

EVALUATING THE POWER OF TEACHER EMPOWERMENT: IN INCREASING K-12 STUDENT ACHIEVEMENT BY AMARNAUTH SAMAROO



Amarnauth Samaroo

**Evaluating The Power Of
Teacher Empowerment**
In Increasing K-12 Student Achievement



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About the Author

Dr. Amarnauth Samaroo is an assistant principal at Queens Gateway to Health Sciences Secondary School in the New York City School District. He is a career educator with thirty years of experience. He has been a teacher, coach, instructional leader, and department chair in the New York City Public School System.

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Evaluating the Power of Teacher Empowerment exposes the myth of false empowerment and makes the case that effective school leaders come from the ranks of career educators. The study posits that teacher empowerment is a prerequisite for student achievement and an indispensable component of effective school leadership. Evaluative research, with the researcher as participant-observer, was utilized in this study to examine the impact of teacher empowerment on student achievement, teacher collaboration, and school culture in a secondary school. An underlying assumption of the study was that the teacher is the key to effective instruction and the potential for student achievement is maximized in a school culture that recognizes and rewards teacher leadership. In contrast to the corporate model of school leadership, the study's findings support the need for a new paradigm of teacher empowerment that supplants the thinness of the single school leader with collaborative, participatory democracy that represents multiple voices in education. True empowerment is realized when accountability flows horizontally and obligation is reciprocal in nature.

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value of teachers empowerment. For a good Administrator, teachers should be the agent of change. To effectively carry out these changes, teachers needs to be empowered and valued. The Author of this book addresses all of such ingredients of empowering teachers. I strongly recommend this books for all teachers and Administrators of all ages.

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