

# Teaching to Lead



*Preparing CTE Teachers for Today's Students*



Great teachers are the key to preparing students for success after high school. The **Teaching to Lead** teacher preparation program helps new career and technical education teachers become great teachers.

Developed by the Southern Regional Education Board and the National Research Center for Career and Technical Education, T2L offers **intensive, research-based professional development and coaching services** that build new and early-career CTE teachers' capacity to plan instruction, engage students, manage classrooms, create standards-driven assessments and gain confidence in their craft.

Designed to support CTE teachers entering the classroom after successful careers, the T2L induction model has been shown to improve teacher competence and self-efficacy in a study of the model conducted by the NRCCTE at SREB.

**T2L can be used by states, districts or schools to support new or veteran CTE teachers in the first or second year of teaching and beyond. It can also take the place of traditional teacher preparation programs or alternative certification models.** What's more, SREB works with state, district or school leaders to sustain T2L after the initial implementation period.

“Participating in **Teaching to Lead** as a new teacher helped me understand and develop the fundamental set of teaching skills I need to be successful in the classroom. Teaching to Lead also helped me realize that throughout my teaching career, I will always be a learner first.”

— Theresa Volz, Teacher,  
Syracuse City School District

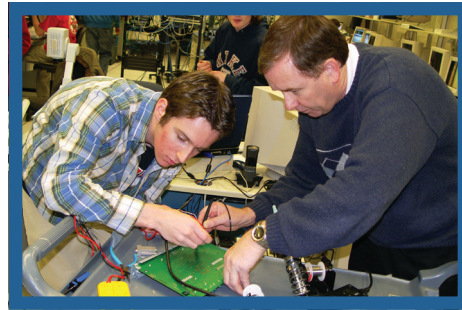
# Customizable Design and Delivery

**T2L professional development and coaching is delivered by trainers with the real-world teaching and leadership experience needed to inspire and support new teachers.** Trainers may be SREB staff, postsecondary faculty or SREB-certified trained district or state personnel.

After every professional development or coaching session, T2L participants come away with tools and strategies they can put to work right away in their classrooms. T2L's customizable scope and sequence allows participants to receive as many as 200 hours of training before, during and after the first year of teaching, including:

- intensive instruction during the summer prior to the first year of teaching, delivered through mini lectures, individual and team assignments, teach-backs and facilitated discussions
- quarterly professional development sessions that prepare teachers for the next nine weeks
- opportunities to share problems and solutions within a community of peers
- on-site coaching visits
- on-site and virtual mentoring with experienced teachers
- support from school leaders
- intensive reflection and instructional planning during the summer after the first year of teaching

## How have other states, districts and schools implemented T2L?



### STATE

**Kentucky** uses T2L as its teacher induction model for new CTE teachers. A two-year cohort of 180 teachers receives in-person professional development from SREB and ongoing coaching and mentoring from an SREB-certified state coordinator. The University of Louisville and Murray State University accept 12 hours of credit for T2L.

### DISTRICT

For the past four years, SREB has partnered with the **Syracuse City School District** in Syracuse, New York, and the State University of New York at Oswego to offer six hours of college credit to teachers participating in T2L. SREB is certifying district trainers to deliver and sustain T2L in the future.

### SCHOOL OR CENTER

**Anderson V Career Campus** in Anderson, South Carolina, is using T2L to develop a culture of good teaching practices among all faculty. By offering T2L to a new cohort of CTE teachers each year, the center's entire faculty received T2L professional development and coaching. SREB works with center staff to sustain T2L on their own.

# Serving New, Early-Career and Veteran Teachers

With T2L, teachers learn:

- What to do on the first day, in the first week and during the first nine weeks of school
- How to manage a classroom of diverse students
- How to differentiate and personalize instruction
- How to plan real-world assignments
- How to engage, motivate and support students
- How to assess student learning
- Where to go for help
- What great teachers do and how they do it



## Four Professional Development Modules

<b>Instructional Planning</b>	Teachers plan instruction that incorporates academic, technical and workplace readiness standards and modify their strategies to support the needs of diverse learners. Teachers also learn how to collaborate with peers, advisory committees and postsecondary partners.
<b>Instructional Strategies</b>	Teachers explore instructional strategies that help students develop problem-solving, critical thinking and teamwork skills while deepening their academic and technical skills. Teachers learn how to use project- and problem-based learning to design real-world assignments.
<b>Classroom Assessment</b>	Teachers learn how to use summative and formative assessments to measure what students learn and provide ongoing feedback. Covered tools include teacher-made exams, rubrics, scoring guides and portfolios. Teachers learn how to record data and determine grades.
<b>Classroom Management</b>	Teachers discover how to organize personalized learning environments that motivate students to behave in prosocial ways. Teachers create a plan for the first weeks of school; establish rules and procedures that support engagement and achievement; and learn how to communicate with parents, lead student organizations, mentor students and work with advisory committees.

## Post-Implementation Options

To support teachers who have completed T2L, states, districts or schools can offer follow-up professional development and coaching services that strengthen teachers' capacity to create challenging, standards-driven assignments. In a typical implementation, teachers participate in two years of additional professional development and coaching:

- **Year 1** – T2L teachers learn how to create authentic assignments that enhance students' literacy, math and science knowledge and skills by adopting instructional strategies from the NRCCTE at SREB's research-based Literacy-in-CTE, Math-in-CTE and Science-in-CTE models.
- **Year 2** – Project-based learning increases students' academic and technical achievement and empowers them to own their learning. T2L teachers learn how to collaborate with their colleagues to plan and implement standards-driven, project-based learning units in their disciplines.

**Learn more:** [sreb.org/teaching-lead](http://sreb.org/teaching-lead)  
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