

Numbers of Note

1,080

The average number of hours per year that U.S. educators teach in primary school.

vs.

803

The average number of hours per year that educators in all OECD nations teach in primary school.

44

The number of hours of professional development that U.S. teachers reported experiencing “in the last 12 months.”

vs.

100+

The number of hours each year of professional development required of—and provided to—teachers in the Netherlands, Sweden, Singapore, and other high-achieving countries.

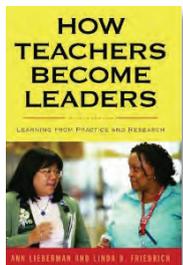
Source: Organisation for Economic Cooperation and Development. (2007). *Education at a Glance 2007: OECD Indicators*. Paris: Author

Source: Wei, R. C., Darling-Hammond, L., & Adamson, F. (2010). *Professional Development in the United States: Trends and Challenges*. Dallas, TX: NSDC.

Relevant Reads

***How Teachers Become Leaders: Learning from Practice and Research* by Ann Lieberman and Linda D. Friedrich** (Teachers College Press, 2010).

What challenges do teachers face when they assume leadership roles in their schools and districts? Lieberman and Friedrich explored this question by asking teacher leaders to write a vignette about what they have learned from their leadership



experience. The 14 educators who tell their personal stories in this collection include a teacher who found that her new role as assistant principal cut her off from her colleagues, a literacy director who discovered the value of teacher collaboration, and a districtwide staff developer turned literacy coach turned 3rd grade teacher who discovered that each role enabled her to exert a different kind

Only Online

A Lifeline—and More

Ever wished you could ask an accomplished teacher for help creating lessons, setting up your classroom, or handling a tough teaching dilemma? You’ve got a helpline now—at the Teachers Network website (www.teachersnetwork.org).

The helpline (http://teachersnetwork.org/aboutus/web_mentors.htm) connects visitors to teachers with expertise in areas ranging from using new media to adjusting instruction for language learners. Visitors can not only access lesson plans, activities, and articles that these “web mentor” teachers have posted related to their specialties, but also e-mail a practice-based question to a web mentor teacher and expect a response within 72 hours. There’s also a New York City Teachers Helpline that connects to teacher mentors working in New York City schools.

While you’re there, take a look at

- *Teachers on Teaching*, an 18-minute documentary that features interviews with classroom teachers around the United States. The teachers frankly discuss what drew them to teaching, why they stay, and what kinds of supports and learning opportunities they believe teachers need to remain in the teaching profession.
- The Network’s Teachnet project, which features a large database of free units and classroom projects. Users can search 12 subject areas—including special education, the arts, and health—and pull up detailed descriptions of units or projects created by participating teachers, grouped into elementary, middle, and high school levels. You’ll find lesson plans and assignments, lists of materials needed, a review of the standards that the unit or project meets, tips for teaching the unit, and teacher contact information.



PageTurner

“A commitment to professional learning is important, not because teaching is of poor quality and must be ‘fixed,’ but rather because teaching is so *hard* that we can always improve it.”

—Charlotte Danielson, p. 35

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