develop a unifying focus for their own learning. In doing so, researchers have found that the Collaboratory has offered teachers a way to break out of traditional silos of isolation in individual classrooms and schools and gain equitable access to information and resources, as well as facilitate informal knowledge sharing across time and space.

In explaining the power and potential of “connected educators,” Sherry Booth quotes a Collaboratory member:

“When you have those kind of out-of-the-box roles, you’re treading new water and walking on new territory, so to have and to meet people who are going through the same things you are and be able to ask questions of them and bond with them online, because there might not be anybody else that has your same position or problems in your backyard, it’s an amazing thing. To have that virtual connection socially, it’s a powerful thing. I think it makes you stand up a little bit taller and walk a little bit differently to know you have colleagues all over the place, not just within your school or your district or state—and I suspect one day, nation.”
Teachers speak on the potential of a global network

At a recent convening, three teachers, Noah Zeichner of Seattle (see his essay on page 6), Lori Nazareno of Denver, and Marianna Sydanmaanlakka of Vantaa, Finland—all members of the CTQ Collaboratory—sat down and discussed, in general, the benefits of a small global network of teachers.

In the conversation, Noah noted how much he would learn by “watching videos of how teachers from (other nations) organize project-based learning and facilitating group work.” Lori thought that with the focus on personalized learning in the 21st-century school reform context, network members should focus on “those pedagogical moves that allow you to minimize teacher talk” and how different teachers in different contexts differentiate instruction.

Marianna focused on the need to see how teachers lead their own professional learning communities—“what would take place, what issues are addressed, and (telling) practical stories of how things are done by teachers as well as administrators.”

And as Lori honed in on “how terrific it would be for network teachers to actually jointly plan for how they teach similar lessons” and “how cool would it be for students to interact with each other as well on a Google hangout,” Marianna noted that she “would love to see Finnish students learning U.S. History with American peers.”

Noah reminded us that the professional support structure must be built on “reciprocity”—where all members of any potential network are teachers and learners. “We must advise each other,” he noted. Marianna added that any “online discussion would be more lively if we can arrange by project—and we are the peer reviewers of the work that is examined.”

Noah, turning to Marianna, honed in on what might serve as a powerful pedagogical focus of the network:

Here’s my thought. My epiphany is that you have a communications background. How are we teaching students in Finland and students in the United States to communicate effectively across cultures? And is that built into a biology class? Is that built into a math class? Is that built into the core learning of all students? That’s kind of the movement that I am caught up in right now with global competencies and international education—communication and collaboration skills, learned across cultures. So imagine teachers working on collaborative projects, teaching students the same concepts, but with using strategies to teach them what it takes to communicate those same concepts across different countries and cultures. Our communications skills and styles will be different, but these are the global skills that students must have—but often teachers say they do not have time to work on.

All three teacher leaders identified the same organizational factors researchers have pointed to as critical to teacher learning—teacher leadership in defining the network, clear communication of a coherent vision for professional learning, and technical supports for busy professionals. And all three worried about time—a
concern reflected in the TALIS data as well—since not all nations and municipalities value teacher planning and collaboration in the same way. We turned to Mike Thuriman, president of the Singapore Teachers Union, a nation well known for carving out time for teachers to learn, to help us think about these matters.

Most of the professional development offered in Singapore goes on in schools or in clusters of thirteen to fourteen. And because we are a small nation of about 714 square kilometers (about 3.5 times the size of Washington, DC), there has not been a lot of need for online community, except for teachers to share files and serve as a repository of resources. But as you know, most of what we have done well in creating excellence and equity, we have learned from other nations. I am certain there are teachers who would really benefit. We have the Academy of Singapore Teachers, with its subject chapters, focus groups, and professional networks. But we have had a real push recently to help teachers focus on global awareness and literacy. I would like to see a teacher network create a teaching development system around cross-cultural literacy in a systemic way that reaches all schools.

A teacher reflects on a global teacher network

Most teachers claim that they have learned their most effective pedagogical strategies from other teachers. I, too, have learned what works best about teaching from my colleagues. In my initial years of teaching, I relied heavily on mentor teachers in my school for advice and teaching resources. Now, several years later, I still learn from my peers, but because of virtual communities, which didn’t exist a decade ago, I can lean on many new colleagues.

For the past three years, I have actively participated in and played a leadership role with the Center for Teaching Quality’s Teacher Leaders Network, soon to be rebranded as the CTQ Collaboratory. I have shared ideas about both pedagogy and policy with other teacher leaders from my own state and around the country, and recently with a few Finnish teachers who have joined the community. My CTQ teacher leader colleagues have not only challenged me to reflect on my teaching in new ways, but also to think critically about the system in which I work. One of our first collaborative projects was to co-write a policy brief that outlines a vision for student assessment and teacher evaluation in my state. Much of the creative process for the report took place on CTQ’s online platform with teachers, supported by CTQ to work together as a virtual community, leading the way.
I often rely on other online resources, including the Teaching Channel—modeled on the U.K.’s Teachers TV—which offers teachers short videos of effective instruction across a wide range of grade levels. I also frequently spend time on the Global Education Conference Network and the International Baccalaureate teacher discussion forums.

I am ready to learn from other colleagues, here in the United States and abroad.

I can credit much of my own teaching philosophy and skill to lessons I have learned throughout my career from teachers in other countries and, just as importantly, to the process through which I learned with them.

During my junior year of college, I studied abroad in Quito, Ecuador. For most of that year I volunteered two days a week in a school on the outskirts of Quito, teaching a history class of 12 high school students. It was a transformative experience that not only solidified my desire to become a teacher, but it also helped me start to develop the global competencies that would help me build strong relationships with my future students.

My experience in 1998-99 at Instituto de investigacion, Ecuacion y Promocion Popular del Ecuador (INEPE), a school run by a Quito-based NGO, helped me understand the value of reflective practice. Based on a Freirien popular education model, INEPE requires its teachers to complete weekly reflections on teaching and learning in their classrooms. The school directors provide regular written and verbal formative feedback. At the end of each term, the faculty meets to provide one another with critical peer feedback. These systems challenged my ability to communicate effectively not only in Spanish, my second language, but in a pedagogical context. During my year abroad, I developed critical interpersonal and intercultural skills that guide me in my classroom and professional life to this day. In fact, I currently teach a social studies course called Global Leadership that operates on the popular education model that I first encountered 14 years ago in Ecuador. Furthermore, my experience teaching in Quito created a foundation of reflective practice that prepared me to earn my National Board Certification, and has helped me work with my colleagues both in my school as well as those in several teacher networks of which I am a member.

Currently, I am deeply engaged in learning about global education and building professional relationships with teachers from around the world. Last year, I was a fellow in the Teachers for Global Classrooms (TGC) Program (administered by IREX and sponsored by the U.S. Department of State). Along with 67 other teachers, I completed an eight-week online class on best practices in global education. In early summer 2012, I traveled with ten other fellows to Brazil for two weeks to learn about the Brazilian education system. Other fellows traveled to India, Indonesia, Ghana, Morocco, and Ukraine. In Brazil, I spent most of my time in schools, interacting with teachers and...
students. This experience has helped me deepen my understanding of and skill in teaching global competencies, as defined by the Asia Society, to my students—particularly mastering intercultural written and verbal communication and recognizing one’s perspective among a diverse array of ideas. Global education means much more than just learning about the rest of the world.

I teach in one of Seattle’s eight international schools—and for the past two years I have served in a hybrid role, working also with CTQ to advance the teaching profession locally and nationally. This year I am focused on deep connections between my classroom and colleagues at Chief Seattle International and my district on teaching global competencies to students. My work at CTQ aims to broaden its virtual community to teachers internationally. As a CTQ teacherpreneur, I am enthusiastic to be working with the Asia Society in the early stages of GCEN.

Right now I am working with my school and district administrators to match every teacher and staff member with a like-professional in another country in an attempt, through virtual communication, to practice the same critical 21st-century skills that we are embedding in our school's curricula. We also hope to share pedagogical ideas with our international counterparts, to develop some classroom exchanges and projects, and to form one or two new sister school relationships. Down the road, I would like very much to see the roughly 500 international school teachers of Seattle Public Schools who are currently engaged in teaching global competencies learn from the education leaders and teachers of GCEN community.

A global teacher network is a powerful way for teachers to share ideas around pedagogy and policy. The diversity of great ideas will multiply, and as a result, the solutions generated by an international network of teachers will integrate best practices that are often only visible in their countries of origin. And as 21st-century teachers, through international collaboration, we can practice the same global competencies that we aim to teach our students.

—Noah Zeichner, Seattle Public Schools and the Center for Teaching Quality

Early insights from global communities

We will learn a great deal more at the January convening about the prospects for a GCEN virtual community of teacher leaders. However, global networks of teachers are not new. A quick Internet search surfaces a
wide variety of virtual and face-to-face communities for teachers, and to some extent their students, to learn from one another. And a number have been around for well over a decade.

But in reality, there are few programs of significant depth and duration. Notable efforts include:

- **iEARN** is a nonprofit organization made up of more than 30,000 schools and youth organizations in more than 130 countries. Since 1988, iEARN empowers teachers and young people to work together online using the Internet and other communications technologies.

- **The ePals Global Community** engages teachers, students, and parents from over 200 countries and focuses on classroom-ready projects and activities, using collaborative learning tools such as blogs, wikis, and media galleries.

- The Organization of American States (OAS) has created the [Inter-American Teacher Education Network (ITEN)](https://www.oas.org/ited/) to provide an online platform for educators (as well as policymakers, higher education faculty, and practicing teachers) to share knowledge, experience, research, and good practices in the field of teacher education.

- **The Fulbright Teacher Exchange Program** operates between the United States and seven countries worldwide, offering a direct one-to-one exchange of approximately 120 teachers annually from primary and secondary schools (its “Distinguished” awards program sends U.S. and international teachers to the United States for a semester to pursue individual projects, conduct research, and lead master classes or seminars).

- **IREX**, an international nonprofit organization (with a staff of 400 worldwide), in collaboration with the U.S. Department of State, supports [Teachers for Global Classrooms (TGC)](https://www.irex.org/) — a professional development opportunity for middle and high school teachers from the United States to participate in a program aimed at globalizing teaching and learning in their classrooms.

Over a decade ago, the Council of Basic Education (U.S.) established Schools Around the World for teachers in eight nations and Hong Kong to “take part in an unusual exchange of information.” The [SAW program](https://www.cbee.org/saw) served about 500 math and science teachers who used a standard protocol for assessing student work and sharing materials and methods. Carol Stoel, now at the National Science Foundation, directed the program and told us:

> Our efforts were greatly appreciated by teachers, but this was well before today’s Facebook world of new technological tools. When I reflect back on what we were trying to do, it was like we were working in the day of the cavemen.

One thing we learned is that teachers in other nations, compared to those in the U.S., work together much more. But we all learned a lot about what good student work means in an international context, what grade levels really mean in different countries, and how really good lessons get developed.

Carol continued:
The whole thing was about what is quality, and how you know if the kids really got it. We learned a lot about how different teachers in different contexts deal with students who don’t get it. Does the class march on or does the class slow down? Those were the most important parts of SAW and teacher sharing. I know that our teachers and teachers in other countries really wanted to meet each other, but we didn’t have the funding.

SAW evolved over time, and before funding dissipated, the network “evolved into having classes on the web,” but all the work was done asynchronously, with little knowledge of online moderation. Some places, like Germany, Hong Kong, and Australia, “put a lot of money behind it,” while others did not. Carol advised us:

Be strategic with dealing with multiple time zones, cultures, and languages. Now there are better translation programs. But the key will be to start small, stay focused, and if you do, teachers will get a lot out of the network, and so will their students.

We were able to spend some time this fall with several GCEN educators—Gen Ling Chang (Chief Academic Officer, Toronto District School Board), Michael Salvatori (Ontario College of Teachers), and Ben Levin (University of Toronto)—discussing the prospects for a community of teacher leaders to support the work of the GCEN.

Good teachers are critical…. However, the focus cannot be only on teachers as individuals. Teaching is a social process.

—Ben Levin

In our telephone conversations, each of the GCEN educators echoed much of what we had begun to learn from the successes and challenges of other global networks for teachers. But each discussion taught us something new. In summary, we learned that any potential community should:

- **Build off existing technologies and networks.** Teachers are using a wide variety of online tools and resources, so it is important not to duplicate current services available. We might think of a GCEN virtual community of teachers as serving as a network of networks.

- **Focus on just a few teachers.** Perhaps the network should begin with just a few teachers—recognizing the need to find ways for a small number of classroom experts to support the networking of networks.

- **Focus on just a few topics.** If the network focuses on too many issues, it will be difficult to maintain interest among the diverse teachers and school contexts represented by GCEN.

- **Focus on just a few types of teachers.** Perhaps the network should begin with just a few teachers in a particular subject and grade level, given that most elementary teachers teach a lot of subjects to fewer students, and most secondary teachers teach fewer subjects to more students.
Draw on the strengths of each GCEN municipality. Any potential network of teachers needs to recognize that each locale has a number of resources on standards of pedagogical practice and engaging teaching colleagues in inquiry.

Concentrate on how teacher leaders are developed and utilized. There are many lessons to be learned from other global networks, but very few connect pedagogy and policy. What is not well known is how teacher leadership is cultivated and used to advance the spread of good ideas and practices.

As Gen Ling Chang told us:

We want teachers to move into an inquiry model that is about practice and not just product. I think [a virtual network] has a lot of value because we think that in and of itself it is a form of professional learning. I want to see what architecture we can develop.

We are developing the technology here for action-oriented inquiry work, but we want to see if we can move past just sharing lesson plans. We are also intrigued by getting teachers’ voices into policy, and that is a very exciting frontier. Too much is being done to teachers, instead of teachers’ voices coming forward.

And in a different conversation, Ben Levin pointed out:

The proposed network could answer the question, What do teacher leaders do—and how do they do it differently in different contexts? This would be a new contribution.

Next steps

In its inaugural meeting in Hong Kong in May 2012, Global Cities Education Network representatives identified their city’s individual priorities and then pointed to common priorities of policy and practice where collaboration and international benchmarking efforts could be useful to them. These included: (1) developing high-quality teachers and school leaders; (2) improving achievement of low-achieving and linguistically and culturally diverse students; (3) implementation and assessment of 21st-century skills; and (4) the design of effective systems of centralization, decentralization, and choice. All these reforms, in one way or another, require much more of teacher leaders, especially as 21st-century student assessments require schools to pursue new forms of distributed leadership and classroom practitioners who have “both greater depth of knowledge and a wider range of pedagogical skills.”

With our own experience with virtual learning communities, we offer up the following outline for how an online network of teacher leaders, aligned with the priorities of GCEN, could proceed. We welcome further discussion and feedback on this “straw man” outline, which proposes that a small group of teachers would be convened (virtually) to serve as respondents for the ideas generated as a result of the two-day consultative workshops and plan development facilitated by Asia Society staff and expert advisers. This network of teachers, as an initial group of relevant stakeholders, could offer well-grounded classroom perspective on the viability and pragmatic implementation of the proposed efforts.
We imagine a comprehensive, teacher-developed product to provide input on “seminal aspects of the problems of practice and policy that the city teams will be grappling with going forward.” Not only will the product serve as timely feedback to the GCEN teams this year but also will provide a testing ground for how to best communicate with large groups of teachers, within and across locales, on the work of the network. Over the next several months, with support from the Asia Society, each GCEN locale will “come away with the core of a specific plan for policy changes” that addresses teacher workforce development and improvement of low-performing and cultural/linguistic minority students. Our proposed next steps, in collaboration with the Asia Society, could:

- Identify three to five teachers from up to four cities to serve in the inaugural virtual community. Criteria for selection might include: evidence as an effective teacher, leadership at the local and (perhaps) national level, interest and experience in international education and global competencies, and experience in utilizing new technology to participate in an online community.

- Provide stipends for teacher participation, with additional compensation offered to one teacher per city to serve as the site's virtual community organizer (VCO). Responsibilities for the VCO role would include participation in a six-webinar series on how to facilitate effective virtual dialogue (especially across cultural contexts), planning and implementation of online activities, and serving as on-the-ground contacts in their respective municipalities. CTQ staff would co-facilitate the community conversations, in tandem with the Asia Society and VCOs—providing them with ongoing support and feedback.

- Schedule activities to accommodate for participation across time zones. Typically, webinars are a critical part of our virtual communities. Membership from around the globe may make these “live” sessions more difficult. Consequently, we will schedule webinars quarterly at a time convenient for most and offer the recordings for those who cannot join due to scheduling conflicts. We will also utilize monthly structured chats on the CTQ virtual platform over a certain time period (e.g., three consecutive days) to give the feel of synchronous conversations, without the constraints of time zones. The bulk of the interaction will take place through asynchronous discussion strands on our new and improved virtual discussion platform.

- Define more fully how this small, initial group of classroom leaders could expand to the other communities and under what conditions, as well as how their collaborative efforts inform the GCEN and its fine-tuned priorities.

The proposed scope of work will line up to fit the needs of GCEN and its next convening in October 2013, in Singapore. Our ten-year experience of connecting and cultivating teacher leaders has shown us that some of these elements—and others that we don’t anticipate—might also develop organically, especially when the right people are in place. We’re looking forward to learning from GCEN leaders to refine and/or expand this proposal.
ENDNOTES


6 CTQ Collaboratory, formerly the Teacher Leaders Network (TLN), has served as a “center without walls,” for almost ten years. There, classroom practitioners work together virtually, without regard to physical location, to develop and spread their pedagogical and policy expertise.


10 Ibid.


14 Ibid.


22 Wenger, McDermott, & Snyder, (2002). Ibid.


25 Ibid.

About the Center for Teaching Quality

The Center for Teaching Quality (CTQ) is a national nonprofit located in Carrboro, North Carolina. CTQ connects, readys, and mobilizes teachers to transform the profession. Founded in 1999 as a think tank, CTQ has since transitioned into a teacher-led "action tank." More than 2,000 teachers and education supporters are currently part of the CTQ Collaboratory, a virtual space for discussion, learning, and collaboration. Within the Collaboratory, several teachers hold hybrid, or "teacherpreneur" roles, where they spend part of their days teaching in the classroom and the other part working with CTQ on issues such as the Common Core, teacher evaluation, and school redesign. Above all, CTQ aims to create a high-quality education system for all students, driven by the bold ideas and expert practices of teachers.

About the Authors

Barnett Berry is the founder and president of the Center for Teaching Quality. A former classroom teacher, think tank analyst, and university professor, he wrote TEACHING 2030: What We Must Do for Our Students and Our Public Schools…Now and in the Future with 12 accomplished teacher leaders, outlining a bold vision for the future of the profession that makes all others possible. His second book, TEACHERPRENEURS, written with Ann Byrd and Alan Wieder, will be published by Jossey-Bass later this year.

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