

Teaching as leadership
(like many models with singular focus on academic achievement as measured by standardized assessments)

Teaching as collective leadership

Intended Audiences & Uses	<p>... is a checklist, playbook and rubric of teacher actions intended to be used by teachers, coaches and program designers to increase students' academic achievement.</p> <p>TAL asks "is this teacher exemplifying this action for students?"</p>	<p>... is a "meta-framework" intended as a menu and "critical mirror" to help teachers, coaches and program designers to create their own contextualized resources that help grow students as leaders of a better future.</p> <p>TACL asks "how is this teacher customizing this action with their students?"</p>
Sources	<p>... was created by a small group of people observing and analyzing teacher actions in U.S. classrooms that produce dramatic academic achievement.</p>	<p>... is emerging from globally crowd-sourced studies of ways of being, knowing and doing in classrooms that are growing students as leaders of a better future.</p>
Aims	<p>... pursues "big goals" of dramatic academic achievement determined by the teacher.</p>	<p>... pursues globally informed and locally rooted visions of students as leaders of a better future, collectively evolved with students, families, educators.</p>
Student Outcomes	<p>dramatic academic achievement, including reading, writing and math</p> <p>(often measured by standardized tests)</p>	<p>student leadership outcomes including connectedness, awareness, mastery, agency & well-being</p> <p>(monitored by surveys, assessments, observations)</p>
Thematic Differences	ways of acting	ways of being and acting
Structural Design Differences	teachers' direct instruction of rigorous content and classroom management	teacher and students' collaborative ownership of discovery learning of rigorous content
Implied Learning Theory	a culture of achievement built around efficient, well-managed systems	a culture of collective responsibility and interdependence grounded in strong relationships
Default Coaching Model	quiet on issues of power, privilege and identity that influence learning	explicit about issues of power, privilege and identity that influence learning
Our Invitation	relentless hard work and urgency to reach ambitious aims	reflection and well-being to sustain effort and impact