Center for Teaching Quality: Roadmap for Change

Preparing students to succeed in the dynamic global economy means ensuring they meet high academic standards as well as develop top-notch critical thinking and problem solving skills. Students, today and tomorrow, must show what they know and can do as well as communicate and collaborate with others. Their learning experiences must be more personalized than ever, available 24/7, and calibrated by expert teachers.

*And* *if we want* ***students*** *to learn and lead in new ways, it’s time for big changes in how their* ***teachers*** *learn and lead.*

At the Center for Teaching Quality (CTQ), we’re pioneering new ways for teachers to spread their ideas and expertise—and for schools to measure the impact of their leadership.

Revolutionizing teachers’ professional learning

School structures and schedules tend to isolate teachers, who have little opportunity to collaborate or learn from one another. But what if teachers could take hold of their own learning and make it count for the specific students they teach every day?

As one of three strategies to revolutionize the teaching profession, CTQ is partnering with Digital Promise to pilot a system of micro-credentials that allow for competency-based, personalized teacher learning. With CTQ support, teacher leaders are creating new micro-credentials that spell out what they should know and be able to do, submitting evidence of their own growth and leadership as well as that of their colleagues.

Measuring teacher leaders’ impact

We believe that teachers can make a significant difference in transforming public education and their own profession. That’s why, since the late 1990s, CTQ has cultivated teacher leaders to incubate and execute their ideas about better serving students.

As a small nonprofit, we have road-tested innovative, research-based ways to organize and fuel teachers’ learning and leadership, including virtual communities, hybrid roles, and new school models.

Now we’re developing tools that help school systems do the same:

* assessing their capacity to support teachers and administrators working together in spreading effective teaching practices;
* identifying and maximizing potential teacher leaders; and
* gauging the impact of teacher leaders on their students, colleagues, and schools.

Recent polling data reveal that 23% of America’s teachers are very interested in combining teaching with significant leadership responsibilities. It is time to invite teachers to take ownership of their profession—and its results for students.