



*Great Public Schools for Every Student*

**FOR IMMEDIATE RELEASE**

**January 9, 2014**

## **Cambridge educators selected for national leadership initiative**

*Joint initiative to develop new generation of education leaders*

WASHINGTON –Two Cambridge Public Schools teachers, Karyn Grace and Dan Monahan, were selected as two of 150 educators from six states to participate in the national Teacher Leadership Initiative, a program to develop a new generation of leaders within the teaching profession.

Karyn Grace is an educator with 18 years of experience. She has been a special educator for seventeen years and is an Inclusive Instructional Specialist for three elementary schools and a middle school program for Cambridge Public Schools. Karyn is adjunct faculty at Lesley University, Endicott College, and Fitchburg State University. She has developed coursework for the CPS licensure program, mentor program, and is responsible for district professional development on inclusive schooling. Interests include data analysis, knowledge and pacing chart development connected to the National Common Core Standards, Special Education, Cambridge Education Association representative, Positive Behavioral Intervention Systems, and Response to Intervention Leadership. Current projects include the Massachusetts Department of Elementary & Secondary Education Performance Assessment of Knowledge and Skills Committee and delivering professional development for Teach+ on Differentiating the Common Core. Recent delivery of Authentic Assessment using IPADS at the Literacy for All Conference, Fall 2013 and presented at UMASS for 170 educators on the Common Core. Karyn Grace is currently enrolled in a doctoral program in Educational Leadership.

Dan Monahan is also an educator with 18 years of experience, formerly an electronics engineer and farmer. He taught for eight years as a 7<sup>th</sup> and 8<sup>th</sup> grade math and science teacher at the Cambridgeport School, where he helped design and implement their middle school program that included graduation by portfolio. While there, he achieved National Board Certification in Early Adolescent Mathematics. For the past eight years he has been a science instructional coach at the district level, supporting teachers in science instruction. He has been active at the state and national levels through MCAS Assessment and Development Committees, MPAKS (Massachusetts Performance Assessment of Knowledge and Skills) committees, as well as contributing to the writing of the National Board for Professional Teachers Standards in Early Adolescent Science. He has been active in the Cambridge Education Association as Secretary, Vice President, and as a member of the contract negotiating committee. He has been active in TURN (Teachers Union Reform Network) on the national and regional levels and has participated in the NEA Foundation Union/District collaboration work.

The Teacher Leadership Initiative (TLI) is a joint endeavor of the National Education Association (NEA), the Center for Teaching Quality (CTQ) and the National Board for Professional Teaching Standards (National Board). The initiative is the product of the organizations' shared vision of teacher-leadership advancing the profession. The long-term goals of the TLI are: 1) define the foundational competencies of teacher leadership; 2) develop relevant experiences and supports to help teachers cultivate those competencies; and (3) activate teachers to be leaders for their profession as a result of their participation in this process. One hundred and fifty educators representing Arizona, Colorado, Iowa, Massachusetts, Michigan and Mississippi were chosen for the 2014 pilot year.

“This initiative will ultimately develop expertise and engage thousands of teacher-leaders in leadership work in schools, with NEA affiliates, and in state houses throughout the country—because every student should have

the best possible educators in their schools.” said NEA President Dennis Van Roekel. “The program will prepare and support the next generation of our profession’s leaders to meet the demands of a 21<sup>st</sup> century teaching professional and ensure the success of their students.”

Participants will engage with an interactive curriculum designed and facilitated by other expert teachers. Their learning will take place on [CTQ’s Collaboratory platform](#) and in face-to-face meetings. Once teacher leaders have been prepared, TLI will mobilize their leadership to help advance student learning, strengthen the teaching profession, and provide vision and direction to the Association. In addition, the partners will develop systems to support their on-going professional growth.

“The initiative will call on the voices and expertise of accomplished teachers,” said CTQ CEO Barnett Berry. “It’s time to blur the lines of distinction between those who teach in schools and those who lead them.”

“The National Board is proud to partner with NEA and CTQ on the Teacher Leadership Initiative,” said Ron Thorpe, president and CEO of the National Board. “It is our strong belief that positive change in education must be driven by the profession and shaped by the invaluable experience of teachers working in classrooms. The TLI initiative marks an important milestone in our collective effort to elevate the profession.”

The national initiative was announced on January 7, 2014 at the NEA headquarters in Washington, D.C.

###

*The National Education Association ([www.nea.org](http://www.nea.org)) is the nation’s largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators and students preparing to become teachers.*