Continuity

The Philadelphia Writing Project's Leadership Inquiry Seminar: Continuity Linked to Site Mission and Local Context

by Teri Hines
with Bruce Bowers and Vanessa Brown

Philadelphia Writing Project
University of Pennsylvania

The National Writing Project at Work monograph series documents how the mission of the National Writing Project is carried out at local sites across the country. These monographs describe NWP work, which is often shared informally or in workshops through the NWP network, and offer detailed accounts for writing project sites interested in adopting and adapting the principles involved. The programs described are inspired by the mission and vision of NWP and illustrate the local creativity and responsiveness of individual writing project sites. Written by teams of teachers and site directors—the people who create and nurture local programs—the texts reflect different voices and points of view, and bring a rich perspective to the work described. Each National Writing Project at Work monograph provides a developmental picture of the local program from the initial idea through planning, implementation, and refinement over time. The authors recount their journeys, what they achieved, how they were challenged, and how and why they succeeded.

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N*W*P

NATIONAL WRITING PROJECT

The mission of the National Writing Project is to improve the teaching of writing and improve learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of writing in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

How do writing project sites continue to attract and engage hard-working teachers in co-creating professional development throughout their careers? How do they sustain a presence in their local service areas, adapting to the interests of successive generations of teachers while still maintaining a sense of organizational mission? This third set in the NWP at Work monograph series focuses on the varied approaches local NWP sites take to "continuity." Each monograph offers a window into the design and structure of opportunities that create an intellectual home for writing project teacher-consultants who lead the work at each of the more than 200 local sites around the country.

The first two sets in the NWP at Work series highlight two of the three components of the NWP model: the summer institute and site-sponsored inservice programming in schools and districts. The present set illustrates the third component: continuity. The invitational summer institute identifies, recruits, and invites teachers into the culture and into leadership opportunities at the site. Inservice programs disseminate learnings about the teaching of writing. And it is through continuity that each site invests over time in the continued learning of its community of teacher-consultants. Continuity, essentially, consists of those practices that nurture ongoing professional development and provide an essential source for sustained leadership development at local sites.

Continuity, as the name implies, extends and deepens the cultural values enacted in the invitational summer institute: learning is ongoing, and it is socially and collaboratively constructed. At NWP sites, continuity goes beyond follow-up to the summer institute and constitutes the programming that sustains the professional community of the site and builds its leadership. Sites rely on teacher-consultants and university colleagues to collaborate and reinforce the partnership that is the backbone of the site; and continuity programs allow each site to grow and respond to changing educational landscapes. Continuity, according to Sheridan Blau, director of the South Coast Writing Project, is "where knowledge is as much produced as consumed."

Continuity to Support Continued Learning

The kinds of programs sites engage in as continuity are wide-ranging and differ in intensity, drawing on local interests and needs. Such programs can include writing retreats, teacher research initiatives, study groups on issues of concern in the service area, and online events, to name a few. While aspects of continuity described in this series involve long-range programming, teacher-consultants at writing project sites also value the less-formal and more-social occasions for learning. These might include book groups, dine-and-discuss gatherings, yearly reunion dinners, and ongoing listserv discussions that keep them involved and connected. An effective approach to continuity supports the dynamic growth of teacher-consultant knowledge by offering teachers access to colleagues and intellectual engagement in the midst of what can be the isolated act of teaching. It is, as one teacher in Oklahoma notes, a place where "you keep seeing people grow."

Continuity to Develop and Support Leadership

The monographs in this set provide a look at slices of the professional communities at a number of writing project sites. Taken together, these stories from site leaders offer a theory of action about leadership that has attracted—and continues to attract—teacher-leaders. Successful sites have found ways to respond to shifting educational priorities while preserving their core values. Not an easy task in many cases.

It will be apparent from this set of monographs that continuity is firmly linked to the sustainability of sites so that the challenge of preparing for both normal and unanticipated leadership transitions can be met. Continuity programs vary in form and purpose, yet they all share the goal of supporting the continued learning of teacher-consultants. This focus on learning encourages sites to take an inquiry stance toward their work; to devise new structures that support diverse and democratic leadership; to reassess the goals and mission of the site through visioning and strategic planning; to examine ideas about literacy occasioned by new technologies; and to inform thoughtful, sustained, and relevant professional development in schools.

Local Sites / National Network

Finally, the NWP itself sponsors an array of initiatives, subnetworks, and events that support continuity at local sites. These cross-site exchanges provide opportunities for teacher-leaders and directors to extend their work by identifying new resources and learning from other sites. Local continuity programs then become a way for site leaders who participate in national programs and initiatives to involve colleagues in sharing new resources and new learning throughout the local community.

So the explanation for the sustainability of NWP sites over time is this notion of continuity, the means by which teachers make the local site their intellectual home and a place of continual learning. Writing project sites are like solidly built houses: they endure because they have solid foundations and adhere to a set of principles that value the collaboratively constructed knowledge of teachers from preschool through university.

With this set in the NWP at Work series we invite directors, teacher-consultants, school administrators, and all education stakeholders to explore the concepts and practices of the National Writing Project's continuity programs. These programs build leadership, offer ongoing professional development that is timely and responsive to local contexts, and provide a highly effective means of sustaining a community to support current and future teacher-leaders.

National Writing Project at Work Editorial Team

Joye Alberts	Patricia McGonegal
Shirley P. Brown	Paul Oh
Ann B. Dobie	Nancy Remington
Patricia Shelley Fox	Sarah R. Robbins
Lynette Herring-Harris	

This year I am working as an English for Speakers of Other Language (ESOL) teacher. This new position brings new and different challenges with it, but overall I have felt more successful and effective as a teacher in this position. I have not ruled out the possibility of being a classroom teacher again in the future, but through the process of my inquiry I gave myself permission to try a different position in order to grow as a teacher and larn from a new experience. As a third-year teacher, I have been blessed to be part of the Leadership Inquiry Seminar, which has greatly enriched this process of learning and growing. —Erin Kelly

The Leadership Inquiry Seminar (LIS), an advanced institute at the Philadelphia Writing Project (PhilWP), is only one example of the great variety of learnings that participants reap from involvement in PhilWP. LIS was developed in the midst of challenges that teachers were facing during a turbulent era in the School District of Philadelphia when the district was instituting a range of reform efforts. Site leaders at PhilWP reacted to the uncertainties of what teaching and learning might look like in the district by reaffirming their writing project site's commitment to inquiry and by challenging themselves with the following three questions:

- What might be possible if PhilWP looked more closely at how to support teachers and their acts of leadership within a struggling urban district?

- Would such a project also help us sustain and diversify the site's leadership pool?

- Could such an effort help the site be more reflective and proactive in our efforts to nurture present and future leaders at their schools?

These questions have continued to guide the Philadelphia Writing Project's Leadership Inquiry Seminar (LIS), one of the most popular continuity programs of the PhilWP site.

Uncertainties at other writing project sites may be different, but change, whether in funding, in leadership, or in district policies, is likely to affect all NWP sites. A continuity program that creates a space for teacher-consultants to share an inquiry into a universal topic like leadership provides participants with a strong sense of personal agency when navigating changes in local schools or districts.

This monograph maps the history of the LIS program's development at PhilWP, examines the refinements of LIS structures and processes over time, explains the strategies and practices that have remained at the heart of this program, and

provides tools that other National Writing Project sites can draw on. As an example of the impact that LIS has had on participants, the monograph includes an in-depth account by Teri Hines, a former participant and current facilitator in the seminar. Appendices provide hands-on materials developed by teacher-consultants facilitating the LIS on different occasions, including a bibliography of typical readings used.

Teri Hines served as the primary author of the monograph, with support from her longtime colleague Bruce Bowers, who collaborated with Teri on several occasions to facilitate Leadership Inquiry Seminars. Site director and former LIS facilitator Vanessa Brown has contributed to the research and writing of this monograph, especially in those sections where the work of the LIS is set within the context of PhilWP's history and its larger vision for serving teachers and schools.

THE PHILADELPHIA WRITING PROJECT'S LEADERSHIP INQUIRY SEMINAR: CONTINUITY LINKED TO SITE MISSION AND LOCAL CONTEXT

by Teri Hines
with Bruce Bowers and Vanessa Brown

WHO WE ARE: LINKS BETWEEN THE PHILADELPHIA WRITING PROJECT AND THE SCHOOL DISTRICT OF PHILADELPHIA

What was surprising from the beginning was how different each of us was in our ideas about leadership. Most were from the city and surrounding areas, taking diversity of race and religion as a matter of course. Most were not rooted in rural experiences like mine growing up in the farm country of northwest Pennsylvania. Some viewed leadership from a constructivist view, others from a social agency framework, and others as an opportunity for a distributive model. My own perspective was in a state of flux.
—Teri Hines

A wide range of views on leadership is precisely what makes the Leadership Inquiry Seminar, an advanced institute, an engaging forum for talking and writing about teaching and learning issues for teachers in the Philadelphia Writing Project.

PhilWP is a National Writing Project site with close ties to its host institution, the University of Pennsylvania, and especially to the Graduate School of Education (GSE). Its service area is the city and county of Philadelphia. The site's professional-development efforts are focused on the public, private, religious, and charter school communities that make up this large, urban, and highly diverse city. Its emphasis, however, is on its work in the School District of Philadelphia's public schools. As the eighth-largest school district in the country, Philadelphia has been constantly battling financial woes and dealing with high rates of teacher turnover, an 85 percent family low-income rate, and a rapidly growing English language learner (ELL) population in the schools.

The Philadelphia district is home to over 179,157 students (and an additional 24,611 in 57 charter schools) and serves a population that is 64 percent African American, 6 percent Asian, 15 percent Hispanic, 13 percent white, 0.2 percent Native American, and 1.8 percent listed as "other." Its 274 public schools include 174 elementary schools, 23 middle schools, 27 neighborhood high schools, 31 magnet or special admission high schools, and 19 primarily disciplinary program schools.

The school district has experienced major changes since a state takeover in December 2001. In 2002, a diverse provider model was implemented by the School Reform Commission (SRC).[1] This experiment in school reform in Philadelphia endures,

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1 The SRC gave 46 out of a total of 264 schools to seven organizations to manage, a plan that included three for-profit firms (Edison Schools, Inc., Victory Schools, Inc, and Chancellor Beacon Academies), two locally based nonprofit organizations, and two universities (Temple and University of Pennsylvania, home of PhilWP).

and districtwide restructuring has meant that PhilWP has had to continually change, reevaluate, and reinvent its way of working within the district, despite its considerable number of deep and long-standing relationships with leaders at every level. The LIS continuity program has been intimately involved in this larger effort to interface proactively with a district under stress.

Development and Relevance of the LIS Model—1997 to the Present

LIS was created in response to the site leaders' realization of the need to create more forums for teachers to talk about what they know and the questions they have. Teachers needed the site's professional community to provide a place to share their practice, learn about other classrooms, and explore how new ideas might impact their own classrooms and students. This observation arose in response to input from teacher-consultants working in the schools and led to the creation of a teacher-consultant–led study group addressing the needs of teachers. This study group met four times during the 1996-1997 academic year and focused on inquiry questions connected to the standards movement, which, in Philadelphia, was tied at that point to a districtwide reform initiative, *Children Achieving*. One year later, with *Children Achieving* in full swing, the Leadership Inquiry Seminar (LIS) was designed by Bob Fecho, Marci Resnick, and Vanessa Brown as a course to support PhilWP teacher-consultants who were either holding leadership positions in the district or planning to assume leadership positions in PhilWP or in their schools, school clusters, or central offices.[2] LIS offered a unique lens for looking at teaching and leading. The seminar helped teachers make critical inquiries into their own views about leadership in these contexts, even when those views were different or risky. The LIS course/continuity opportunity provided a number of facilitated experiences supported by readings and reflections of both the participants and the site-leader facilitators. Individually and collectively, participants defined how leadership unfolds in differing contexts including one's own classroom, school, and school district.

More than a decade's worth of school-district changes created a revolving door of reform packages. In the midst of the surrounding chaos, teachers of the Philadelphia Writing Project, through the LIS and other continuity programs, saw an opportunity to support fellow teachers as they struggled to find their place as educational leaders.

Teacher-Consultant Leadership in the School District

Ironically, in a time when the school district was calling on PhilWP less often for inservice than in the past (partly because of the move to standardize and centralize professional development), PhilWP's teacher-consultants were actually taking on more leadership positions within individual schools (e.g., as principals) and even in district-level administrative posts. In fact, at one point, a Philadelphia teacher-consultant was serving as the first chief academic officer of the district after the state takeover. All of this growth made it critical to find ways to support the teacher-consultants in their leadership roles. Even when those roles reflected a more traditional paradigm than our own, our site's leaders understood this to be

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2 Continuing education course credit was made available for participants.

an opportunity to infuse the value system of PhilWP into those leadership activities and institutional spaces. To support our efforts to take on these challenges, PhilWP teacher-consultants were eager to create a safe place where they could think and learn together. For others, a space was needed to nurture leadership qualities that had yet to be acknowledged or validated. So LIS provided a welcome forum for teacher-consultants to use inquiry as a way into making sense of the dissonance they were facing in their daily work lives. Thinking in these terms, Marci Resnick, former director of PhilWP, stated in an interview in 2006, "This program was another sort of advanced institute . . . with a focus on school reform."

THE PHILOSOPHY BEHIND THE LEADERSHIP INQUIRY SEMINAR

LIS encourages teacher-consultants to question the very definitions of *leader* and *leadership*. In so doing, teacher-consultants are able to envision the many manifestations of leadership and to begin demonstrating self-conscious leadership skills themselves. They are then able to return to their schools and community groups, practicing and building leadership there.

At the PhilWP site, we have found that our LIS model has

- supported teacher-consultants in the use of inquiry as a tool for self-study and personal leadership development

- created and supported communities of practice

- opened access routes to leadership for underrepresented groups (e.g., ethnic minorities, women in administrative posts)

- provided safe, systematic, and orderly processes for addressing critical concerns such as race, gender, class, language, nationality, and ethnicity as they relate to leadership in writing project sites, classrooms, schools, districts, and the community

- increased the number of site leaders by encouraging teacher-consultants to take more initiative through reenvisioning shared accountability in writing project sites, classrooms and schools, and communities

- created shared understandings and perspectives on the broad interpretations of *leader* and *leadership* as constructs of one's agency in differing contexts.

STRUCTURES AND SYSTEMS OF THE LEADERSHIP INQUIRY SEMINAR

The Leadership Inquiry Seminar presently meets one Saturday a month, November through May, for a total of thirty-five hours. Enrollment has varied over the years from eight to fifteen participants and two to three facilitators. Because each year's LIS class is deliberately assembled to include educators from a wide range of backgrounds, the program has helped ensure that PhilWP will have a diverse leadership pool for the entire range of work done at our site.

Collaboration is at the heart of the LIS. The syllabus for the seminar is co-constructed by participants and facilitators—a hallmark of the Leadership Inquiry Seminar. Each year, seminar participants use the first LIS session to write as many questions as they can about leadership. Those questions then become the foundation for the curriculum of the seminar. By co-constructing the course themes and essential questions, participants see from session one that there is no preset, predetermined answer or ideal for managing the struggles they engage in.

During the monthly meetings, the seminar uses a series of protocols for exploring questions regarding leadership in schools and communities. Thus the particular subjects explored by LIS participants vary from year to year, but the approach of inviting all those involved to bring their own inquiry questions to the table remains a constant. In different years, for example, LIS groups have explored together topics such as

- leadership and accountability
- culture of leadership
- building and sustaining student leaders
- leadership and social agency.

LIS's Community of Practice

In a carefully guided community of practice, LIS participants support risk taking; make public their fears, assumptions, reservations, and aspirations for teaching and learning; and work together to implement new leadership beliefs and strategies. Since participants include teacher-consultants who have themselves become formal leaders in their schools, the group learns of the fears, assumptions, and aspirations from both sides of the looking glass.

BUILDING THE SEMINAR: A GUIDE TO THE OVERALL PROGRAM

Although the LIS format is open to further refinement every year, we have developed some core practices that are essential to our vision for this work. In this section, we will provide a closer look at our systematic processes for managing an LIS, from the planning to the launch to the facilitation over the months of the seminar to the assessment.

Facilitators' planning sessions begin in September to review applications and to determine where additional recruitment efforts are warranted. To apply to attend the seminar, teacher-consultants write a letter of interest about questions regarding leadership that they may want to explore through the seminar. Teachers—new, seasoned, or retired and from various school and community settings—raise issues constructed from their own experiences, histories, and successes. The schema that frames what is important to them will also frame how they process new information, how they interact with others in the group, and how inquiry will unfold. With

this background, the facilitators create an array of opportunities to trouble that schema a little so that we all engage as learners in the work.

In October, a more detailed planning session takes place. Facilitators make a more thorough examination of the participants and their experience, paying closer attention to the questions that frame their inquiry into leadership in order to build on those initial questions right from the start. Facilitators reexamine the tentative calendar and select initial readings.

A welcome letter to each LIS participant (appendix A) outlines the course, the requirements, and the details of the first session. The letter includes a request to begin by reviewing the meeting schedule and being prepared to talk about their questions of leadership.

Additionally, facilitators create a detailed agenda for the first session. That agenda includes activities connected to the readings for the session and designates each facilitator's responsibility around implementing each activity. Finally, the facilitators determine who will model the key protocol of a "Presentation of an Issue of Leadership," described in more detail below (appendix J).

For each subsequent session, the facilitators meet and plan the upcoming day's activities based on the themes that emerged from session one, and further explore those questions that LIS participants have chosen as central to their shared inquiry for the seminar (appendix B).

Whenever possible, outside speakers and panelists are incorporated into the sessions so that other voices share experiences, context, and lessons learned with the group, stimulating new paradigms around the themes being examined. For example, in one guest presentation, LIS participants worked with two principals, one of a public K–8 school and one of a 7–12 charter school, who shared experiences of supporting and sustaining teacher leadership. Another time a guest presenter brought a group of students to discuss their involvement in a social emotional curriculum and its impact on the climate and culture of the school and of teacher/student interaction.[3]

In the later sessions, participants are required to submit a polished version of a vignette that they write during one of the seminars (one vignette a session is required) to be bound into a collection called *Snapshots of Leadership* (appendix C). These pieces are typically due in the April session and become part of a closing activity in May using "text rendering," which is sometimes known as Quaker Reading. In text rendering, readers search for words, phrases, and sentences that resonate with them. Individuals then share their selections aloud so that the author and the group can hear what stands out for them in the text.

Writing pieces for *Snapshots of Leadership* promotes deep personal reflection, supported by the shared inquiry into the seminar's concerns. The snapshot pieces invite LIS members to use writing-to-learn approaches to bring issues of leadership

3 Social emotional learning (SEL) classes target ninth-graders with an intentional curriculum organized around academic literacies, healthy life choices, decision making, peer relationships, and developmental learning important to that transitional period in their lives. This proactive program addresses challenges that place students at high risk for not completing secondary school.

to the surface of their thinking and then to envision possibilities for growth. For instance, in April 2006, Angela Chan wrote a *Snapshot* piece in which she identified both benefits and challenges associated with the isolation she sometimes felt in her school setting. Angela described techniques she was developing for seeking "conversation outside my own school" and reflected on her choice not to share all those conversation points within her own work setting. Referencing one of the LIS readings that year, Linda Lambert's *Building Leadership Capacity in Schools* (1988), Angela challenged herself to respond to Lambert's call for authentic teacher-leaders to move beyond "see[ing] themselves as responsible only for their classroom" to leading "for the school as well." This vignette was shared both in an initial session and also in a subsequent session, with participants providing warm/cool feedback on post-its to Angela before she submitted the piece for publishing. Because of this, all members of the group were intimately part of the journey of Angela's personal challenge to herself.

In May, participants are required to submit a final portfolio that includes an annotated table of contents, artifacts from the course, and a final reflection paper. Artifacts include notes, readings, drawings, and vignettes from the seminar as well as any other pieces that the participant decides connect to the work. In the reflection paper, teacher-consultants describe the journey that they have taken during the course of the seminar. The facilitators read and respond to each participant's reflection paper, affirming the progress and pushing the writer further with feedback such as the following, excerpted from a seminar leader's response to one participant's final reflection:

> *After you see how things settle out for you and your school in September, what more are you willing to try? How will you look to put your ideas like Study Groups into action? How will you begin helping your colleagues strip away the "isolation" of their classrooms? Finally, how will you help teachers understand a little better the perspective of their colleagues who just happen to be appointed leaders?*

From these products, PhilWP and the facilitators can view more closely the potential of the participants to assume current leadership roles or possibly create new ones where none were identified before this course.

CORE PRACTICES OF LIS

Over the course of its history, LIS has developed an approach that draws on important core practices recurring each year. The following charts provide a map of the way the seminar typically develops.

Phase 1—First Session and Co-constructing the Work

Goals	Activities	Notes
Model inquiry stance	Reflective Conversation around leadership[4] (appendix D)	
Reinforce the culture of learning and teaching	Paired Interviews (appendix E)	
	Vignette Writing (appendix F)	
Create framing questions	Participants' generation of prompts such as "What is leadership?" and "What does leadership look like in your school?"	
Share questions and prepare a calendar	Participants' sharing of one question each on a common board or wall	Facilitator uses this activity for producing an agenda that is unique to each group
Create a theme for the seminar		Facilitator uses knowledge of previous groups to guide this process
Establish categories	Reviewing the groupings of questions	
Establish the agenda topic for the year's calendar		Facilitator reframes the themes and questions into topics

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4 Participants are asked to focus on the chosen word and share the multiple meanings it has for them.

Phase 2—Addressing the Themes—Subsequent Sessions

Goals	Activities	Notes
Address the individual questions about leadership	Reflective conversations, quick writes, small- and large-group discussions, vignette writing. Video presentations, medicine wheel[5] activities, and a variety of reader-response strategies for selected articles	Examples of typical themes: Determining multiple definitions of leadership in an urban school environment; Supporting and building capacity for teacher leadership; Extending the concept of leadership to students, parents, and teachers as agents of change; Examining leadership and the role(s) of diversity
Honor diversity and power of collaboration	Reflective conversations, quick writes, small- and large-group discussions, vignette writing.	
Create an archive		Facilitators document and archive the work of each session for the PhilWP office that becomes a resource for future seminars.

Unique to each seminar are the relationships that emerge across the topics and inquiry questions, and the sequence that seems best for the specific group's shared inquiry. Thus the Schedule of Topics does not follow a preset order or include an entirely predictable set of themes. Also, and perhaps most important, the plan of study is framed as a series of questions, not a collection of skills or packaged ideas about leadership. For instance, the Schedule of Topics for 2002–2003 (appendix G) included questions about

- defining leader, leadership, and types of leaders
- how to interact with others while building leadership and how to use leadership to change school culture
- diversity in the classroom as it relates to student leadership-building
- school reform and tracking

In the 2005–2006 Schedule of Topics (appendix H), participants explored themes of

- leadership qualities, characteristics, roles, and responsibilities

5 For a complete PDF of the Leadership Compass/Medicine Wheel, go to *Bonner Curriculum: Leadership Compass* page 1 on Google.com

- leadership shifts, challenges, and outcomes

- social justice, conflict between/among leaders

Readings are provided by facilitators but are not the central source of information. Rather, the readings inform and provoke conversations relevant to the questions, experiences, and reflections of that year's participants, the essential "text" of the seminar. (See appendix I for list of readings.)

Presenting an Issue of Leadership

In addition to the opening day's activities involving co-construction of the syllabus, the other recurring element in LIS seminars that has proven essential to the program's success has been the requirement for participants to present their own issues of leadership. By examining an issue that matters to them personally through the lenses of a number of real school perspectives, participants become better prepared to approach challenging circumstances in their respective schools and other professional settings where leadership is possible.

Phase 3—Presenting an Issue of Leadership

Goals	Activities	Notes
Unpack a question a participant struggles with	Build links between and among readings, theory, and models in practice (appendix J) Prepare a one-page description that includes the essential questions, concerns, and context	Facilitator(s) serve as guide throughout the planning and implementation of the presentation protocol
Demonstrate the many facets of leadership: from writing to examine leadership, to listening as an act of leadership, to sharing as a commitment to leadership	Share writing and discussion in a range of formats	
Support the core value of "serving as leaders in education and as teachers of other teachers"	Use presentation protocol (appendix J)	Examples of issues: "What happens when the principal's inservice needs are different from the staff's needs and expectations?" "How do you create a small learning community that shares leadership and work responsibility"? "How do you work with colleagues to adapt and implement new teaching strategies?"

Presentation Protocol

To begin the presentation, the presenting participant distributes handouts discussing his or her essential concern and describing its context, retaining one copy for the archives. The facilitator working with the presenter reminds the group of the norms of the protocol:[6]

- The presenter lets the group read the issue and then adds any more relevant information. (about 5 minutes)

- The group asks the presenter clarifying questions, and the presenter responds with further details and information. The presenter is engaged in a dialogue with the audience. (10–15 minutes) During this segment, the facilitator pays special attention to ensuring that all questions are clarifying and not inadvertently suggestions/recommendations, and all members voices are heard.

- The group offers the presenter suggestions while the presenter remains silent. The facilitator acts as scribe to record all suggestions and, again, to be certain that all voices participate and are heard. (20 minutes)

- The presenter is allowed the final word, not to comment on the quality or efficacy of the recommendations but to share some of how the process and the voices have informed his or her thinking about the issue. (2–5 minutes)

Maintaining the protocol is important. It keeps the pace defined and safe for the presenter, compelling all audience members to be concise about their suggestions and not just to provide anecdotes about how things work for them. Seeing the recommendations charted from the entire group often triggers more ideas than the group members can think about in their own contexts.

Through the individual participants' selections of their issues of leadership, LIS often revisits themes of access, relevance, and diversity. For instance, a leadership question from Ken Hung (LIS 2002) addressed the issue of leadership in the context of working with Asian American and African American students, particularly males, in a large urban magnet high school. Hung's question examined the dilemmas associated with being a classroom leader and the risk taking that accompanies promoting leadership among students. Similarly, Jose Manuel-Navarro (LIS 2003) looked closely both at the immediate implications of his initiative to teach writing in Spanish to his bilingual social studies class and the larger impact on student motivation to learn English and persist in U.S. schools. Jose reflected on how he worried about his English language learners' literacy development and their access to more and better educational systems and career opportunities.

In nurturing individual participants' leadership capacities and capabilities, the LIS has helped to provide multiple generations of leaders for all dimensions of work in the NWP model at our site. To illustrate this productive pattern in action, we track the involvement of one teacher-consultant—Teri Hines, a coauthor of this monograph, former seminar participant, and current facilitator of LIS—as she walks us through several stages of her own development.

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6 This protocol is not an original tool but rather a synthesis of protocols used over the years by various facilitators and usually referred to as the "tuning protocol."

ONE TEACHER-CONSULTANT'S JOURNEY THROUGH THE LIS: TERI RETRACES HER LEARNING

When I signed on as a participant in the Leadership Inquiry Seminar in 1998–1999, I began the process with many questions prompting my involvement. I was so new to teaching and to the urban environment that I could not help but innocently ask, "How can this work help lead change? Can I join?"

In 1998, those of us who gathered in a science lecture hall at the University of Pennsylvania every Wednesday night from 5 to 9 P.M. specifically wanted to address what leadership meant for/to/about our work in schools. We sat, and we pondered grand questions and thoughts such as "What responsibility does leadership have to change and reform, from the classroom to the system?" and "How does one facilitate and support a group of teachers in their reform efforts?" and the big one, "School reform and education." The last one did not even need to be stated as a question.

I was three years into teaching in the School District of Philadelphia, and already I was exploring what leadership looked like. Why? Because I needed to define problems before going deeper into the potential solutions. I needed to know that change was possible, that we all were not just going to sit on our hands and assume someone else was working on the change. The intellectual exercise of meeting with colleagues to think about what genuine reform looked like kept me alive and interested.

What was surprising from the beginning was how different each of us was in our ideas about leadership. Most were from the city and surrounding areas, taking diversity of race and religion as a matter of course. Most were not rooted in rural experiences like mine growing up in the farm country of northwest Pennsylvania. Some looked at leadership from a constructivist point of view, others saw it from a social agency framework, and still others considered it an opportunity for a distributive model. My own perspective was in a state of flux.

In the midst of rediscovering my own background, I was hearing people talk about race, diversity, sexual orientation, and privilege. In my naïve way, I thought, "Can you really address leadership issues and these problems as well? Won't that be asking too much?" The problems I thought I was here to explore were not the same problems identified by those around me.

Yet I was accepted at the table and embraced in a culture of inquiry that allowed me to be a relevant voice in the discourse. Most important, this body of teachers perceived me as a fellow leader. And that perception meant that I had an obligation to find opportunities to lead—lead by example, facilitation, gentle directives, questioning, knowing.

In that first year, I began to find my voice. I remember a conversation about race and privilege in classrooms and its connection to leadership. I struggled so much because I was still unpacking my own "invisible knapsack," like the one Peggy McIntosh (1990) writes about to explain white privilege. In my mind, I had to stop the conversation and say, "Wait, I'm not there yet…. Don't leave me because you assume that everyone in this room has progressed to point X about this…. Stay and help me continue the work of naming and knowing my own thoughts and feelings of race and power." Would I have done this kind of process in any other setting? Without the safety, the encouragement, and the care of this group with this focus, would I ever have taken the leap to question my own beliefs and practices?

Since that initial LIS, I have continued to honor my own inquiry. In making my participation possible, even desired, weren't my colleagues in the seminar showing me how effective leadership could work? By including me in the work of inquiry, LIS helped me take the inquiry process back to my school, providing me one path to leadership. Returning to my school, I became confident enough to include my new-found voice in the strategic planning initiative around school culture.

As the seminar progressed that first year, I slowly tried out some of my ideas—my convictions about leadership—in my school setting, a small annex with a faculty of twelve. I saw how the practices and core values of the seminar were transferable. The small setting allowed us to communicate more directly about the needs of the school and the individual students. As a new teacher, I was surprised to find myself working shoulder to shoulder with some of the venerable members of the school. In that first year of LIS, we were examining an article about contrived collegiality (Hargreaves 1989), and it helped me to take a closer look at the dynamics of how our faculty met as a group. I began to understand the hidden agendas of our gatherings and the effect on authenticity. I recognized how my own lens colored my work and my ability to act as a team member. I learned to be more patient with myself and to question my own behaviors within my school context. What was I taking for granted, what was I missing, and what could I do better?

Back to LIS

Revisiting the next stage of my seminar experience, I flash forward two years to 1999, when I was again knocking on the door of LIS. Two incredible PhilWP leaders, Marci Resnick and Vanessa Brown, understood the questions I brought this time as both a request for support and a sign of readiness for a new level of leadership.

"Can I come in? I've sort of lost my way."

"Sure, Teri. What makes you think that?"

"I've accepted the lead teacher position for a charter school."

"We see…what would you hope to learn this time?"

"How to lead…"

When I accepted the position as lead teacher at a charter school, I wondered what I needed to know in order to lead. The advantage I had was that the faculty at the school was also new and didn't bring a history to the planning and implementation of a new school. However, neither could they help fill in gaps because those gaps were part of the school's growing pains, my growing pains.

So while I had taken on the lead teacher position, I felt pre-K in my new work role in much the same way a youngster prepares for her first day of school:

lunch…check

new outfit with new shoes that pinch…check

pencils, erasers, paper, mom's phone number in case of emergency…. check

what to expect; what to do; how to lead…. Ooooh, I think I need to go see the nurse.

That nurse was PhilWP's Leadership Inquiry Seminar… again. Returning to LIS to question this new role seemed a great way to get my head around what official teacher leadership should look like. (I was still under the impression that there was *one* way.) While I hoped to promote the leadership of the faculty in the growth of the school, I was not comfortable in this named role of leadership. It felt contrived and artificial.

I also felt as though I was no longer viewed as a teacher, and therefore I needed to seek out *real* teachers' opinions about the questions I struggled with, questions such as how to promote student inquiry into subjects central to our mission and how to help teachers become reflective practitioners and change agents within the school. How could I make sure that everyone believed in and worked toward the same outcome, the same mission?

At my new school, I was the only "administrator" working under the principal. I had to try to mollify a staff that had no clear concept of expectations and outcomes for their work. We were swept up in the daily survival of coverages, behavior problems, lack of space, and missing curriculum. Despite its charter status, the school didn't feel different from others in the school district. Yet, as I connected with the staff, I heard of desires to push boundaries, to soar above the commonplace, and to achieve where others had failed.

Change at the School

I hoped that reexamining my work through LIS could help me facilitate change with the new faculty. As my tool kit of paired interviews, fishbowls, and presenting

issues of work developed over the course of the seminar, I was again ready to walk into the faculty room and make a difference. I carried both the LIS techniques for shared learning and the thinking behind those approaches into my school. Although it was not going to be easy, tools in the hands of the willing can do amazing things.

In this charter school, I was working with a faculty of ex-parochial-school teachers and public school teachers who had never taught outside of their neighborhoods. I reached out to those who were open to possibilities of change in themselves, their students, and their learning community. From among the staff, we established a core group of teachers who were interested in examining and rethinking teacher and student work so that new outcomes might be possible. Where there at first were only two of us, we soon became three and then five and then seven. LIS became a safe place to discuss the issues and strategies, and it helped me see my power to lead from within—not from the name or the position.

Facilitating LIS

After one very long school year had passed, my third experience of the LIS was about to begin, with new opportunities for professional growth coming to me again in 2000. This time, I would take on a new role in the seminar.

> "*Teri, it's Marci. Would you be willing to co-facilitate the Leadership Inquiry Seminar with Vanessa and me this year?*"
>
> "*Really! You want me? Yes!*"
>
> "*Let's get out our calendars and look for a day to begin the planning.*"

And my life with LIS continues. I have learned that the facilitator side of planning—whether to co-construct an agenda, moderate a reflective conversation, or coach a "Presentation of an Issue of Leadership"—is *much* harder than it looks. I have learned to temper my own agenda, my leanings, my voice, and my desired outcomes to allow the group's agenda to remain our primary focus. I have also learned that, like me, teachers at all stages of their careers can struggle with profound questions about education, reform, advocacy, and leadership.

Leadership Inquiry Seminar remains a place where educators come to explore the external leadership around them while looking at their own leadership qualities, named or yet to be discovered. I have learned more about my sense of self, value systems, and ethical leadership from facilitation than from any other act in my career in education.

Beyond appreciating a safe and thoughtful place to discuss leadership, as a facilitator I can now support a second generation of teacher-leaders who can take up the mantle of leadership within PhilWP and who exercise leadership within their school communities. Many years of the seminar have begun with everyone stat-

ing that they were unhappy with the formally designated leaders around them but were unsure of what they could do to change the situation. In such comments I hear echoes of my former self, hesitant to lead at first, but drawn to the role in the face of doubts. For instance, David Brown, now an institute facilitator, writes in his portfolio's final reflection paper after his first time in the program,

My only concerns were that, since I wasn't an "official" leader, I would not be able to contribute to discussions, and I doubted if I would be able to take much of what I learned back to my classroom or school.

It was from comments such as this that we began our work every time, showing teachers the small acts of leadership they practice every day in their homes, communities, and schools, opening them to the possibilities that, in many ways, they already are leaders. As much as I believe the agendas can be similar from year to year and the issues of leadership swirl around several timeless puzzles of the teacher's life, I must always be open to how it is different and to how leadership is evolving for people privately so that it may emerge publicly. By listening, I find a voice to speak from the heart and to act purposefully on the challenges and concerns around me.

LESSONS LEARNED

Like many continuity programs at our site, LIS began as an inquiry into promising practices but quickly moved into a broader consideration of leadership. Marci Resnick, director at the time, realized that a late-afternoon meeting in the middle of the week was not conducive to participants' best thinking, and in the second year moved the seminar to a better room and time. Ultimately we decided that that time was Saturday morning. She also introduced a new process and protocol adapted from one explored at NWP's LETSWork Institute, the presentation of an issue of leadership. Marci reflected that by making an adjustment to the initial framework, "we helped people take an inquiry stance to build their practice and showed that a supportive community of colleagues could help teachers as leaders." The move to designate half of each session for teacher-consultants to present topics emerging from their own work has become a transformative and empowering aspect of the program that now feels indispensable.

Refinements of LIS have continued over the years, and one of the most important influences on the evolution of the LIS has been PhilWP's participation in Project Outreach, an NWP initiative that supports sites in examining issues of access, diversity, and relevance in the context of their local work.

LIS and the Mission of Project Outreach

PhilWP, a member of the second cohort of the NWP's Project Outreach, conducted a site self-study that revealed that site leaders were not as diverse as we assumed.

Nor were the outside perceptions of the site as glowing as local site leaders had led themselves to believe. Our designated leadership positions had predominantly been held by white women. As we moved to action in response to the results of the site self-study, we became intentional about inviting underrepresented teacher groups into every aspect of the site's work. Recruitment of LIS participants shifted from the practice of simply issuing open invitations to supplementing the "all call" with specific invitations to potential participants from underrepresented groups. We now identify participants for LIS by deliberately looking at teacher-consultants who express interest in becoming more involved in the professional development and continuity work of PhilWP. We also speak with the new teacher-consultants at the summer institute about the opportunity LIS provides and encourage them to consider being part of the seminar when the time is right. Beyond the most recent summer institute, we make personal phone calls to potential participants, post the opportunity on the PhilWP listserv, and recruit through our continuity programs. LIS has achieved success in supporting diversity by cycling some participants into leadership of continuity programs, such as the Seminar in Gender and Literacy (SIGNL), a program inquiring into issues of gender and literacy, or the PhilWP Literature Circle. Unsurprisingly, a number of the PhilWP teacher-consultants from previously underrepresented groups have gone from being participants in an LIS seminar to returning as facilitators, to helping train other co-facilitators, to helping lead cross-site activities. This pattern, in turn, reinforces the local site's commitment to diverse, distributed leadership.

While the primary goal of LIS is to develop local leadership for the PhilWP site, one benefit of the program has been to help prepare teacher-consultants for participation in the larger NWP network. Co-constructing knowledge and resources with teachers and leaders at sites across the country contributes to the ongoing learning of PhilWP's professional community.

FOUNDATIONS AND FUTURES: LIS SUSTAINING TEACHER-LEADERS

The ever-evolving context of educational reform continues to provide avenues for PhilWP to be proactive in anticipating challenges. As school-district policies continue to change, PhilWP remains confident that the tools, processes, and strategies of LIS will persist as a support for teacher leadership. Indeed, the many valuable lessons from Leadership Inquiry Seminar's work continue to inform the practices of teachers throughout the site community.

One challenge to this work is facilitating the inquiry stance from which LIS draws its strength. Keeping inquiry at the heart demands a strong commitment by facilitators and all LIS participants to creating a safe working space where a community of learners with a broad range of experience and knowledge can contribute with equal power and voice.

Each year's LIS faces additional challenges specific to the context of the group and the larger community as well. These have included recruiting participants in the

current climate of accountability and data-driven decision making in schools, which discourages patient reflection; managing the complex interpersonal dynamics of any year's cohort interacting with the facilitators; identifying facilitators who can devote extensive time to the LIS process; and finding ways to nurture the inquiry stance early on and to reaffirm that stance throughout the seminar. Still, the basic timeline for LIS has been standard (see appendix K).

Today, encouraged by the work of the LIS, teacher-consultants at PhilWP are more open about building and sustaining inquiry as an intentional part of their teaching practices and the site's mission. PhilWP teacher-consultants take an inquiry stance as a guidepost for examining issues related to the site's work with, about, and for teachers. Inquiry is the principle behind using co-construction to develop course topics.

Inquiry also informs approaches used to seek out, celebrate, and uphold diversity within the site's membership and leadership. Because site leaders who have been LIS participants can confidently examine the site's own practices objectively, a sense of shared agency is heightened, along with a valuing of diversity throughout the site community.

Looking forward, the reflective practices of LIS also serve as a source of renewal for LIS itself. A continuity program that utilizes the voices of the participants to create its core content, LIS will remain relevant to whatever new initiatives are embraced by the PhilWP's local school district because the questions of the participants will connect the work of the seminar to the context of the teachers it serves.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER TO PARTICIPANTS SELECTED TO ATTEND LIS IN 2005–2006

To: Leadership Inquiry Seminar Participants

From: Teri Hines, Bruce Bowers, and Amelia Coleman, Seminar Facilitators

Re: Information about the seminar

Date: November 21, 2005

Welcome to the Philadelphia Writing Project's Leadership Inquiry Seminar for the 2005–2006 school year. Congratulations for being selected.

Upon completion of all seminar requirements, you will receive three continuing education credits from the University of Pennsylvania. If for some reason you cannot participate, please let us know. Do not hesitate to call us at 215-898-1919 if you need further information.

As you know, there will be seven (7) five-hour sessions that will be held the first Saturday of each month (June's date is negotiable.) Those dates are December 3, January 7, February 4, March 4, April 1, May 6, and June 3. All of these sessions will be held from 8:30 to 1:30 in the Graduate School of Education, Room 121. A continental breakfast will be served at the first session. After that time, facilitators will provide beverages and participants may contribute food, if desired.

For this first session, we are asking you to prepare by

- reviewing the enclosed agenda
- reading the enclosed selections
- preparing to talk about your questions of leadership that brought you to this program.

We look forward to seeing you in December and to working with you this year.

APPENDIX B: SAMPLE MEMO AND AGENDA FOR A MEETING OF THE LIS

To:PhilWP Teacher Leaders

From:Teri Hines, Bruce Bowers, and Amelia Coleman, Seminar Facilitators

Re:November 4th session

Date:October 8, 2006

Leadership Inquiry Seminar

November Session

Focus Area: What do we know about leadership?

AGENDA

Refreshments, welcome, connections, and overview of the day

Paired interviews

Vignette writing: **Write about a time when you were in the presence of leadership**

Reflective conversation

BREAK

Coconstruction of course agenda

Jigsaw article

Model "Presentation of an Issue of Leadership"

Course requirements and sign-up

Reflections, announcements

APPENDIX C: SNAPSHOTS OF LEADERSHIP

Robert Rivera-Amezola

Leadership Inquiry Seminar

April 28, 2006

Leadership Vignette

Describe a time when you felt personally supported/challenged as a leader.

There are some people whose charisma and competence are so riveting that they command attention and respect. Kathy is just such a woman. She serves on the board of The Gay and Lesbian Latino Aids Education Project (GALAEI), the organization whose board I chair. She has been a member of the board longer than I have (about five years). She was even interim president for a few months while we searched for new board members and a new president. She might have served as permanent president (she certainly would have received the support) if it were not for her other commitments with other boards and nonprofits within the LGBT community. Socially minded, witty, and very smart, Kathy also intimidated me.

Recently, I felt supported as a leader when Kathy, a lawyer by profession, seemed to vindicate my election as board president of GALAEI. Her intelligence, quick sense of humor, and keen perceptions make her an invaluable asset on our board. Kathy is not the "pat-on-the-back" type, but one can always tell when Kathy approves by as little as a furtive look or a minor gesture at the board table. My initial intimidation subsided and my comfort level increased at our last meeting when she conveyed graciousness in defeat. I had to disagree with a proposal she had made on a certain point about a project we have been working on. Though she made a strong argument, I countered equally as strongly. She paused for a moment, thought about the logic, and rescinded her proposal.

This was a great feeling for me. I finally felt I was coming into my own as the leader of this group, and it only took one gesture from someone like Kathy. One could argue that my jump in self-confidence should not have to rely on the proclivity of a single individual. Such a dependence is tenuous at best. However, I remember very well a statement that Kathy made just prior to the elections for a new board president. She said she increasingly is seeing her role in all the activities with which she is involved taking on a mentorship quality. For that reason, she did not want to seek any leadership positions. This statement furthered my regard for her. Clearly, Kathy knew herself enough to pull away, but she carved out a crucial niche for herself as board member "emeritus." Her advice continues to be invaluable, and I am grateful for her support.

Erin Kelly

Philadelphia Writing Project

Leadership Inquiry Seminar

May 6, 2006

Snapshot of Leadership

A time that I felt supported and challenged as a leader was when I took the Summer Institute II: Teacher Inquiry Seminar in the summer of 2004. I remember feeling stressed about it because I was really struggling as a teacher at the time—it was the summer after my first year with my own class at a school that was going through tumultuous changes.

While anyone's first year in the classroom is challenging, my experience was made that much more challenging by the second/third grade split level class that I was assigned, and the reality that the staff and students at my school were adjusting to major changes including adjusting to their new identity as a Partnership School under Temple University, and also a gradual transformation from a K–5 to a K–8 school. During that school year, 2003–2004, our acting principal was let go in November, only to be replaced a month later by an interim principal whose experience was at the high school level. In addition, we began that school year with vacancies in two classrooms that were filled by a random succession of teachers who stayed an average of 1½ months, and then quit, leaving students with feelings of abandonment, and the rest of our school staff taking turns covering these classes each period of every day, since substitute teachers were reluctant to come to our school. This led to complete staff exhaustion and low staff moral, and, subsequently, many of the staff, both new and experienced teachers, left at the end of that school year. As a result, there were nineteen new teachers out of a total of thirty-four teachers, that following school year, 2004–2005. It was the August right before this second school year—my second year as a classroom teacher—that my teacher inquiry began.

I remember how my inquiry question changed and evolved throughout the Saturday meetings during the school year and when it came time to give my presentation along with the other teachers in our group at the ethnography forum, I was nervous and worried. But I also had a sense of peace and confidence that I could do this—and this feeling came from the incredible support and encouragement that I received from the facilitators and other teachers in our inquiry group.

My original inquiry question had been: "How can I meet the needs of all of the students in my second grade bilingual class, both English language learners and non-English language learners alike?" I explored this question from the perspective of what I could do as a classroom teacher to meet their needs. I was considered a "bilingual teacher," but there was no bilingual program at my school; my Spanish skills were merely to be used as a support, since all instruction was to be in English. There was a part-time English for Speakers of Other Languages (ESOL) teacher at

my school that second year, which was an improvement since there was no ESOL teacher my first year. However, with limited hours, it was impossible for her to service the needs of all of the English language learners (ELLs) in our school. My ELLs saw her once a week if they were lucky.

I was deeply concerned about that fact that my ELLs were not receiving the instructional support that they needed. However, I was not able to focus on this issue because I was dealing with the daily reality of being a "new teacher." And my inquiry began to change and reflect this. It was my second year teaching my own class, but in many ways it felt like my first year had just streamlined right into my second year because my first year had been so harrowing. It was during my second year, that I actually began to feel somewhat like a normal first-year teacher. To me, a second-year teacher is still a new teacher. And that realization is one that I made through the process of my inquiry. The reality of the circumstances that I am describing above were a big part of what the process of my inquiry as a teacher-researcher led me to focus on.

One of the facilitators of the seminar in particular, really helped me through this process. She really helped me to take a step back and look at the bigger picture and also to look at the heart of what I was searching for and seeking as a new teacher. She helped me to see that *Ethnography* is really an academic/scholarly term for human storytelling. And, in my case, I was working and thinking and trying to find a way to tell my story as it was happening and continuing to unfold. Throughout this entire process, I felt the support of the facilitators and the teachers in my group. I came to depend on our monthly Saturday meetings during the school year as a way to help keep myself grounded, rekindle my inspiration, and keep the flickering light of hope alive in terms of what I could accomplish in my struggling state as a new teacher. Just as my experience in the Summer Institute I helped me to get through my first year as a classroom teacher, the support and encouragement I received in Summer Institute II helped me through my second year.

My inquiry did not stop in February at the ethnography forum. It continued through the end of the school year. In the end, I realized that although I was deeply committed to all of my students as a classroom teacher, my greatest strengths were evident when I was able to work with my students in smaller groups and give them more individualized attention. I also realized that there were other ways that I could work to meet the needs of my ELLs, and I began to research opportunities and requirements for being an ESOL teacher. This year I am working as an ESOL teacher. This new position brings new and different challenges with it, but overall I have felt more successful and effective as a teacher in this position. I have not ruled out the possibility of being a classroom teacher again in the future, but through the process of my inquiry I gave myself permission to try a different position in order to grow as a teacher and learn from a new experience. As a third-year teacher, I have been blessed to be part of the Leadership Inquiry Seminar, which has greatly enriched this process of learning and growing.

George Cross, PhD DM

Organizational Psychologist

Snapshot of Leadership

Spring 2006

A Time I Was in the Presence of Leadership

It was the first day of high school for me when I remember being in the presence of unique leadership. After graduating from junior high school, where I was viewed as one of the leaders of the school as a result of serving as the president of my ninth grade class, I was uncertain of what to expect at the next higher level, where I was viewed as "fresh meat," along with the other newly entering tenth graders. We were all anxious about the idea of being freshmen at Simon Gratz High School, which had a reputation of being a tough school, both inside and out, within the surrounding Tioga-Nicetown community.

My brand new roster indicated that first period I was to report to Biology 1 class, which I entered along with all the other new, fresh-faced freshmen. Some entered in cliques, laughing and joking and talking about events that had occurred in the neighborhood; some came with a buddy, chatting quietly, yet relaxed; and others, like me, wandered in nervously alone. The gang members, noticeable because of the similarity in their clothing style, colors and mannerisms, came in a bunch, which cast an ominous shadow through the room. "Where is the teacher? Suppose somebody asks me where I live, and they discover that I am from the rival neighborhood? Oh, my God!" I thought as I attempted to remain as cool as possible, fumbling through my new book bag, trying to look busy. Two very large boys who appeared to have been left back a few grades approached my desk, and stared at me in a manner that created heat on my forehead—either real or imagined. I felt myself getting that feeling of butterflies and nausea, yet I let my eyes meet theirs in an attempt to demonstrate my version of the snake charmer's stare, to maintain the posture that I am not afraid.

As one of the boys stood in front of me, another walked diagonally in my direction, and he wore the same general style clothing and colors as the other two. "I am doomed!" zipped through my mind faster than the speed of fear, yet I maintained the snake charmer's stare. The girl who sat next to me slowly moved her seat, almost as if in slow motion, and my mind's eye sensed a vacuum being slowly created between myself and the other bystanders in this freshman group. Either they sensed the possibility of something ugly about to take place, or, worse yet, maybe they knew exactly what was in the midst of developing. I had read in the newspaper of serious beatings suffered by students in schools, mostly high schools, and the word on the street was that the "Tioga T's," which is the neighborhood gang that surrounds Gratz High, is one of the most notorious at applying in-school beatings. Rumor had it that most of the teachers were afraid of this gang and, therefore, most students did not feel safe, even with a teacher in the room, and here I am, in a

room with no teacher, surrounded by what appears to be a group of young hyenas, hungry for some fresh meat. "I am doomed!"

Whistling filled the air suddenly. A crisp, strong, and rhythmically shrill melody wafted from outside the classroom; I believe the song was "Moon River." The sound froze the action, and everyone rushed to their seats and took their places similar to how the pet dog does when the owner enters the room just before it prepares to chase the pet cat. Entering the room was an impeccably dressed African American man, wearing a well-tailored dark blue suit, with a white shirt and dark tie. He had a fresh haircut, carried a highly polished leather briefcase, and had a shine on his shoes that was blinding. He was "Daddy," "Pop," "Zorro," "The Lone Ranger," "Superman," and any other hero that is famous for arriving just in the nick of time. The ominous atmosphere immediately disappeared as his booming baritone rang out, "Good morning, I am Mr. Jesse Taylor, your teacher for Biology 1, and I am the best who ever did it and got away with it."

I was saved! How? Either he had a reputation that preceded him, or he projected such a rich, original version of manhood that so thoroughly trumped the gang members' weak, bootlegged version, that they cowered at the reality that if they attempted to disrupt the classroom business that Mr. Taylor is paid to conduct, they would have "hell to pay." What further fortified Mr. Taylor's unchallenged claim as the only man in the room was his confidence that no one else within fifty feet could challenge; he was the "real deal." He was the father they never had and probably never even heard of. He was unique as a leader—he led through sheer proximity, and there was no question in anyone's mind that everyone in the class, including the thugs, was safe and in good hands. Leadership such as this, solely through confidence and expertise, inspired me to emulate Mr. Taylor, even to this day, by showing my students and others that, with me, they are safe and in good hands.

This recollection of an event that occurred in the 1960s holds prominence to me as the importance of presence.

APPENDIX D: REFLECTIVE CONVERSATION

The words and phrases below were generated in an exercise of reflective conversation. Participants are asked to focus on a word and record their own associations with the word. The activity helps participants see the multiple associations that they bring to a word.

LIS – Reflective Conversation – December 3, 2005:

Leadership

Reformation	Named vs. unnamed
Professional	Culture
Interactive	Sharing of….
Intrapersonal	Hope
Interpersonal	"being the change that you hope"
Innovative	Relationships
Humor	Goals
Respect	Responsibilities
Affirm others	Balancing possibilities
Commitment	Criticism
Cautious	New
Careful	Old
Dedication	Inspiration
Community members	Mobilization
Service	Thoughtful reflection
Dynamic	Central element
Energizing	Achievement
Optimistic	Objective
Collaboration	Moral
Encouragement	Ethical
	Social

APPENDIX E: DIRECTIONS FOR THE PAIRED INTERVIEW

After discussing the following interview questions, be prepared to introduce your partner to the whole group. Please make sure to include your partner's name, school, and responsibilities.

1. Introduce yourself to your partner by sharing some things about you that you think are important for your partner to know.

2. Think about the many roles and responsibilities teachers now have. Talk about some of your own leadership experiences in and out of schools.

3. What prompted you to apply for the Leadership Inquiry Seminar?

4. Is there anything else you'd like to add?

APPENDIX F: DIRECTONS FOR VIGNETTE WRITING

The Philadelphia Writing Project

Vignette Writing

Some of our most poignant reflections and observations about teaching and learning come out through our stories. Using a narrative style, the reader finds the setting, character, conflict, and accomplishments best told through the eyes of the very close but critical observer and/or participant. The writer's task is to capture a specific event as completely as possible. The vignette focuses on what happened and not so much on interpretations of what happened.

Vignettes allow us, in a somewhat brief way, to capture the richest snapshots of an event that can be revisited again and again. Repeated analysis can allow researchers to gain insights into everyday interactions that often go unexplored. Sharing the vignette with colleagues can provide a context for exploring a variety of perspectives.

Begin the narrative by setting the scene with details like *who, what, when, where,* and *why*. Include those sensory features present in the event that may influence mood such as climate, lighting, sound, and spatial considerations. Emphasize the details that are important to telling the story and helping the reader see the event.

Vignettes will be one of many vehicles we will use over time to collect issues, ideas, and pressing concerns, as well as to help us dig deeper into our own thoughts and styles about teaching, learning, and areas for change.

APPENDIX G: LIS SCHEDULE OF TOPICS 2002–2003

Philadelphia Writing Project
Leadership Inquiry Seminar Schedule of Topics
November 2002–May 2003
Marci Resnick, Teri Hines, Vanessa Brown, Facilitators

DECEMBER

Paradigms of Leadership

- What is a leader? Am I a leader?

- What is true leadership?

- Title = Leader? Title does not = Leader? Leader does not = Title?

- Can leadership be taken away, or is it something that can be surrendered?

- How can one view oneself as a leader when no leadership responsibilities outside of the classroom are held?

- How are informal leaders created?

- How can we divest leadership from the concept of *expert* or *expertise*?

- Is leadership the exclusive domain of appointed leaders?

- Are we now recognizing the effectiveness of leadership among all rank and file?

- If we develop teachers as leaders, what are the ramifications for the system?

- How do you get the hierarchical educational establishment—district, administrators, principals, other teachers, etc.—to view teachers as leaders?

- How does one motivate and empower teachers as leaders?

- How do we get administrators to view teachers as leaders?

- Are leadership roles interrelated across institutions, such as community leader, church leader, school leader, academic leader?

- How do outcomes differ from a constructivist approach?

Roles and Responsibilities of Leaders/Leadership

- How much of leadership is management?

- Do leaders have to create their "Image" as don't-touch, don't-mess-with-me, do-what-I-say-or-else kind of people?

- Does a leader *have* to be at the forefront, or can a leader be more behind the scenes/in the background?

- How do we know whether we possess leadership qualities?

- How does one find his/her niche?

- What is leadership? What is a leader really? Authoritarian leadership?

- Does *leadership* mean "authority"?

- How do we deal with demands on time?

- How can teachers who want to become leaders find resources to develop their leadership skills?

JANUARY

Working with Colleagues in Schools

- How do leaders create a collaborative environment among staff?

- How does a leader handle the exclusion that comes with the territory of leadership?

- Why are relationships between teachers and administration so often adversarial?

- When our principals make us "leaders," how do we diplomatically lead?

- How can I get my colleagues to give the same respect they require to their students?

- Are leaders aware of the effect they have on the people they lead? Positive or negative?

- How can we get old-school administrators to *at least* make us feel listened to?

- How can you encourage others who have the potential to lead to lead?

- How do you motivate others for change?

- Why does a leader compromise his/her leadership by second guessing himself/herself and seeking the approval of others?

- Communication between administration and teachers: Principals are from Mars; teachers are from Venus? But we are supposed to be on the same planet!

- How do I avoid alienating someone in a power position yet get the results I want?

- How do I balance diplomacy with assertiveness?

- How can persons working under an inept or incompetent leader be effective in "lesser" leadership capacities?

- When leaders are asked to act as team leaders, do they orchestrate?

- What makes it so hard to go from being a "worker" to being a leader? What steps does it take for this to happen on a personal level?

- Are leaders alienated by subordinates? Is this inevitable? Is distance necessary?

- Does being a leader automatically mean being unpopular?

- What are ways to establish leadership skills that focus on inclusion?

- How does a school leader motivate school staff members who have a high degree of cynicism and burnout?

- How can teacher-leaders help create a positive school/teacher culture?

- How can teacher-leaders work against the negativity of the teachers' lounge?

- How can teachers' cynicism be dealt with?

- What would happen if a teacher-leader tried to create a writing community of teachers within a school?

FEBRUARY

Leadership and Diversity

How Do We Create Collaborative Cultures to Address the Teaching and Learning Needs of Diverse Student Populations?

- When diversity issues are explored in class, does school violence/harassment of gays and lesbians increase, decrease, or remain unchanged?

- When will I feel comfortable to take risks? What needs to be in place for me to do this?

- Are inclusion/mainstreaming beneficial in improving the skills/motivation of special education students? How is the self-concept of special education students affected when they are mainstreamed?

- How can teacher wait time increase the participation of students who choose not to participate or are too shy to do so?

- Does student choice play a significant role in academic performance?

- Does sustained silent reading increase/decrease reading outside of the classroom?

- What models are there for teaching Spanish to Spanish-speaking students in the United States?

- How do we evaluate student writing done in Spanish?

- What are the benefits to a student's acquisition of English, general comfort and well-being, and motivation to stay in school in the United States when they read and write Spanish?

- Has anyone in the United States put into effect models of teaching Spanish from any U.S. territories or colonies other than Latin American nations?

MARCH

Working with Teachers in Professional Development

- How can teacher-leaders make the best use of peer observations?

- How can teacher-leaders make observations of other teachers a positive, productive tool to improve instruction?

- How can teacher-leaders best serve their teaching peers with regard to professional development days?

- How can you overcome your need to please everyone when you are a leader?

- How can we give teachers the support they need?

APRIL

Working in Contexts of School Reform

- How do we work in the different local context we have here in Philadelphia in relation to school reform?

MAY

Students as Change Agents and Leaders

- In assessing results, how much weight do we put on so-called objective, time-driven measurement tools versus more subjective teacher-centered tools?

- How can dissonance promote critical thinking?

- What happens when students initiate a constructivist approach?

- What does environment have to do with leadership or the ability to bring out leadership qualities in my students?

- Does service learning have an effect on academic performance and motivation?

- How does tracking affect student performance and self-concept?

- How do you encourage students' creativity rather than their regurgitation of prompts?

- How can we educate students to be leaders instead of just workers?

- How do we lead all students to successful goals?

APPENDIX H: LIS SCHEDULE OF TOPICS 2005–2006

Philadelphia Writing Project
Leadership Inquiry Seminar Schedule of Topics
December 2005–June 2006
Teri Hines, Bruce Bowers, Amelia Coleman, Facilitators

JANUARY 7

Leadership Qualities, Roles, Characteristics, and Responsibilities

- Who determines the culture of leadership in a school?
- How does an educational leader create space to build upon and enhance the knowledge of the school community?
- How does a school identify the best leader for its purpose?
- What is the difference between active and passive leadership?
- What is good leadership?
- Where do good leaders learn how to do it?
- How does a school develop communication from conveying everyday organization to communicating the vision of the school?
- Once a person has been titled *leader*, how does one redefine self within the title?
- Who tells us leadership is good or bad?
- How am I a leader?
- How can someone in a leadership position learn to effectively manage their time in order to achieve their goals?
- How do we identify good leadership?

FEBRUARY 4

The Culture of Leadership

- When is bad leadership made good; how does it happen?
- How can leadership paradigms be changed?
- How can we move away from a top-down structure?
- How important is theory to leadership?
- Can leadership just be natural?
- How can I channel constructive critiques instead of taking it personally?
- When does theory guide practice? When does practice guide theory?

- When does experience trump policy?

- How do you know when it is time to change leadership?

- How do the community and the school agree on the culture of leadership?

- How do we reframe educational leadership so that we collectively and coura-geously generate a future of enlightened leadership with authentic presence?

- Is one good leader at a school better than two?

- How can we sometimes push the limits of established rules, customs, and requirements? (And why?)

- How do we establish a common vision within our school community?

MARCH 4

Leadership Shifts, Challenges, and Outcomes

- What does social justice have to do with leadership?

- How do we start to work together if we are not on the same page?

- How is dissent handled in our roles as "leader"?

- How does conflict between/among leaders create tension for others? How should this be addressed to sustain the institution?

- What happens when leadership leads to conflict?

- How do challenges to leadership create opportunities for growth?

- How does an educational leader support "teaching for understanding" in a district that does not understand what it really means to teach?

- How do we identify good leadership despite testing and achievement scores?

- Where does the change in leadership start: test scores, failure/success rate, etc.?

- Who/what is a leader responsible to—the people they represent or the agenda of their institution?

- How does an instructional leader find an effective balance of instruction and assessment?

- How do required standardized tests help or hinder? What is the leader's response?

- How do we respond to standardized curriculum in the classroom?

APRIL 1

Collaboration, Relationships, and Leadership

- How do leaders engage reluctant participants?

- How can the balance between collaborating, delegating, and leading be achieved?

- What can I do when I realize that I do not connect to the leadership?

- How does one build a cohort where none exists?

- What is this leadership/collaboration mumbo-jumbo?

- What does collaborative/constructive leadership look like? How do we get there?

- How can someone who is in the named or traditional leadership position share responsibility and collaborate with a person who is in a traditional non-leadership role?

May 6

Capacity Building in/for Leadership

- How can the community help leadership evolve without it breaking into "us" and "them" contexts?

- How can leadership be "passed on," or shared with others?

- How does a designated leader draw in the unofficial leaders to build capacity for change and growth?

- How do I relinquish my role as leader without losing the group?

- How can we involve the whole community, including families and parents?

- What kinds of leadership roles am I willing to take on without being fairly compensated?

- When does leadership begin to dictate policy?

- How can a person who has a few leadership experiences learn to be a leader in a larger forum such as his or her school, community, workplace, etc.?

- Who is involved in leadership roles? How do we involve those who do not fill traditional leadership roles?

- How can someone who is not in a traditional leadership role serve as a "leader" in the role that she/he is in?

- How does one move from passive/reactive leadership to active/proactive leadership?

June 3

Cultivating and Supporting Student Leaders

- Does one teach students to be leaders, model leadership, or simply have students undertake leadership roles?

- How can student leadership affect administrative leadership?

- What are more ways to disseminate leader responsibilities in group work (with students)?

- How do we get students to take on leadership roles?

- How do we get students to have a sense of ownership of their school community?

- How does student leadership dictate policy?

- How can service learning become a primary focus of a school? How can leadership support the service-learning curriculum?

APPENDIX I: EXAMPLES OF PROGRAM READINGS

Philadelphia Writing Project

Leadership Inquiry Seminar

Examples of Program Readings

All readings are researched and selected after the participants have identified the monthly themes and topics. Seminar facilitators, with input and assistance from other site leaders and participants, contribute to this collection, which may vary in use from year to year.

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Hargreaves, A. *Individualism and Individuality: Reinterpreting the Teacher Culture.* Paper presented at AERA, April 1990.

Keith, N., et al. "Reform, Representation and Social Responsibility: Partnerships as Practical Democracy." Saturday Morning Talk at University of Pennsylvania Ethnography Forum, March 2003.

Lambert, L. 1998. "What Is Leadership Capacity?" and "Connecting Capacity Building with Leadership." *Building Leadership Capacity in Schools.* Alexandria: Association for Supervision and Curriculum Development, 1–28.

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Mintz, N. 2002. "Developing Collaborative Relationships in a School Setting: Taking an Inquiry Stance in Professional Development. In M. Wolfe, N. Mintz, and A. L. Stein. *On-Site Consulting: New York City Writing Project*. Berkeley: National Writing Project, NWP at Work Monograph Series. 5–20. Available online at *http://www.nwp.org/cs/public/download/nwp_file/8959/On-Site_Consulting.pdf?x-r=pcfile_d*

Polite, L., and E. B. Saenger. 2003. "A Pernicious Silence: Confronting Race in the Elementary Classroom." *Phi Delta Kappan* 85 (4): 274.

Rose, M. 2003. "Foreword." In G. H. McEntee. *At the Heart of Teaching: A Guide to Reflective Practice*. New York: Teachers College Press, x–xi.

Schultz, K., P. Buck, and T. Niesz. *Democratizing Conversations: Racialized Talk in a Post-segregated Middle School*. Working draft of paper. April 1999.

Wagner, T. 1998. "Change as Collaborative Inquiry: A 'Constructivist' Methodology for Reinventing Schools." *Phi Delta Kappan* 79 (7): 512–516.

Wilson, M. 1993. "The Search for Teacher Leaders." *Educational Leadership* 50: 24–27.

What Is Social Action? From the Centre for Social Action Web page: *http://www.staff.dmu.ac.uk/~dmucsa/welcome.html*

APPENDIX J: PROTOCOL FOR PRESENTATION OF ISSUE OF LEADERSHIP

Leadership Inquiry Seminar
Presentation of an Issue of Leadership

Suggested Protocol

Before the presentation:

Presenter types up a one-page handout that can be distributed to all participants (Make twenty copies before you come, if you can). Handout should include:

1. A brief description of your essential question or concern (one or two sentences).

2. A detailed description of the context or framework for the question (a few paragraphs that will help illuminate what, who, where, and why this is important).

The presentation:

1. Distribute your handout to seminar participants.

2. Restate your essential question and talk about the context of the work you are presenting.

Process:

1. Seminar participants will review your handout while you talk about it (3–5 minutes).

2. Seminar participants will ask you clarifying questions about the context, the essential question, or any thing you have said so far about this issue. (12–15 minutes)

3. Seminar participants will make suggestions/recommendations that respond to your essential question. A facilitator will chart the recommendations for all to see. (You will not respond during this step in the process.) (12–15 minutes)

4. Summary (2–5 minutes)

5. Final remarks from the presenter (2–3 minutes)

After the presentation:

All the recommendations that were charted will be typed and distributed to you and your seminar colleagues at the next session. This will enable everyone to benefit from the process.

APPENDIX K: FACILITATORS' TIMELINE

Leadership Inquiry Seminar Facilitators' Timeline

Date	Focus	Notes
October	• Collecting questions • Confirming participants • Planning of 1st agenda	Support the identification of broad topics/categories. Select texts and activities appropriate to initial session.
November	• Launching seminar, feeling out dynamics of group • Organizing themes from co-construction activity into LIS calendar of topics • Modeling presentation protocol and reinforcing the inquiry stance	Pay attention to the dynamics of the individuals and the group to identify strengths and areas of growth for group. Fit the agenda into a format that will scaffold discussions and activities that support participant growth.
December through March	• Utilizing feedback, in-class discussions, and calendar of topics to define readings and activities • Supporting presentations	Pay attention to individuals' growth and the group dynamics. Challenge all members to participate, push comfort zones, and tease out opinions and conversations, focusing on <u>inquiry</u> stance.
April	• Preparing "Snapshots of Leadership Vignette" selection for publication • Reviewing portfolio requirement • Highlighting personal and group growth in months together	Give time to revisit vignettes, review the nature of the genre, and give time for feedback and revision. Review requirements of portfolio, especially focusing on reflection paper qualities.
May	• Promoting closure through key activity of text rendering around snapshots	Collect portfolios. Invite participants to consider their new leadership frameworks and to continue work.

ABOUT THE AUTHORS

Bruce Bowers is a teacher-consultant with the Philadelphia Writing Project and is currently a humanities teacher at Mastery Charter High School in Philadelphia. He previously taught English and social studies at Strawberry Mansion Middle and Senior High School in Philadelphia. His work for the Philadelphia Writing Project has included serving as the PhilWP Scholar and co-facilitating the Leadership Inquiry Seminar and the Seminar in Gender and Literacy. He has worked in teacher research groups that have been funded in part by the Spencer Foundation and the Arthur Vining Davis Foundation.

Vanessa Brown is an NWP program associate and a director of the Philadelphia Writing Project along with Kathy Schultz at the Graduate School of Education, University of Pennsylvania. A 34-year veteran teacher of the School District of Philadelphia, she co-founded and facilitated the PhilWP Leadership Inquiry Seminar with Bob Fecho and Marci Resnick in 1997 and continued to facilitate until 2005. She was a K–12 Carnegie Scholar with the Carnegie Academy for the Study of Teaching and Learning (CASTL), which published her writing in *Going Public with Our Teaching: An Anthology of Practice* (2005). Before becoming an NWP thinking partner for the Urban Sites Network, she served as co-chair of the network. She is a member of the Thinking and Development Team of the NWP African American Learners Project and a national coordinator for Project Outreach 3.

Teri Hines is a teacher-consultant and co-director of continuity programs for the Philadelphia Writing Project. She came to teaching and administration for Philadelphia schools in 1995, having worked 15 years in the private sector. Currently, she is the assistant principal of operations for Mastery Charter School – Thomas Campus in Philadelphia. Her work for PhilWP has included facilitating Literature Circles, Advanced Summer Institute 2 for teacher research, and Writing Across the Curriculum professional development for the School District of Philadelphia. Teri has been facilitating or co-facilitating the Leadership Inquiry Seminar since 2001.

With deep respect and affection we dedicate the spirit and work of this monograph to Marci Resnick, who passed away May 28, 2007. Marci, a dear friend and mentor to so many in the writing project community, was NWP's Associate Director for National Programs for seven years. In her leadership role at NWP, Marci worked tirelessly with site leaders and teacher-consultants across the country on initiatives that helped support sites and teachers.

As one PhilWP friend wrote on a blog dedicated to her memory:

> Marci was a teacher's teacher. Marci was a facilitator's facilitator. Marci was PhilWP.
>
> From the heart, Viva Marci!

The memory of Marci's delightful spirit and the legacy of her heartfelt work with the writing project will always be with us.