



Teacher Leader Guidebook

2014-15 Tennessee Teacher Leader Network



Department of
Education



A Message From the Commissioner of Education

On behalf of the Tennessee Department of Education, I am excited to share innovative teacher leader models developed by teams from the eight districts across our state. The districts highlighted in this Teacher Leader Guidebook represent the geographic and demographic diversity in our state and provide a powerful road map for other schools and districts in developing the most important asset in pre-K-12 education: our teachers.

In 2011, the Tennessee State Board of Education adopted the Teacher Leader Model Standards, which provide a cohesive, transparent set of skills and competencies to guide the development of teacher leaders. This guidebook contains case studies of unique approaches to teacher leadership that are grounded in our standards. Creating a strong group of teacher leaders in Tennessee has multiple benefits:

- Increased student achievement and growth through the development of a shared leadership structure at the school level
- Broader dissemination and use of effective teacher strategies through an increase in teacher collaboration
- Stronger and more positive school and district culture through the development and retention of highly effective teachers

Tennessee students have been outpacing students across the nation in academic growth, and I firmly believe developing our teacher leaders is a critical lever for continuing our positive, upward trajectory for student achievement.



Dr. Candice McQueen
Commissioner of Education
Tennessee Department of Education

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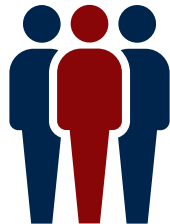
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Executive Summary



“Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change.”

Tennessee seeks to transform what it means to be an effective leader at all phases of a leader’s career. By setting high standards for effective leadership based on research and best practice, we aim to empower districts to build a network of exceptional instructional leaders who get results. Our leadership strategy reflects the changing skill sets needed by educators in Tennessee to move from an individual-manager-as-leader model to a shared-instructional-leader model. As powerfully stated in the Teacher Leader Model Standards, teacher leadership requires a shift in culture of schools:

“As Katzenmeyer and Moller (2001) succinctly state, ‘Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change.’ A prerequisite for successful and effective teacher leadership, however, is changing the culture of schools so that teachers are accepted as leaders among their peers and that old norms of teachers working in isolation are replaced with new norms of collaboration and teamwork. This requires a clear articulation of school-wide goals, training of principals as well as teachers to understand the role of teacher leaders and support for teachers and other education professionals to work together to serve the needs of all students in the school.”

The shared-instructional-leader model requires a bold, comprehensive strategy. By integrating all of the elements of the leadership talent lifecycle (i.e., preparation, recruitment, hiring, licensure, evaluation, professional learning, and support), we can redefine our understanding of leadership and deepen the pool of highly effective teacher leaders who are capable of leading from both the classroom and the main office.

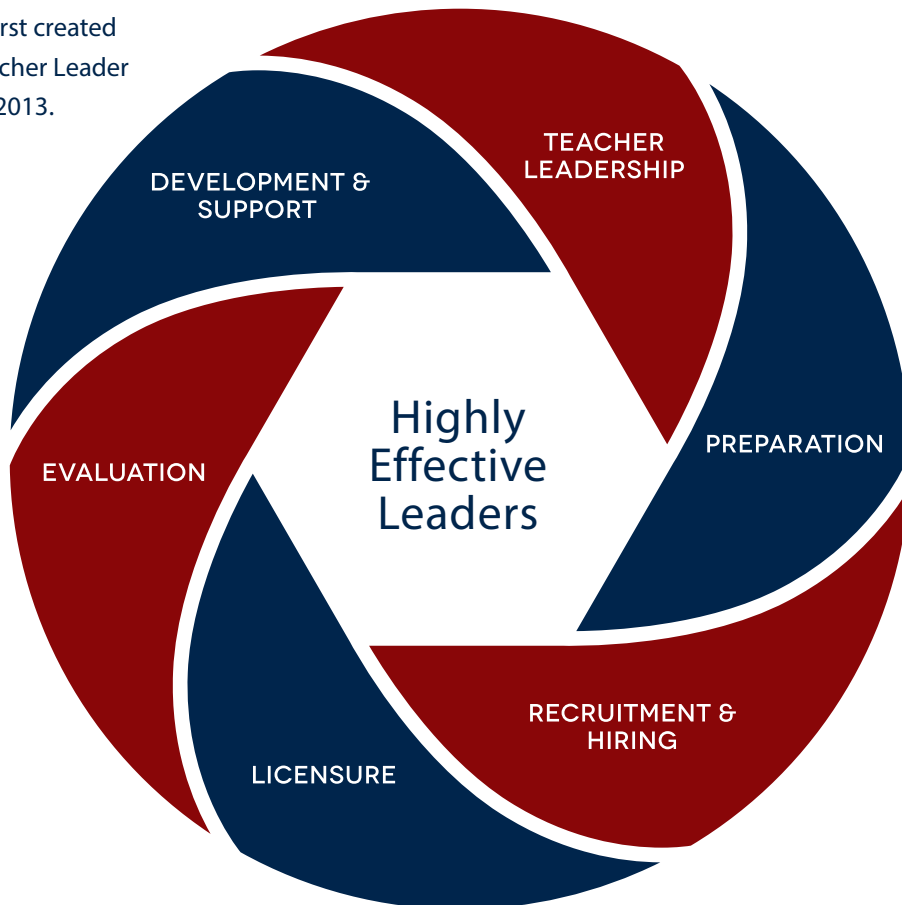
The department strategically created the Tennessee Teacher Leader Network in the fall of 2013 to develop adaptable teacher leadership models for implementation in districts across the state by pulling together highly effective district leadership teams representing the geographic, socioeconomic, and demographic diversity of all three grand divisions of the state. The eight districts selected to serve on the network created unique, innovative teacher leader models aligned to their specific strategic plans and reflecting the educator professional learning needs most closely tied to increasing student achievement and growth.

This guidebook from the 2014-15 school year represents the second cohort of districts serving on the Tennessee Teacher Leader Network. All of the district models are unique in their design, number of roles, and costs but share a foundational belief in developing teacher leader capacities, skills, and actions.

2014-15 PARTICIPATING DISTRICTS:

- Cleveland City Schools
- Collierville Schools
- Gestalt Community Schools
- Henderson County Schools
- Lauderdale County Schools
- Lincoln County Schools
- Paris Special School District
- Sumner County Schools

The department first created the Tennessee Teacher Leader Network in fall of 2013.



The fourteen districts on the Tennessee Teacher Leader Network (from the 2013-14 and 2014-15 school years) have provided invaluable feedback and insight on the development of the following key strategies that districts and states can use for developing teacher leader models:

THE STATE CAN:

- Make teacher leadership visible and important as a high-impact lever for improving student outcomes.
- Align and integrate teacher leadership with accountability measures by embedding teacher leadership into teacher and administrator evaluation systems.
- Identify and share examples of effective teacher leaders and district conditions that aid in the implementation, refinement, spread, and sustainability of teacher leader models.

THE DISTRICTS CAN:

- Create teacher leader models and roles driven by district and school needs related to existing state and district initiatives that improve student achievement and growth, and take into consideration elements such as district size, current culture for collaboration, and funding capacity.
- Create specific teacher leader roles aligned to teacher leader standards and competencies.

- Create an identification and selection process that is rigorous, fair, and thoroughly communicated to develop trust and transparency with educators across the district. Examples include:
 - » Writing samples
 - » Interviews
 - » Use of evaluation data
 - » Case studies and data exercises
 - » Personality inventories
- Provide ongoing training and support for teacher leaders. Educators engaged in the development of teacher leaders for their district’s model and highlight all of the components of highly effective professional learning:
 - » Content-based
 - » Relevant
 - » Rigorous
 - » Collaborative
 - » Ongoing, with multiple opportunities for practice and reflection

TOGETHER, DISTRICTS AND STATE CAN:

Provide a collaborative partnership structure for developing teacher leader models through a cohort model of district teams for teacher learning and the development of shared expertise.

Using current research and the Tennessee Teacher Leader Standards as the foundation, the Tennessee Teacher Leader Network developed the teacher leader models that are detailed in this guidebook.

Tennessee Teacher Leader Network

Background The goal of the statewide Teacher Leader Network is to create teacher leader models that can be shared and scaled across districts and regions. These models address the urgent need for high quality, relevant, and ongoing professional learning related to implementation in three critical areas:

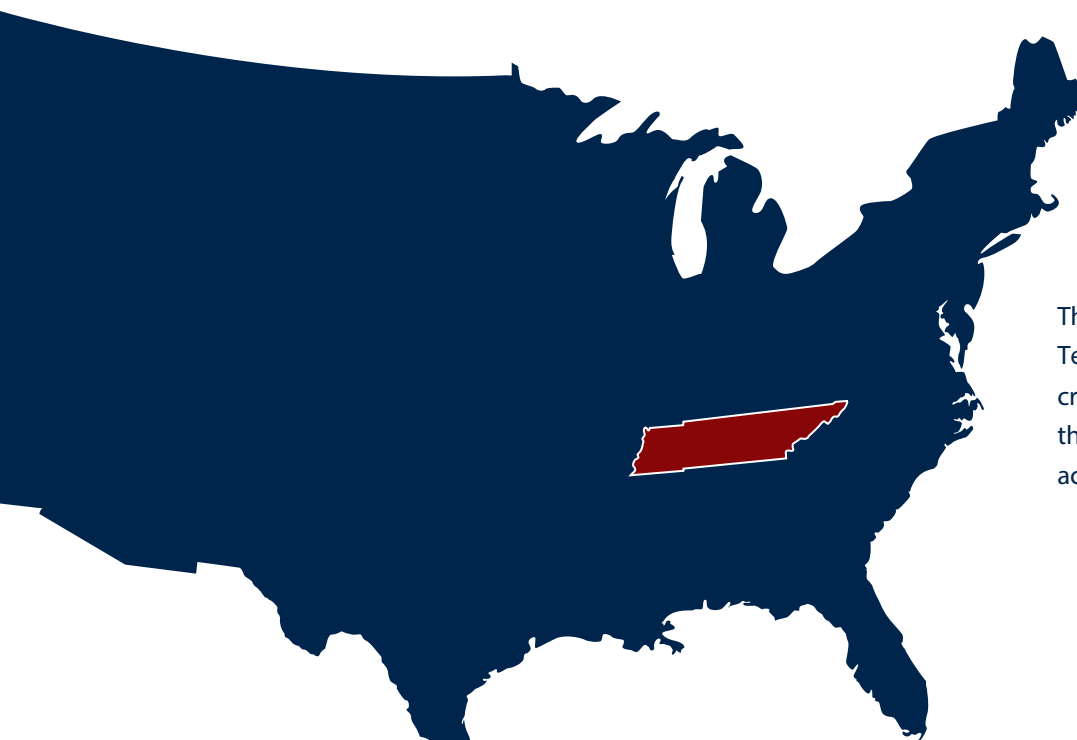
- Tennessee content standards
- TEAM evaluation
- Response to Instruction/Intervention (RTI²)

The Tennessee Teacher Leader and Professional Learning Standards are embedded in the revised Tennessee Instructional Leadership Standards (TILS, 2013).

This substantiates the need to develop the capacity of schools and districts to identify and foster teacher leaders.

Teacher Leader A teacher leader is a professional educator, who, through transparent practices, acts as a change agent to build capacity in self and others to increase effective educator practices and improve student learning.

Mission Statement The mission of the Tennessee Teacher Leader Network is to create exemplary, innovative, relevant, and sustainable teacher leader models that identify, develop, and extend the reach of teacher leaders, resulting in increased teacher effectiveness and improved student learning.



The goal of the statewide Teacher Leader Network is to create teacher leader models that can be shared and scaled across districts and regions.

Glossary

Common Formative Assessment (CFA) - Assessment collaboratively designed by a grade level or department that are administered to students by each participating teacher periodically throughout the year to assess learning and drive instruction

Formative Assessment - Assessment for learning given to students to identify student needs and provide data used for future instructional planning.

PLC - Professional Learning Community

SMART Goal - A goal that its Specific, Measurable, Achievable, Realistic, and Timely

TEAM - Tennessee Educator Acceleration Model, a comprehensive, student outcomes-based, statewide educator evaluation system

TVAAS - Tennessee Value-Added Assessment System, which measures the impact schools and teachers have on their students' academic progress

Collierville Schools

Curriculum Support Teacher - Aids in the development of teacher growth and student achievement throughout the district by providing curriculum support

Instructional Coach (IC) - Supports teachers as needed with a focus on teacher growth and student achievement; delivers district and school based PD, and conducts TEAM walkthrough observations

PLC Leader - Supports teachers by assisting with creating and maintaining PLC norms, unpacking standards, creating CFAs, and tracking and analyzing data to determine teacher/students needs

School Support Team - Teams made up of instructional leaders, curriculum support teachers, and PLC leaders; established to provide support for new, struggling, and veteran teachers to build capacity, increase teacher effectiveness, and raise student achievement

Student Response to Intervention (SRTI) - The SRTI Team process is designed to assist the collaborative efforts between teachers and school personnel in meeting the student needs that go beyond the general curriculum

Gestalt Community Schools

CMO - Charter Management Organization

GLOE - Gestalt Lenses of Excellence

Lincoln County Schools

R.I.S.E. - Rewarding Instruction for Student Excellence; name given to Lincoln County's TIF4 grant

TIF4 - A grant from the Teacher Incentive Fund, used to develop differentiated pay plan in Lincoln County

Paris Special School District

TIGER - Teacher Instructional Growth for Effectiveness and Results, a teacher evaluation model developed by practitioners within the Association of Independent Municipal Schools (AIMS)

Sumner County Schools

Focus Educator - A high school teacher who serves as the leader of the school's STEM focus program. He/she performs these leadership duties during an extra planning time each day

Lead Educator - A full-time instructional coach

Mentor - A full-time teacher who mentors new teachers

SRSD - Self-Regulated Strategy Development. This is a six-stage gradual release process for teaching writing

SWOT - Analysis of Strengths, Weaknesses, Opportunities, and Threats

Cleveland City Schools

www.clevelandschools.org

Collierville Schools

www.colliervilleschools.org

Gestalt Community Schools

www.gestaltcs.org

Henderson County Schools

www.hcschoolstn.org

Lauderdale County Schools

www.lced.net

Lincoln County Schools

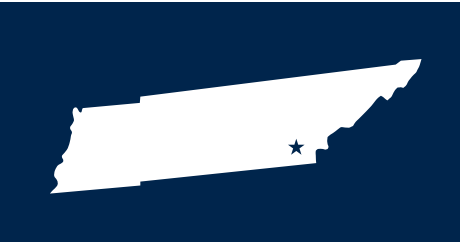
www.lcdoe.org

Paris Special School District

www.parissd.org

Sumner County Schools

www.sumnerschools.org



Cleveland City Schools

Superintendent Acknowledgment

I, Martin Ringstaff, as director of Cleveland City Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

Martin Ringstaff, Ed.D.
Director, Cleveland City Schools
4300 Mouse Creek Road, NW
Cleveland, TN 37312

MODEL SUMMARY

Teacher Leader Program

Cleveland City Schools' Teacher Leader Program will increase instructional capacity by providing opportunities for teachers to collaboratively plan to improve student achievement in core content areas. Working in partnership with administrators and instructional facilitators, teacher leaders will focus on identifying curriculum resources, analyzing student data, and conducting professional development to ensure students' academic growth in English language arts, math, science, and social studies. The district will identify teacher leaders to serve at each grade span (K-2, 3-5, 6-8, and 9-12). To promote the district's technology initiatives, the Teacher Leader Program will include two technology teacher leaders to support secondary level teachers in the implementation and usage of a new learning management system.



9

schools in the district

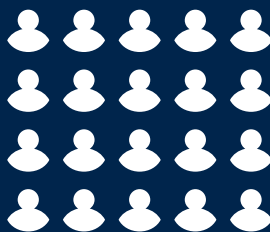


5,303

student population

348

teachers in the district



\$ 9,356.00

per pupil expenditure

RATIONALE

The Cleveland City School System believes teachers are more likely to accept feedback, constructive criticism, and change initiatives from their peers than from superiors. Teacher leaders can bridge this gap between teachers and administrators in order to improve student achievement. These leaders are a voice for teachers and a liaison for administrators. These teachers support administrators in decisions about curriculum and instruction. As they actively and successfully perform their responsibilities, Teacher Leaders will strengthen leadership skills to support their professional growth goals.

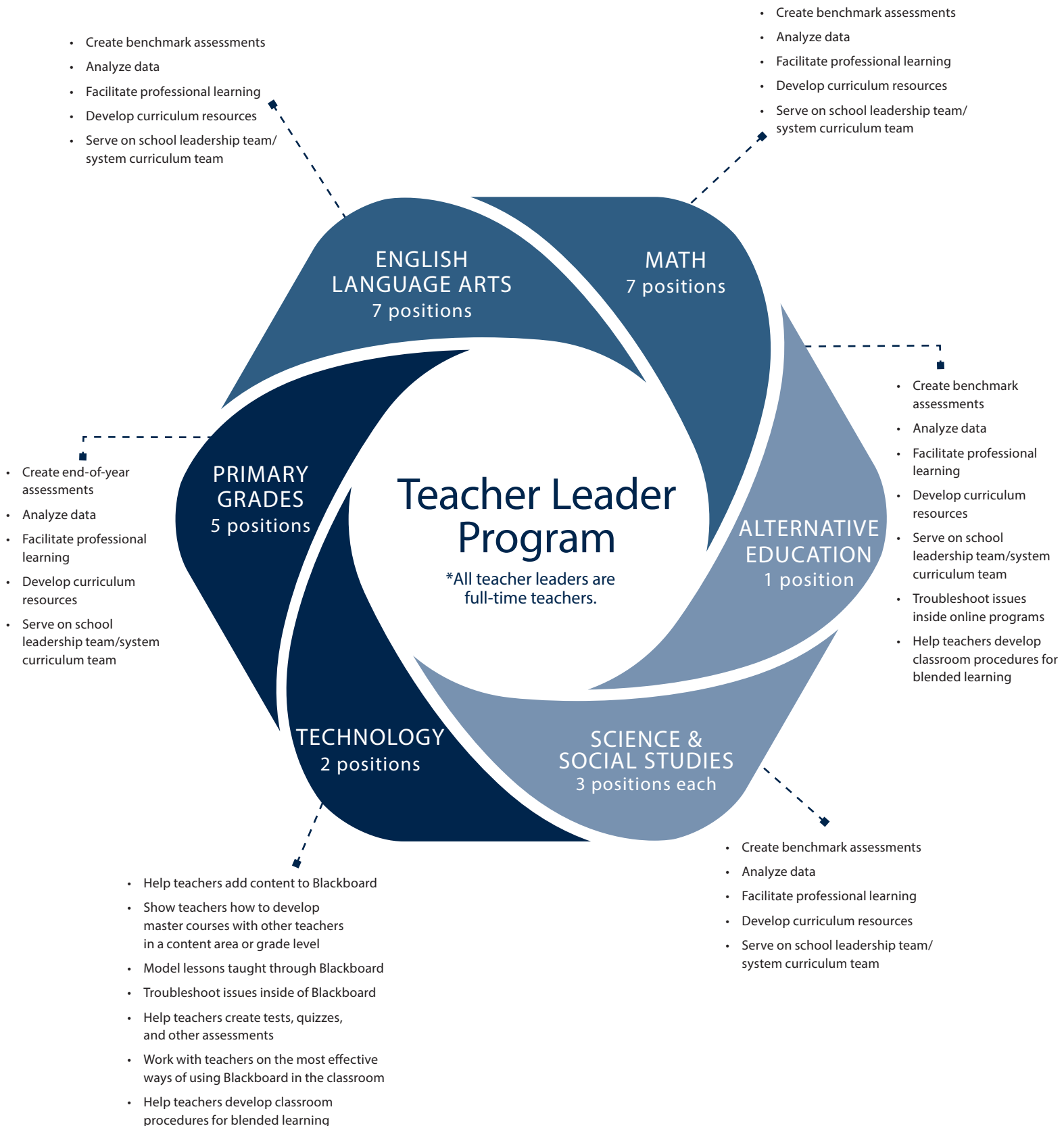
Teacher leaders believe:

- all students can learn.
- the effective use of data can lead to improved instructional practices.
- teachers who engage in high-quality professional learning can positively impact student achievement.
- a collaborative, respectful learning environment is essential.

Teacher leaders have capacity to:

- develop a more accurate understanding of the Tennessee State Standards.
- study, analyze, and evaluate curriculum resources to share with colleagues.
- implement and model effective teaching strategies.
- create professional growth opportunities.
- analyze school, system, and state data to determine academic achievement goals.
- create a positive, trusting culture to strengthen relationships among students, parents, teachers, and administrators.

ROLES & RESPONSIBILITIES



STRATEGIES FOR SUCCESS

1 IDENTIFY

- Communicate the importance of a Teacher Leader Program to stakeholders
- Establish a sustainable budget to compensate teacher leaders
- Create a Teacher Leader Program that will lead to improved student achievement
- Develop a teacher leader selection process in partnership with Teacher Leader Network, personnel department, and system administrators
- Identify a professional learning plan to support system teacher leaders
- Promote the Teacher Leader Program through flyers, website postings, and informational meetings

2 SELECT

- The Teacher Leader Council and personnel department confirm the job descriptions and expectations for each position
- Effective TEAM Evaluation results are strongly considered in the selection process
- Teacher leader candidates must demonstrate the ability to develop and maintain positive, professional relationships
- Teacher leaders must demonstrate effective classroom practices related to their content area

3 RETAIN

- Provide ongoing professional learning activities for teacher leaders
- Record and communicate successful teacher leader experiences to stakeholders
- Compensate teacher leaders with money allocated in the system's differentiated pay plan
- Develop and implement a model for administrators, teachers, and teacher leaders to evaluate the Teacher Leader Program
- Recognize and celebrate teacher leader successes throughout the school year



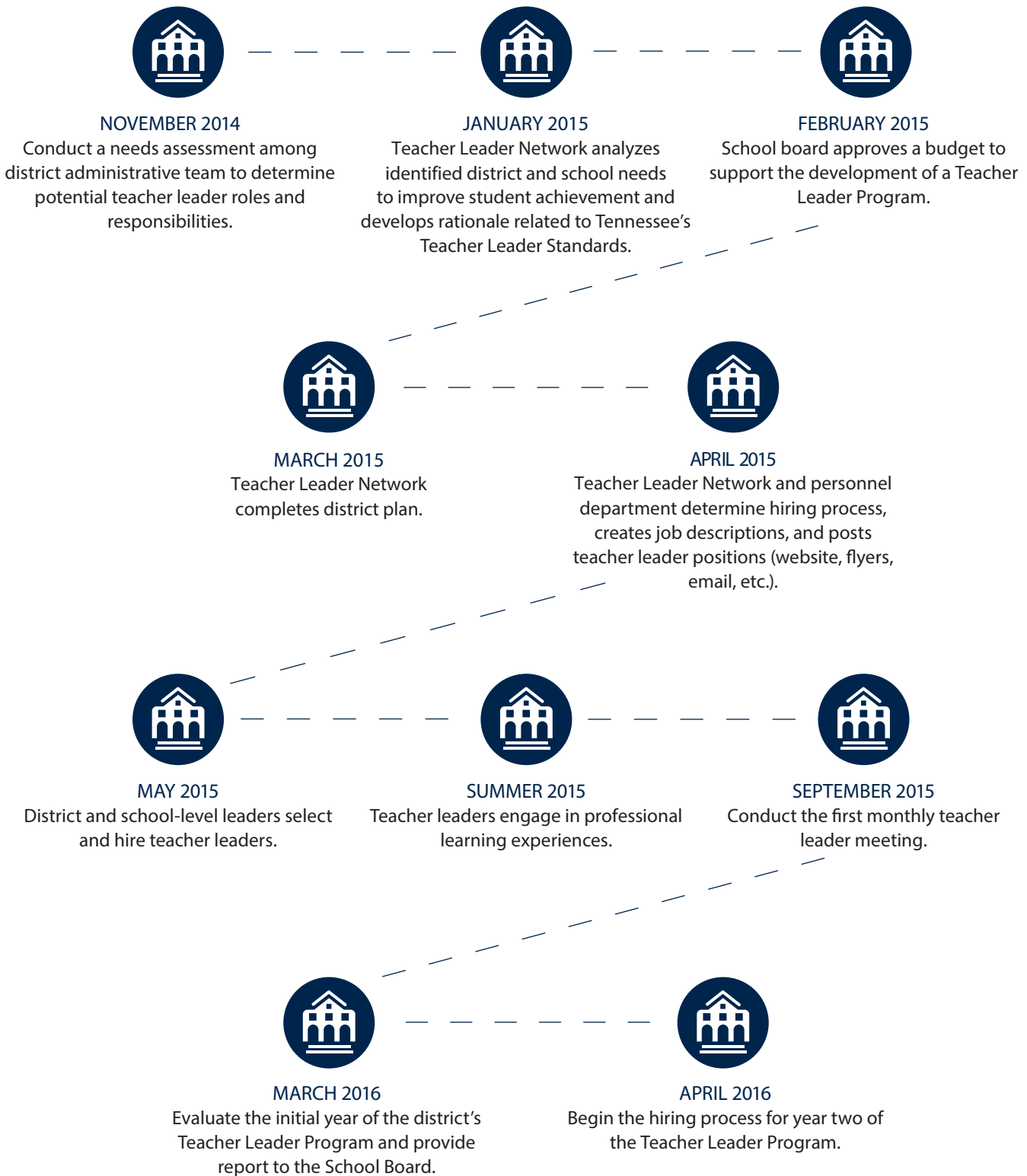
BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this Teacher Leader Program requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Determine a clear vision and goals for teacher leaders.
- Clearly define and communicate roles and responsibilities.
- Provide district- and school-level supports.
- Train teacher leaders in state initiatives to be implemented at the school level.
- Identify pre-existing capacity in district.
- Evaluate the effectiveness of the Teacher Leader Program.



IMPLEMENTATION TIMELINE



COMMUNICATION STRATEGY

PHASE I & 2 COMPLETE

PHASE 1: Communication with Administrators, District Level Staff, and School Board

Prior to the initiation of the teacher leader concept, the Teacher Leader Network met with administrators and district-level staff to identify district-level needs to be addressed by the Teacher Leader Program. Each cluster (K-5, 6-8, 9-12) then identified school-level needs that could be addressed through the addition of a school level teacher leader.

PHASE 2: Communication with Teachers

After the initial meeting, principals shared with their staffs a brief description of the structure of the Teacher Leader Program and what to expect from the district and the Teacher Leader Network. They were given a timeline of events that would take place over the following months. Communication and transparency are important aspects of this model to ensure buy-in and cultivate a positive perception of the program.

PHASE 3a: Communication Among Teacher Leaders

Communication among teacher leaders will be vital to the implementation of the Teacher Leader Program. Teacher leaders will meet monthly to discuss district initiatives, program implementation, and school/district needs. Monthly meetings will ensure district alignment and function as a support program for new leaders. In addition, these teacher leaders will meet on a regular basis at each of their schools to address district and school initiatives. District supervisors will conduct the district-level meetings, while principals will facilitate meetings at the school level.

PHASE 3b: Communication Between Teacher Leaders and School Administration

Teacher leaders will become a part of the leadership team within each local school. They will meet regularly with school administration to discuss school-level implementation of state and district initiatives. During these meetings, both school leaders and teacher leaders will communicate identified needs and work together to develop a plan to best meet those needs in the local school. School administrators will use information gathered in these meetings to shape future professional learning plans and resource allocations.

PHASE 4: Communication with Stakeholders

It is very important to assess the successes and shortcomings of the program and to adjust appropriately. Periodically, the school-based leadership team, comprised of teacher leaders, administrators, administrative support personnel, teachers, parents and other community stakeholders will meet and discuss the benefits of the program and determine the successes and opportunities of the program. In addition to the leadership meetings, the teacher leaders will regularly communicate with the administrator(s) within the school and at the district level about the successes and opportunities of the program. After the first year of implementation, the leadership team will evaluate the program and determine what adjustments need to be made.

BEST PRACTICES

Using a set of guiding questions, Cleveland City Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- Professional learning for teacher leaders
- Common time for collaborative planning at school and district level
- District guidance on a reliable selection process that includes school-level participation
- TEAM evaluation model

Evaluation of the Teacher Leader Model

- Teacher leaders' self-reflection inventory
- Principal and peer feedback surveys
- TEAM data analysis
- Test data analysis

Pre-Existing Capacity in District

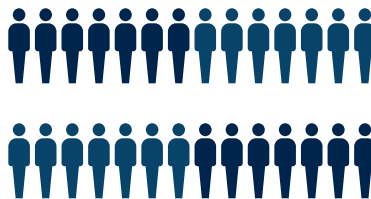
- District and school instructional leadership teams
- Professional learning budget to support teacher leader training
- School-level instructional facilitators
- District RTI² coordinator
- Pre-existing district and school data collection procedures

COST & SUSTAINABILITY

Cleveland City Schools' Teacher Leader Program will be funded through the state's differentiated pay plan at an annual cost of \$50,000. During the initial year of implementation, the school system will identify a maximum of 28 teacher leaders, and compensate each professional with a \$1,500 stipend for the additional leadership responsibilities. The district identified needs for teacher leaders to serve as school-district liaisons in the curriculum areas related to primary grades, English language arts, math, science, social studies, technology, and alternative education.

CLEVELAND CITY TEACHER LEADERS

ROLE	AVAILABLE POSITIONS	COST PER ROLE	FUNDING SOURCE
Primary Grades	5	\$1,500 + benefits	Differentiated Pay
English Language Arts	7	\$1,500 + benefits	Differentiated Pay
Math	7	\$1,500 + benefits	Differentiated Pay
Science	3	\$1,500 + benefits	Differentiated Pay
Social Studies	3	\$1,500 + benefits	Differentiated Pay
Technology	2	\$1,500 + benefits	Differentiated Pay
Alternative Education	1	\$1,500 + benefits	Differentiated Pay



$$\begin{array}{r} 28 \\ \text{positions} \end{array} \times \begin{array}{r} \$1,500 \\ \text{+ benefits} \\ \text{per position} \end{array} = \boxed{\$50,000}$$



Collierville Schools

Superintendent Acknowledgment

I, John Aitken, as director of Collierville Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

John Aitken
Director of Schools
Collierville Schools
146 College Street
Collierville, TN 38017

MODEL SUMMARY

School Support Teams

During the 2015-16 school year, Collierville Schools will implement School Support Teams, made up of approximately 54 teacher leaders across the district. These leadership roles have been established to provide support for all teachers to build capacity, increase teacher effectiveness, and raise student achievement.

The School Support Teams consist of three leadership positions in each of the eight Collierville Schools and 30 positions that span across multiple schools with teacher leaders serving as curriculum liaisons for the respected grade and content area, for a total of 54 positions. Educators meeting the outlined eligibility requirements may apply for School Support Team positions by completing an application for their desired role. School and district administrators will review the applications and make selections for the upcoming school year. All stipend positions on the School Support Team require a designated number of documented hours within the specific role. Also, School Support Team members will make up a Professional Learning Community that meets monthly to share resources and best practices to enhance their leadership skills. Upon completion of all outlined responsibilities, school-based instructional coaches and PLC leaders will earn a stipend of \$3,500, and district-wide curriculum support teachers will earn \$2,000.



8

schools in the district



7,995

student population

504

teachers in the district



\$ 10,333.20

per pupil expenditure

RATIONALE

In order to ensure that every student is nurtured and challenged by a highly effective teacher in every classroom, Collierville Schools is committed to developing teacher leaders to multiply their impact across the district. Given the competitive marketplace for highly effective teachers and limited financial resources, we recognize the need to strategically allocate those resources to develop, retain, and leverage our most talented teachers across the district. In particular, we must provide teachers with leadership and advancement pathways beyond the traditional administrative roles that pull them out of the regular classroom. We believe that it is not enough simply to retain our most effective teachers; we must provide them with a framework, time, and resources to develop a similar capacity in their colleagues through peer-to-peer coaching, feedback, and a model for best practices. By investing in the resource that has the greatest impact on student learning – our teachers – we will continue the legacy of high student achievement in Collierville Schools.

Teacher leaders believe:

- all students can learn at high levels with the right support.
- great teaching is a process of continual, reflective inquiry, and it can be improved through dedication and hard work.
- collaboration, goal-setting, feedback and self-reflection are essential.

Teacher leaders have capacity to:

- collaborate and experiment to improve student learning.
- influence others beyond their classrooms by sharing best practices, taking risks, and building relationships.
- give and receive feedback in both formal and informal ways.
- engage, motivate, and inspire students and colleagues.
- analyze and use data to create short and long-term instructional plans.
- build consensus and commitment on issues related to improving student learning.



ROLES & RESPONSIBILITIES

INSTRUCTIONAL
COACH

- Conduct non-evaluative observations and coaching conversations
- Provide resources and research-based strategies
- Facilitate personal learning plans
- Model effective teaching
- Implement reflective practices
- Analyze data to determine teacher and student needs
- Assist with peer-to-peer observations
- Facilitate professional learning sessions
- Full-time teacher position provided release days

PLC
LEAD TEACHER

- Create and maintain PLC norms, agendas, and minutes
- Unpack and prioritize standards
- Create and score CFAs
- Track and analyze student data
- Facilitate professional learning sessions
- Serve as a member of SRTI team
- Full-time teacher position provided release days

CURRICULUM
SUPPORT
TEACHER

- Attend and redeliver local/state trainings
- Lead monthly, district-wide interscholastic PLCs for the respective grade/subject
- Serve as the liaison for the respective grade/subject regarding state standards, assessments, and instructional resources
- Model and share best practices with colleagues
- Provide model classroom for teacher visits
- Full-time teacher position provided release days

SCHOOL SUPPORT TEAMS

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Share the purpose and vision for School Support Teams with stakeholders
- Distribute teacher leader applications that outline eligibility requirements, expectations, and responsibilities
- Host informational meeting for teachers interested in applying for a teacher leader role
- Link teacher leader model and applications to district website for easy access

2 SELECT

- Communicate the deadline for teachers to submit teacher leader applications to administrators and district office
- Notify School Support Teams when final selections have been made

3 RETAIN

- Provide teachers with the opportunity to apply for teacher leader positions that build on their interests and leadership strengths
- Compensate teachers monetarily upon completion of the outlined leadership roles
- Provide release time throughout the year to complete teacher leader responsibilities
- Meet regularly with School Support Teams to collaborate and celebrate success
- Provide ongoing training for growth
- Recognize teacher leaders publically (e.g., achool board meetings, monthly newsletters, etc.)



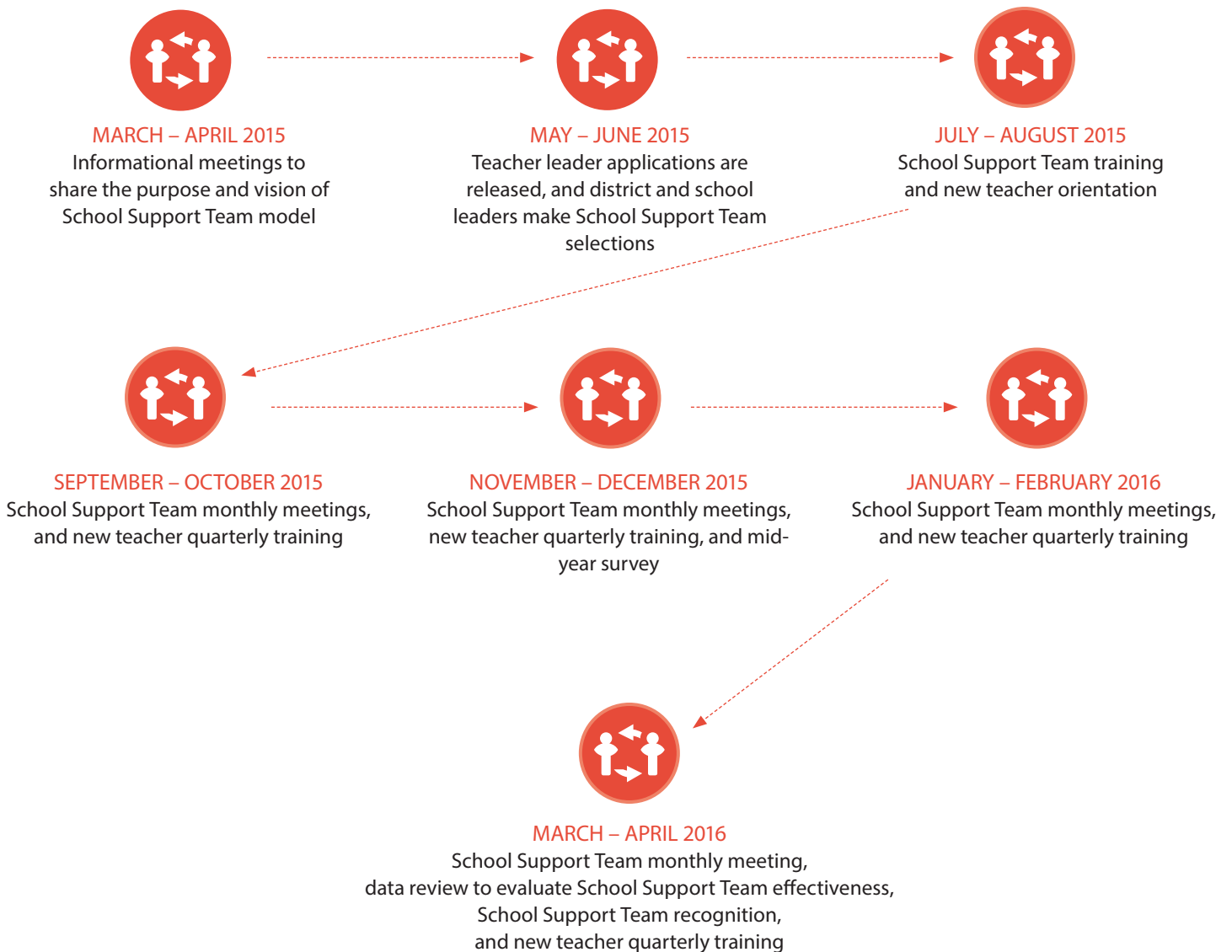
BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Identify a district-level coordinator to oversee the work of the School Support Teams and provide ongoing communication with school administrators.
- Identify and communicate a clear description of the teacher leader roles, including eligibility requirements, responsibilities, and stipend guidelines.
- Candidates sign teacher leader agreements to commit their confidentiality and fidelity to the established roles.
- School administrators and district coordinator make final selections for School Support Teams.
- Administrators meet with School Support Teams to establish goals and expectations for the upcoming year for the areas in which they serve.
- School Support Teams attend summer training to gain knowledge and resources to effectively implement their teacher leader roles.
- School Support Teams meet regularly to identify school- and teacher-specific needs and plan professional learning sessions in these areas.
- School Support Teams meet monthly with the district's coordinator and other School Support Teams to collaborate.
- School Support Teams attend all required professional learning opportunities.

IMPLEMENTATION TIMELINE

The School Support Team model was designed to support teachers in identified areas of need and provide leadership opportunities for the most effective teachers. The model will be shared with all stakeholders during informational and administrative meetings. Teachers exhibiting leadership skills and demonstrated effectiveness apply for the leadership positions in May and are notified of selection in June. All School Support Team members will attend a summer training session and subsequent monthly trainings in order to collaborate and strengthen leadership skills. A mid-year survey will be implemented to assess the district's needs and the work of the School Support Teams. Professional learning opportunities will be provided throughout the year for instructional coaches, curriculum support teachers, and PLC lead teachers to increase their knowledge and sharpen their leadership skills. In March 2016, school, teacher, and student data will be reviewed to evaluate the School Support Team model, at which time necessary changes will be made for the following school year.



COMMUNICATION STRATEGY

Collierville Schools began the 2014-15 school year with three teacher leader positions in each of the eight schools. A team of educators, serving on the Teacher Leader Network, was charged with assessing the impact of these positions to determine if any changes needed to be made in future teacher leader roles to ensure identified needs are being met. The current positions, along with the teacher leadership model adopted by Collierville Schools, will continue to be refined to meet the needs of the district. All school principals and district staff recognize the importance of teacher leadership, and in addition to the aforementioned roles, have existing shared leadership structures in place, including leadership teams and a structure for Professional Learning Communities.

Moving forward, the district will implement the new School Support Team leadership model, which was created as a result of the work of the Teacher Leader Network from November through March 2014.

The blueprint of this model has been communicated throughout the development stages with input from stakeholders. The final School Support Team model was presented to and approved by district leadership pending budget approval. Additionally, the model will be rolled out at administrator meetings, teacher informational sessions, and presented to the Collierville School Board. Ongoing communication will take place through School Support Teams trainings, leadership meetings, administrator feedback, and peer surveys as the district strives to increase teacher effectiveness and build leadership capacity in Collierville Schools.



BEST PRACTICES

Using a set of guiding questions, Collierville Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- Scheduling to include collaboration and extended planning time
- Flexible scheduling to include release time
- Professional learning for teacher leaders
- Budget allocations for additional teacher leader positions
- Principals' commitment to shared leadership

Evaluation of the Teacher Leader Model

- Teacher leader questionnaire and time log
- Analysis of individual teacher TEAM and TVAAS data
- Analysis of school- and grade-level TVAAS and achievement data
- Teacher retention data
- Peer-perception survey data

Pre-Existing Capacity in District

- Existing framework for school-based teacher leaders including building-level coaches and mentors
- Commitment to interscholastic, cross-school PLCs
- Budget allocations include stipends for existing teacher leader positions
- Site-based management of flexible scheduling



Gestalt Community Schools

Superintendent Acknowledgment

I, Yetta Lewis, as director of Gestalt Community Schools, Charter Management Organization, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

Yetta Lewis

Chief Academic Officer

Gestalt Community Schools

2650 Thousand Oaks Blvd., Suite 2370

Memphis, TN 38118

MODEL SUMMARY

D³ (Discover-Develop-Deliver) Teacher Leader Model

Gestalt's D³ Teacher Leader Model is a framework that includes four teacher leader positions: culture brokers, content leaders, master teachers, and instructional coaches. These teacher leaders will have a shared vision and will exhibit a growth mindset and a focus on student achievement and growth.

Through the D³ Teacher Leader Model, Gestalt schools will give these teachers opportunities to share their knowledge and expertise with other educators. The peer-driven professional learning of this model will improve the skill level of all staff members and increase student achievement. The implementation of this model will also build leadership capacity among staff, improve teacher effectiveness and retention, and strengthen school culture and climate.



5

schools in the district



2,135

student population

143

teachers in the district



\$ 8,000.00

per pupil expenditure

RATIONALE

The mission of Gestalt Community Schools (GCS) is to leverage community assets to empower citizens who will be college ready, career ready, and community ready. Collaboration is the key to personal growth and neighborhood revitalization. Gestalt believes that consistently high performing schools embrace shared leadership as a model. Opportunities for teachers and administrators to partner in leading a school are at the heart of the D³ Teacher Leader Model. A teacher leader is an effective teacher whose influence creates collaboration, trust, encouragement, and systemic change that ultimately drives student achievement. This program will build learning leaders by increasing teachers' knowledge and skills to meet the unique and pressing needs of their individual schools and the network.

Teacher leaders believe:

- in promoting a growth mindset.
- in modeling our expectations.
- in supporting others in the work.
- in speaking to inspire others.
- In learning to become better teachers.

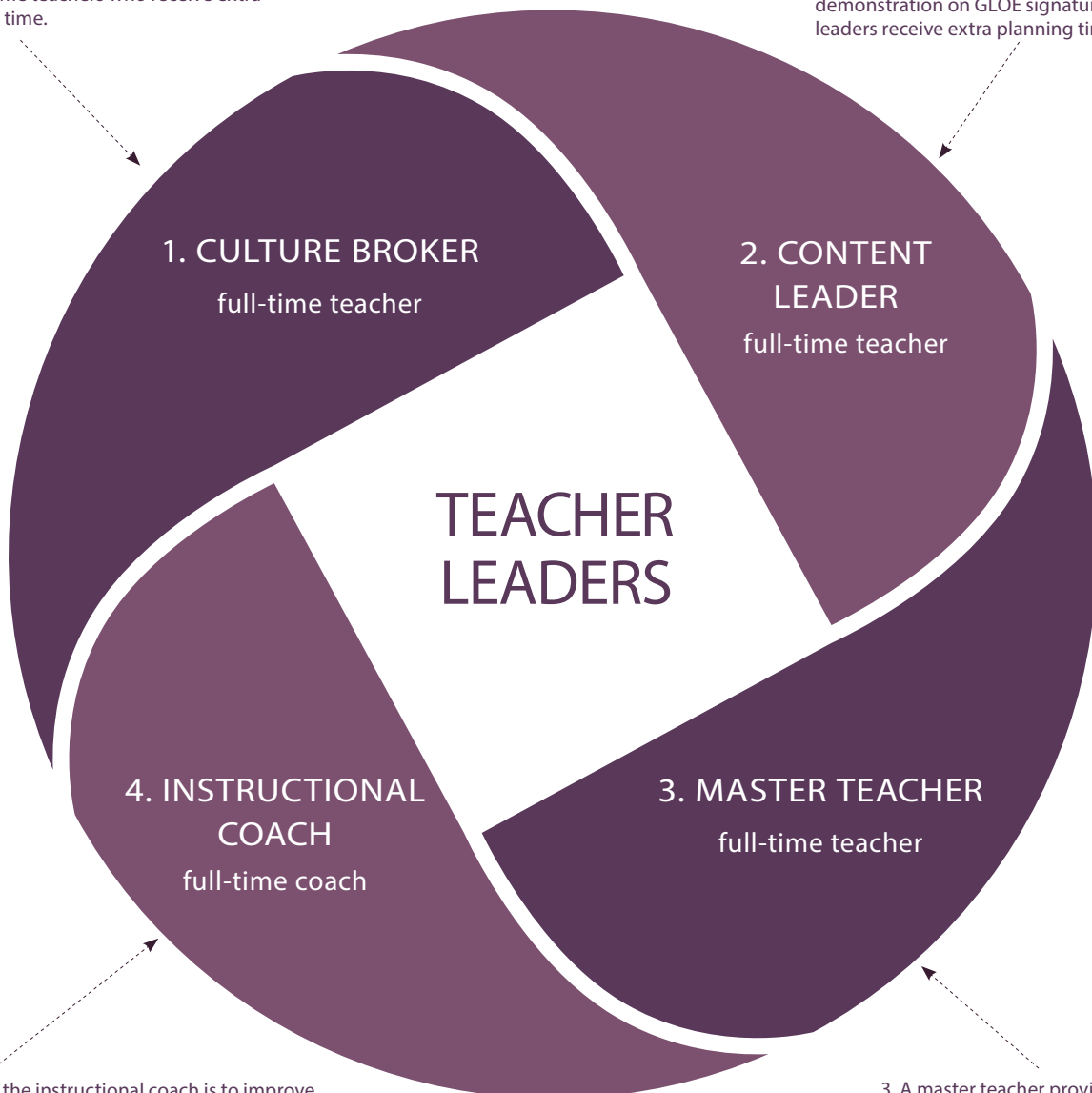
Teacher leaders have capacity to:

- create conditions that encourage reflection among peers, administrators, and central office staff members.
- capitalize on their own strengths, leadership styles, and passions, and engage in ethical practice, developing trust and credibility with others.
- communicate messages that will spur others to pursue positive change.
- build relationships intended to promote action based on a shared vision, deeply rooted in the needs of students
- effectively use data to make instructional decisions that lead to improved student learning.
- establish strong content knowledge and pedagogy in themselves and others.

ROLES & RESPONSIBILITIES

1. The role of the culture broker is to support the school leader in assessing, creating, and refining school culture. They are brokers of our community, "selling" the vision to their schools and the network. Culture brokers are full-time teachers who receive extra planning time.

2. Content leaders will work together to impact their classroom practices in ways that will lead to better results for their students, for their team, and for their school. Their role will include leading school and network PLCs, participating in action research projects, and presenting workshops and demonstration on GLOE signature strategies. Content leaders receive extra planning time.



4. The role of the instructional coach is to improve student achievement by building teachers capacity and understand of instructional practices through co-planning, modeling, and providing feedback to teachers. Instructional coaches support the instructional development of all teachers, which means they are generalists who will work with teachers in a variety of subject areas. While instructional coaches may bring a particular subject-area expertise, their focus is on improving instructional quality across all subject areas.

3. A master teacher provides mentoring and coaching to new teachers during an entire school year. The master teacher is committed to helping others achieve their potential, and has a particular desire to provide a strong start for a novice teacher. Master teachers receive release time.

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Identify teachers who are respected by peers and administration
- Identify teachers who are committed to the mission and core values of Gestalt Community Schools
- Identify teachers who are skillful in the use of data analysis to drive instruction and student learning
- Identify teachers with a strong working knowledge of and belief in the GLOE framework

2 SELECT

- The selection process includes criteria related to experience, positive student outcomes, respect of peers, and professionalism
- An interview team consisting of teachers, school leaders, and the Charter Management Office (CMO) will select candidates for specific roles

3 RETAIN

- Provide continuous feedback and evaluation on the impact of their work through self and peer assessments, surveys, and student data
- Provide expert support with curriculum and assessment in the classroom
- Provide in-depth, individualized professional learning
- Offer incentives, stipends, and/or expanded leadership opportunities
- Provide top consideration for school leadership roles
- Recognize exceptional contributions and successes





BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Develop specific roles and responsibilities specific to individual schools and districts.
- Provide training for formal and informal teacher roles.
- Share resources necessary to accomplish mission, vision, and goals.
- Ensure time for collaboration between administration, teachers, and teacher leaders.
- Encourage collegial participation by including teacher leaders in school- and district-level decision making.



IMPLEMENTATION TIMELINE

The planning and building of GSD's D³ Teacher Leader Model has been ongoing since June 2014. The process began with researching various successful teacher leader models and analyzing the needs of GCS schools. In August 2014, GCS launched a pilot to determine the criteria and skills needed each position, as well as the potential impact for each school. In February 2015, the application, interview, and hiring process began. As planning for instructional growth for students and teachers begins, orientation and training are prioritized, as well as identifying the schools' greatest needs for teacher leaders. The reflection and evaluation of this model will be ongoing during the first year of implementation in the 2015-16 school year. As a result of these findings, the plan will be revisited to make necessary adjustments.



COMMUNICATION STRATEGY

The district's strategic plan, which will be communicated and available to all stakeholders, will lay the foundation for the D³ Teacher Leader Model in alignment with GCS's mission, vision, core values, and goals. Leadership development must be explicitly linked to the Gestalt's vision and goals. GCS believes a well-developed pathway for teacher leaders is one that is embedded within the culture of the school and district.

The key to sustaining a culture of teacher leadership is being proactive and cultivating a system of well-trained candidates over an extended period of time. When teachers are growing professionally, a culture of sustained leadership will thrive. GCS must commit to a model that continuously develops and retains teacher leaders. Teachers want to be recognized as the professionals they are and given opportunities to demonstrate their expertise.

Support for teacher leaders will be included in frequent communications from the CMO (e.g., teacher talent, academic team, and human resources) and each school. Principals and school leaders will monitor all teachers throughout the year for potential teacher leader candidates. The process for selection will be advertised through the Gestalt website, newsletters, social media and community information sessions.

Current teacher leaders will be highlighted throughout the school year and will be available for questions from future candidates. School administrators will diligently seek opportunities to communicate the importance of teacher leadership to teachers, parents, and the community. Teacher leaders will be recognized in school and Gestalt communications, as well as at quarterly board meetings. The work and efforts of teacher leaders will be celebrated at various points throughout the year. Teacher leaders will know they are valued members of the leadership team.

Teacher leaders will play a significant role in school improvement by communicating to their peers and community the Gestalt's plan for student mastery and growth. They will also have opportunities to work together for their own professional growth as well as facilitate growth for others. They will be invited to monthly leadership meeting during the school year. School administrators will support their work and foster collegiality by attending and participating in teacher-led professional growth activities. Administrators will seek opportunities at the school- and district-levels where teachers can lead the discussion and learning for other teachers. GCS will also offer teacher leaders compensated professional learning opportunities throughout the year and supported during the summer months.

BEST PRACTICES

Using a set of guiding questions, Gestalt Community Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- Creative/flexible scheduling
- Planned release time
- GCS school leadership program
- Partnership with local, state, and national higher education institutions
- TEAM evaluation model

Evaluation of the Teacher Leader Model

- Teacher leader surveys and forums
- Principal and peer feedback surveys
- TEAM analysis
- Formative and summative data points



Pre-Existing Capacity in District

- School-based, teacher-directed professional learning opportunities
- Coaching support from academic team
- Budget allocations for professional learning and stipends
- Site-based management of flexible scheduling

COST & SUSTAINABILITY

The funding for teacher leadership positions will be sustained through general-purpose funds set aside for stipends, grants, and fundraising efforts. The chief academic officer and school board have dedicated budgeted funds of \$76,000 for teacher leadership positions through a grant that lasts through 2018.

MASTER TEACHERS

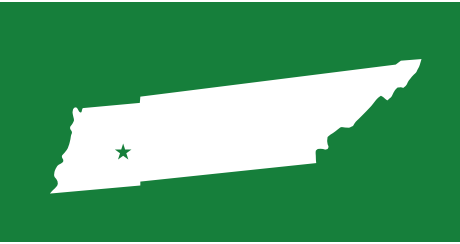
$$9 \text{ positions} \times \$3,000 \text{ per position} = \$27,000$$

CONTENT LEADERS

$$14 \text{ positions} \times \$2,000 \text{ per position} = \$28,000$$

CULTURE BROKERS

$$14 \text{ positions} \times \$1,500 \text{ per position} = \$21,000$$



Henderson County Schools

Superintendent Acknowledgment

I, Steve Wilkinson, as director of Henderson County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

A handwritten signature in black ink that reads "Steve Wilkinson". The signature is fluid and cursive.

Steve Wilkinson
Director of Henderson County Schools
35 East Wilson St.
Lexington, TN 38351

MODEL SUMMARY

Teacher Leadership Model

Henderson County's Teacher Leadership Model will improve student achievement through increased teacher capacity and improved instructional rigor. One of the goals is to increase parental involvement activities to support student learning and achievement. Teacher leaders will plan and implement bi-weekly parent classes in English language arts and math in order to refresh or enhance skills needed to support their child's educational development. Teacher leaders will also work together to develop common assessments for the district. Ultimately, Henderson County's Teacher Leadership Model will serve to develop and prepare teachers for future leadership roles.



9

schools in the district

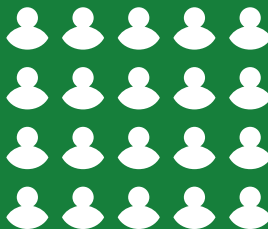


3,970

student population

244

teachers in the district



\$ 8,200.90

per pupil expenditure

RATIONALE

Henderson County strives to build an educational system where student achievement and teacher effectiveness are continuously monitored and adjusted as needed. Highly effective teachers share proven teaching strategies with their peers. Teacher leaders effectively communicate with students, teachers, parents, and administration, and they use data from multiple sources to raise student achievement. Teacher leaders are invested in the school vision to build capacity among all stakeholders.

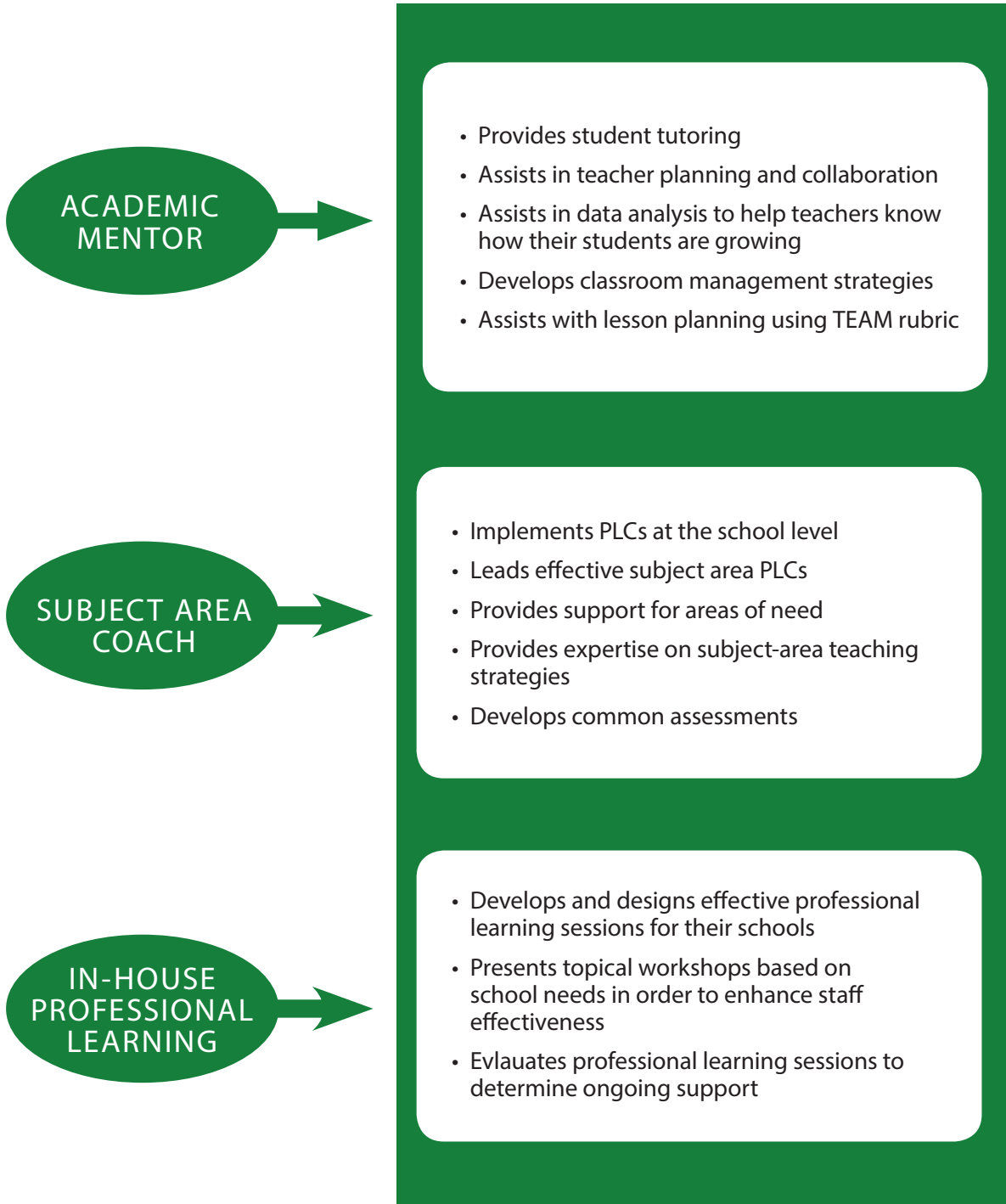
Teacher leaders believe:

- all students can achieve.
- all students deserve a high-quality education.
- instructional decisions should be based on students' individual needs.
- in the school vision for continuous improvement.
- using data to drive instruction will result in improved student learning.
- all teachers have strengths and can share with the learning community to continue to grow as educators.

Teacher leaders have capacity to:

- believe in their students by setting high expectations.
- communicate effectively with teachers, parents, students, and administration.
- take ownership in student learning.
- be highly effective teachers within their own classrooms, help to build a positive culture within the school, and inspire their peers.
- be strong collaborators, instructors, mentors, coaches, and influencers.

ROLES & RESPONSIBILITIES



All positions are full-time teachers.

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Identify high-quality level four and five teachers per the state evaluation process
- Identify teachers that are skilled in content knowledge and have proven, effective teaching strategies
- Identify teachers who are skillful in the use of data analysis to drive instruction and student learning

2 SELECT

- Teachers that score four or five on their overall effectiveness score
- Teachers that demonstrate effective communication skills with parents, students, administrators, and colleagues
- Teachers that have the desire to differentiate instruction to meet the unique needs of each student

3 RETAIN

- Provide monetary compensation to teacher leaders
- Provide opportunities for teacher leaders to share best practices
- Provide feedback and support for teacher leaders
- Provide opportunities to grow and support others





BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Develop clearly defined roles and responsibilities for teacher leaders.
- Develop professional learning communities to support teacher leaders.
- Develop and communicate a plan to detail the teacher leader program.
- Encourage schools to empower teachers to take on leadership roles within their schools and the district with a shared vision.

IMPLEMENTATION TIMELINE

Henderson County started this implementation plan in May 2014, and plans to repeat the program for each new school year.

IDENTIFICATION

- Principals review overall effectiveness scores of teachers and submit recommendations to district personnel in early July.

INITIAL MEETING

- Determine a meeting date in August with all teacher leaders.
- Provide guidelines for roles and responsibilities.

SCHOOL YEAR RESPONSIBILITIES

- Serve as ongoing mentors.
- Serve as ongoing instructional support.
- Create and analyze common and benchmark assessments three times per year.
- Teacher leader supervisors will facilitate district-wide PLCs and monitor teacher leader log sheets monthly.



JULY 2015
Identify teacher leaders



AUGUST 2015
Invite teacher leaders to join
initial meeting



AUGUST 2015 - MAY 2016
Implement roles and
responsibilities

COMMUNICATION STRATEGY

Leadership development must be explicitly linked to the district's vision and goals with specific attention given to current and future needs. Teacher leaders will have opportunities to work together for their own professional growth and to facilitate the growth for others. The key to sustaining the Teacher Leadership Model is being proactive and cultivating a system of well-trained candidates over an extended period of time.

In 2014, the district's instructional coach took on the role of teacher leader supervisor. There was no additional compensation provided for this new role. Under the guidance of the teacher leader supervisor, building level principals are responsible for communicating teacher leadership positions and making the final decision for filling teacher leadership roles. The teacher leader supervisor will conduct the initial meeting to set guidelines, roles, and responsibilities. The supervisor will also monitor teacher leader logs on a monthly basis and provide written feedback regarding monthly activities. Teacher leaders will be compensated based on Henderson County's differentiated pay scale. Each teacher leader will receive a maximum of 50 hours compensated at a rate of \$30.00 per hour.



BEST PRACTICES

Using a set of guiding questions, Henderson County Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- Professional learning for teacher leaders
- Clearly defined roles and responsibilities for teacher leader roles
- District-wide consistency in the selection process
- Strategies for teacher leaders to broaden their impact
- Professional learning communities guided by teacher leaders

Evaluation of the Teacher Leader Model

- TEAM evaluation scores
- TVAAS scores
- Teacher leader questionnaires
- Principal and peer feedback surveys
- Assessment data analysis

Pre-Existing Capacity in District

- Principals
- Teachers
- School-based academic coaches
- District administrators and other support staff
- Southwest Center of Regional Excellence (CORE) office

COST & SUSTAINABILITY

Henderson County School District’s budget is aligned with the district’s differentiated pay plan and State Board of Education policy. The funding for teacher leadership positions will be sustained through general purpose funds. The director of schools and school board have budgeted funds for the teacher leadership positions.

TEACHER LEADERS





Lauderdale County Schools

Superintendent Acknowledgment

I, Shawn Kimble, as director of Lauderdale County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2014-15 school year to develop a teacher leader model for our school district.

Shawn Kimble
Director, Lauderdale County Schools
321 Armory Ave.
Ripley, TN 38062

MODEL SUMMARY

Teacher Leader Model

Lauderdale County believes that a crucial component to student growth and achievement is the classroom teacher, and research shows that highly effective teachers need professional support and growth opportunities. Developing teachers will build a sustainable culture of continuous improvement. Teacher leaders, strategically utilized to reinforce and refine best practices, redeliver key information, expand curriculum knowledge, and collaborate with the use of sound data, will expand the capabilities of all staff members and provide students with high quality teachers.



7

schools in the district



4,722

student population

346

teachers in the district



\$ 8,722.00

per pupil expenditure

RATIONALE

Today's principals and administrative teams look different than they have in the past. More responsibilities are placed on school administrators to not only manage their buildings, but also to be the instructional leaders. Teacher leaders provide opportunities for employees with sharp content knowledge and peer leadership skills to improve the overall culture of the school. A school culture that values shared leadership – where everyone is committed to a purpose in the bigger picture of improving student achievement – will increase staff investment, promote equity of voice, and build capacity.

Teacher leaders believe:

- collaboration is key to improving performance for teachers and students.
- all students can grow, and they deserve high quality teachers with sound knowledge of the curriculum to help them reach their full potentials.
- modeling lifelong learning is a professional responsibility in an ever-changing world.
- targeted professional learning based on identified needs leads to overall improvement.
- using formative assessment data while planning classroom instruction results in higher achievement for students.
- true leadership is leading by example to earn credibility with the ones you lead.

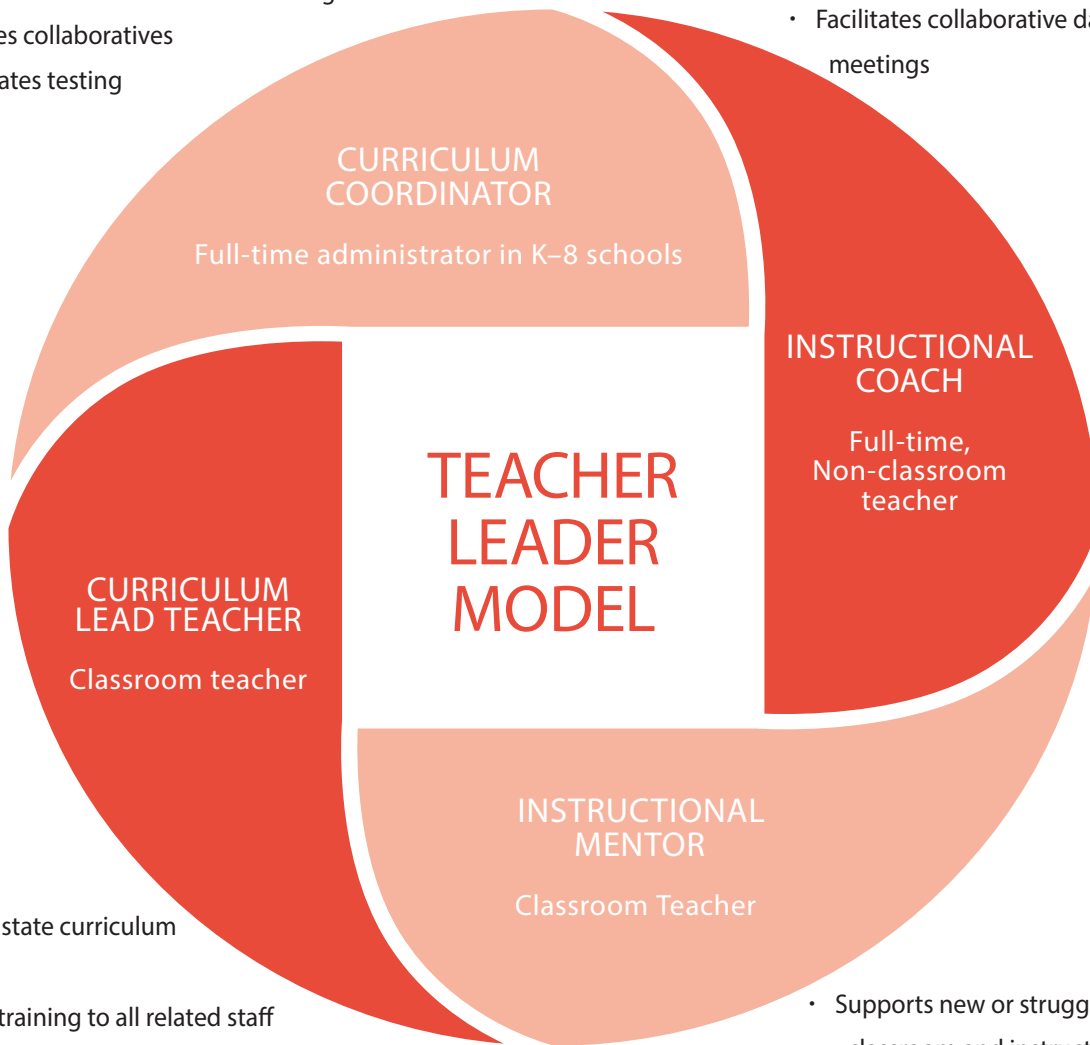
Teacher leaders have capacity to:

- plan and lead collaborative meetings and professional learning sessions.
- serve as content specialists.
- disaggregate and effectively use data.
- focus decision making on what is most impactful for the students.
- select appropriate interventions based on periodic data.
- establish trusting relationships with fellow teachers.

ROLES & RESPONSIBILITIES

- Serves as official observer by providing scores and feedback on the TEAM model
- Coordinates curriculum and scheduling
- Facilitates collaboratives
- Coordinates testing

- Provides classroom and instructional support
- Observes informally
- Collects data from CFAs
- Distributes data reports broken down by standard mastery
- Facilitates collaborative data and goal-setting meetings



- Attends all state curriculum trainings
- Redelivers training to all related staff
- Supports curriculum planning
- Plans collaboratives
- Facilitates district-wide professional learning day

- Supports new or struggling teachers with classroom and instruction
- Observes informally and gives supportive feedback
- Serves as a model teacher, with open door policy, for anyone to observe instructional best practices
- Facilitates new teacher academy
- Conducts after school support sessions

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Identify high-quality teachers skilled in content knowledge
- Identify teachers with a history of making student gains
- Identify teachers comfortable with analyzing, explaining, and acting on data
- Identify teachers who are respected by fellow teachers and administrators

2 SELECT

- Develop clear job descriptions for identified roles
- Communicate opportunities for teacher leaders
- Select a panel for interview team
- Discuss and determine competencies required for selected teachers

3 RETAIN

- Provide professional learning opportunities
- Create teacher leader council for support, goal setting, and planning
- Provide reasonable release time where applicable
- Allocate and provide monetary compensation
- Recognize teacher leaders formally and informally



BUILDING CAPACITY FOR TEACHERS TO LEAD

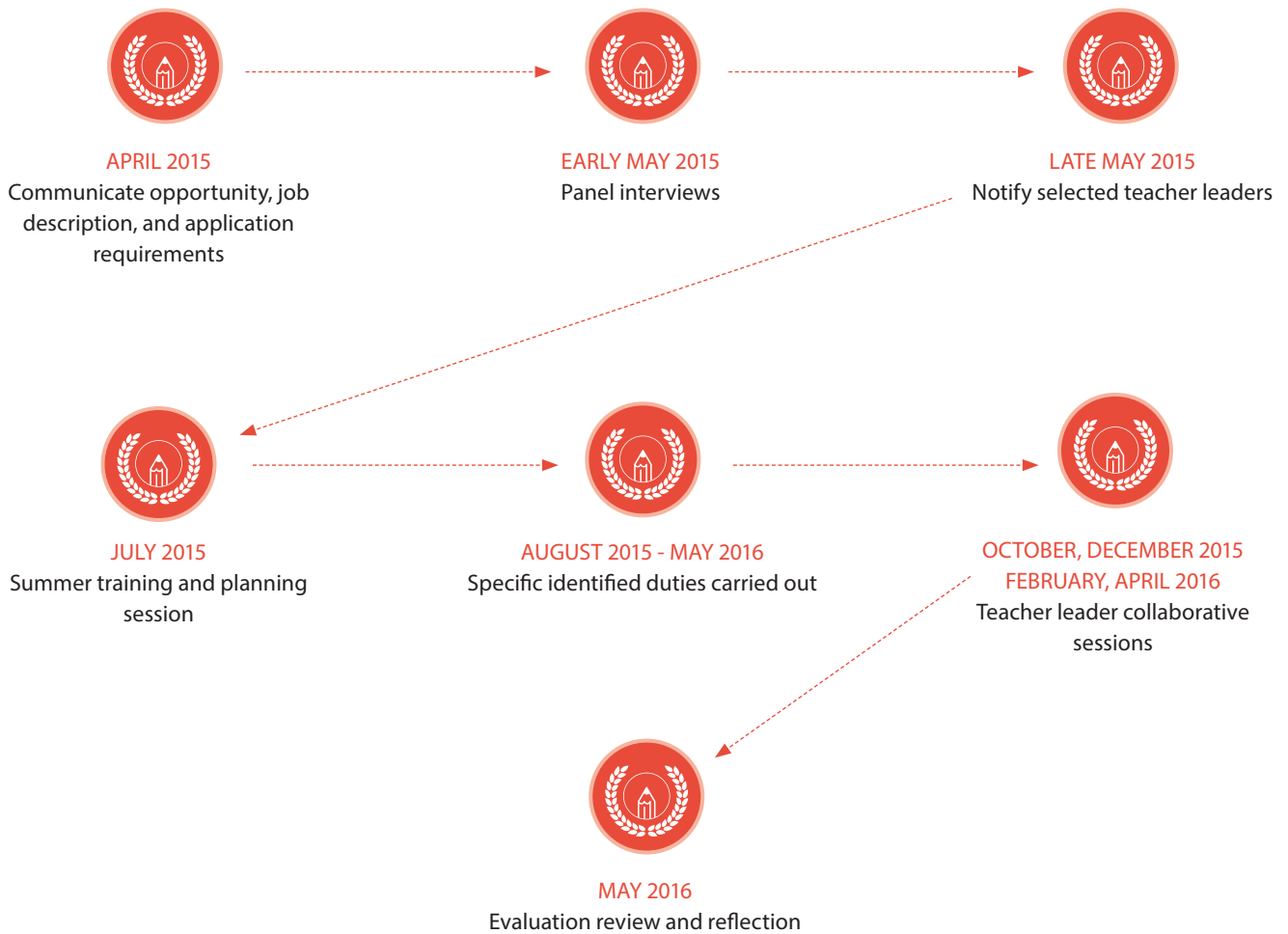
Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Create specific roles and responsibilities.
- Provide needed resources whenever possible.
- Provide professional learning and collaborative sessions to understand roles and create a specific action plan.
- Communicate and train teacher leaders on all state and district initiatives for redelivery to promote transparency.
- Communicate purpose to all schools.
- Create opportunities for teacher leaders to serve on decision-making committees.
- Prioritize individual school and teacher needs.



IMPLEMENTATION TIMELINE

Lauderdale County Schools is committed to the implementation and sustainability of a teacher leader model. While the district currently utilizes some teacher leader positions, a comprehensive model will begin during the 2015-16 school year.



COMMUNICATION STRATEGY

Instructional supervisors, in partnership with school principals, will map out job descriptions for all teacher leaders. It is critical to clearly establish the roles, responsibilities, desired outcomes, and hold teacher leaders accountable for their duties. The job descriptions should be aligned to the district mission, vision, goals, and strategic plan, while also taking into account the individual needs of each school. Once established, the roles and responsibilities should be communicated to all stakeholders to establish a clear understanding of the expectations.

Once selected, teacher leaders will be provided professional learning prior to the school year. Teacher leaders will also be a part of a monthly teacher leader council where they will come together to discuss current issues and map out plans for next steps. Ongoing communication and support by the principal and district office will be crucial to the success of the teacher leader model.

Teacher leaders will have the opportunity to attend professional learning, to work collaboratively, and to facilitate growth for others. District and school administrators will support their work and foster collegiality by having teacher leaders participate in relevant administrative meetings. Developing future leaders and sustaining teacher leadership will ensure success for years to come and cultivate a collaborative culture.



BEST PRACTICES

Using a set of guiding questions, Lauderdale County Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- Provide clear description of roles and responsibilities
- Provide professional learning for teacher leaders
- Provide collaborative and release time
- Provide periodic feedback from building and district administrator

Evaluation of the Teacher Leader Model

- TVAAS and achievement scores
- Teacher leader perception survey
- TEAM analysis
- Teacher retention rate

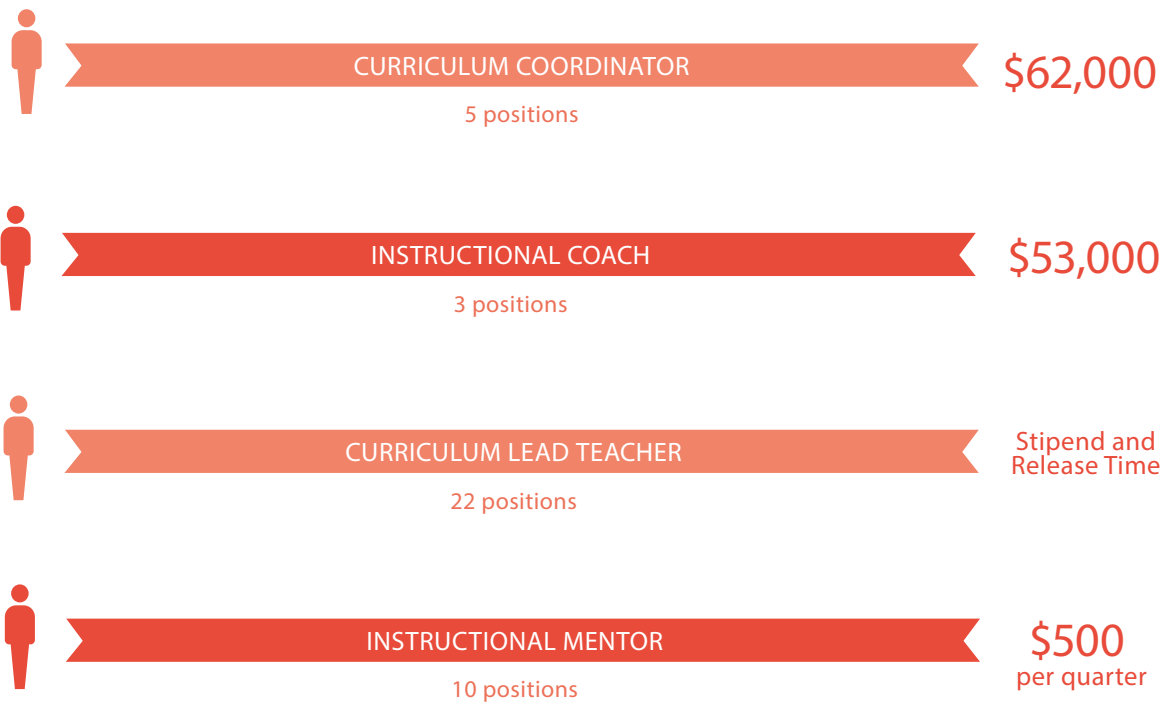
Pre-Existing Capacity in District

- District mission, vision, and goals
- District PLC model
- Weekly collaboratives in each school
- Three, annual professional learning days
- Frequent engagement in data-based decision making

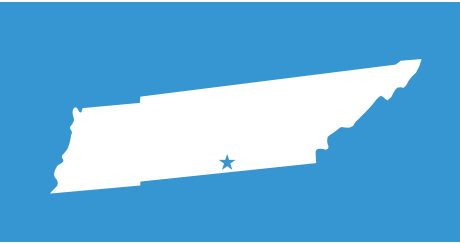


COST & SUSTAINABILITY

Curriculum coordinators in all five K-8 schools and instructional coaches in three of the schools are positions that have been previously funded and budgeted for sustainability. Curriculum lead teachers and instructional mentors may change annually based on the application approval process and are contingent on available funding.



\$490,600
total budget



Lincoln County Schools

Superintendent Acknowledgment

I, Wanda Shelton, as director of Lincoln County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

Wanda Shelton
Director, Lincoln County Schools
206 East Davidson Drive
Fayetteville, TN 37334

MODEL SUMMARY

Rewarding Instruction for Student Excellence (R.I.S.E.)

Lincoln County was awarded the Teacher Incentive Fund (TIF4) grant to develop a differentiated pay plan. A team of teachers and administrators from across the district worked together to develop Lincoln County's Rewarding Instruction for Student Excellence (R.I.S.E) framework, which includes direction for the teacher leader positions. The mission of the teacher leader is to improve school performance through building capacity for continuous student growth. With this focus, teacher leaders will act as building leaders and representatives by demonstrating and sharing instructional expertise and practices with other teachers and learning leaders based on student needs determined by evaluation of assessment data and trends. They will work to further teachers' understanding of curriculum, new state standards, and the newly implemented state assessment by ensuring work and assessments are aligned to the districts goals and the new Tennessee standards. Teacher leaders will assist in improving instruction through analysis of teaching methods, identification and management of professional learning opportunities, and follow-up and coaching for professional learning goals.



7

schools in the district

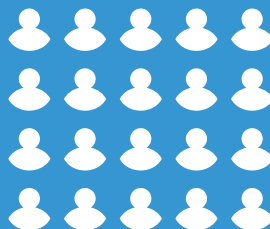


4,037

student population

272

teachers in the district



\$ 8,465

per pupil expenditure

RATIONALE

Tennessee's educational landscape is rapidly changing. Teacher leaders are necessary to meet the needs of our students, provide support for our district's data driven goals, and serve as liaisons between administrators and staff. Teacher leaders work collaboratively with administrators to support academic success and teacher effectiveness through coaching, mentoring, and professional learning. Through this shared leadership, capacity is built that allows teacher leaders the opportunity to hone the necessary skills to become effective instructional leaders.

Teacher leaders believe:

- all students can and will learn.
- all teachers can benefit from professional learning that is targeted to clearly defined educational needs of students.
- peer collaboration provides support to strengthen teaching practice.
- mentoring and coaching abilities develop an atmosphere of trust and collegiality among colleagues and support administrators in improving instruction.
- working in PLCs provides opportunities to analyze student assessment data and influence decision making to improve student learning and growth.

Teacher leaders have capacity to:

- demonstrate ability to attain excellent student results in their classrooms.
- communicate effectively with students, teachers, and school- and district-level administrators.
- analyze formative assessment data, communicate results to all stakeholders, plan for future instruction and appropriate professional learning.
- demonstrate a positive professional attitude and the ability to work together as a PLC.
- develop and lead professional learning aligned to a variety of instructional needs.

ROLES & RESPONSIBILITIES

ACADEMIC MENTOR
Advises apprentice and improving teachers



- Assists in teachers' and educational assistants' planning and collaboration
- Provides positive specific feedback on pedagogy
- Assists in data analysis
- Develops classroom management strategies
- Uses school data from TEAM reports to increase teacher effectiveness
- Acclimates new teachers to the school, facilities, processes, and culture

INSTRUCTIONAL LEADER
Supports school administration



- Aids in school-wide decision making
- Communicates school vision and expectations
- Enhances communication between staff and administration
- Assists in school-wide data dissemination
- Assists in strategic planning
- Evaluates needs of educators and school; determines appropriate and effective professional learning
- Develops, designs, and evaluates effective professional learning sessions both at school and central office levels

SUBJECT AREA COACH
Provides support for academics and administration



- Models best practices
- Effectively leads subject area PLCs
- Provides expertise on subject area teaching strategies
- Researches best practices and shares with colleagues
- Presents topical workshops to enhance staff effectiveness

Teacher Leader Responsibilities

STRATEGIES FOR SUCCESS

1 IDENTIFY

Teachers apply for the position.

Requisite characteristics:

- Teachers with TVAAS data of 3, 4, or 5 are considered over a teacher in a non-tested area
- Positive attitude and collaborative nature
- Works well with presenting information to peers
- TEAM overall level of effectiveness score of 3, 4, or 5

2 SELECT

Principal reviews applications and recommends for positions based on specific characteristics:

- Years of experience
- Placement in a tested or non-tested area of instruction
- Teacher knowledge
- Ability to work well with peers and administration
- Willingness to grow and learn in the profession

Supervisory team reviews applications and chooses candidates based on principal recommendations and school and district needs.

3 RETAIN

- Allocate and provide monetary compensation
- Provide school- and district-level support
- Instill a sense of satisfaction and pride in the school community



BUILDING CAPACITY FOR TEACHERS TO LEAD

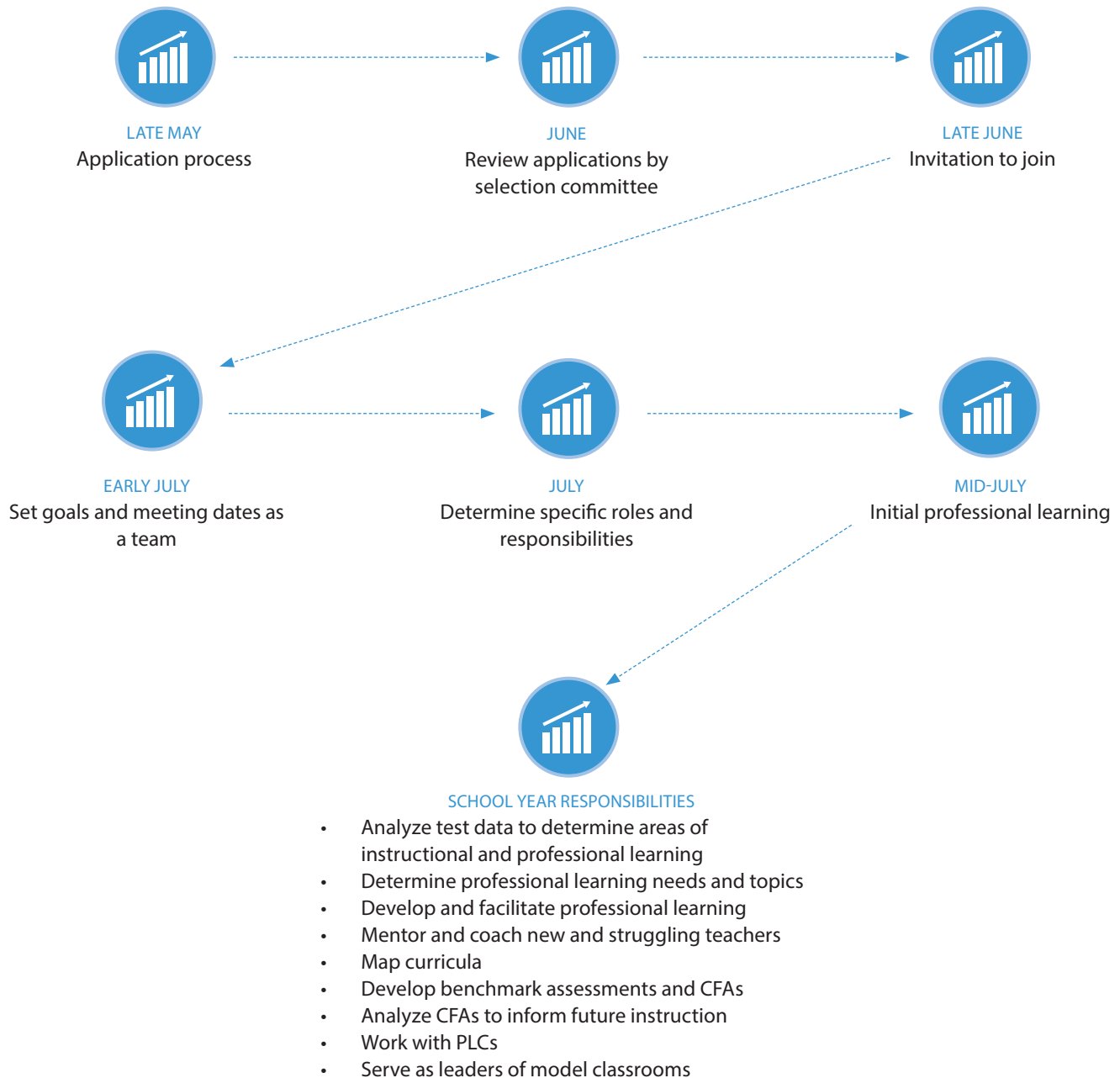
Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Develop a teacher leader framework including roles, responsibilities, and compensation.
- Inform administrators of the teacher leader scope of work.
- Collaborate with school administrative teams and determine school-level needs.
- Provide orientation and feedback sessions for teacher leaders.
- Address specific skillsets and diverse backgrounds of teacher leaders.
- Train teacher leaders based on state-, district-, and school-level initiatives such as PLC implementation, data analysis, and coaching, feedback, and mentoring.
- Work with administrative team to develop school-specific goals for identified areas of need.
- Monitor the effectiveness of teacher leader framework by annually gathering input from administrators, faculty, and staff and make adjustments as needed.



IMPLEMENTATION TIMELINE

Lincoln County Schools began implementation of the R.I.S.E. teacher leader framework in 2013, and continues to utilize, and revise the process as necessary each school year.



COMMUNICATION STRATEGY

For any new program to be successful, it is imperative to communicate to all stakeholders the need for implementation and the benefits of the program components to the district, schools, and students. As Lincoln County began the process of applying for Teacher Incentive Funds, it was evident that any money allocated to teacher incentives would not significantly improve instruction for students without structures in place to support administrators in developing and monitoring educator needs for professional learning. Because Lincoln County Schools believes professional learning for teachers is crucial to the academic growth of all students, an outcomes-based, professional learning component became part of the TIF4 federal grant.

The Lincoln County Board of Education's goal, "Engaged, Determined Growth Everyday", was the basis for the R.I.S.E. model. After identifying a focus for the model, the design team for the incentive fund model made presentations to the director of schools, school leadership team, system administrators, teachers, and the board. The model emphasized coaching and support for teachers and administrators. The model has clear objectives for teachers who are identified and selected to serve as teacher leaders in Lincoln County Schools. The model requires that teachers are demonstrated leaders who are highly respected and have shown an outstanding ability to teach with a proven record of student learning as identified by growth and achievement scores on state assessments. To support individual teacher professional learning, Lead Teachers play a crucial role in advancing the vision of the district and schools.

As district and school administrators work with teacher leaders to plan for data driven instruction in their schools, teacher leaders will more fully understand the need for their support and assistance in improving instructional programs. Positive attitudes and communication from teacher leaders will influence collegiality and cooperation among all staff members. As individuals work together in a true PLC, they will view their work as a learning opportunity that will tremendously improve the school, its instructional strategies, and ultimately student achievement.

The success of the model will require ongoing communication among district personnel, school administration, teacher leaders, and all teaching staff. Communication mechanisms such as the district website's teacher resource link, school newsletters, monthly supervisor and principal meetings, teacher surveys, and formal end-of-year reviews will be used to insure stakeholders are aware of ongoing strategic work. Feedback gathered through online surveys and small group feedback sessions in schools across the district will be utilized to determine the success of the model and inform future changes to roles, responsibilities, and incentives.

BEST PRACTICES

Using a set of guiding questions, Lincoln County Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Pre-Existing Capacity in District

District and School Supports

- Collaborative time in master schedule
- Professional learning for teacher leaders
- TEAM evaluation model

Evaluation of Individual Teacher Leader Model & Model Effectiveness

- Teacher leader questionnaires
- Appropriate monitoring and evaluation of newly implemented teacher leader roles
- Principal and peer feedback surveys
- TEAM data analysis
- Test data analysis
- Retention of teachers
- Awards and recognition philosophy and associated practices

Pre-Existing Capacity in District

- Clearly defined roles and responsibilities for teacher leaders
- Ways for teachers to broaden their impact on school improvement
- Professional learning activities to support teacher leaders
- School-based professional learning guided by teacher-directed professional learning
- Instructional leadership team
- Budget allocations for professional learning



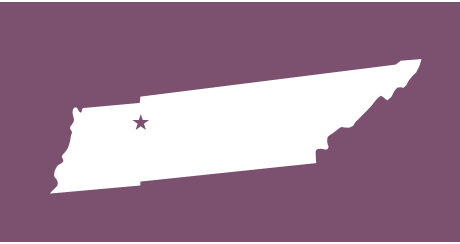
COST & SUSTAINABILITY

The Lincoln County Department of Education has developed a model for a differentiated pay plan that includes funding allocated each year to supplement teacher leadership roles and development. Through the TIF4 grant, funding for up to 30 teacher leaders allows the system to meet the differing needs of Lincoln County schools and support

teacher effectiveness across the district. Teachers serving in this capacity will maintain their full-time classroom responsibilities and take on additional responsibilities in their teacher leader roles. The TIF4 grant will be in place for the next three years, providing sustainability for the R.I.S.E. teacher leader model.

TEACHER LEADERS

$$30 \text{ positions} \times \$4,000 \text{ per position} = \$120,000$$

Paris Special School District

Superintendent Acknowledgment

I, Mike Brown, as director of Paris Special School District, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

Mike Brown

Director, Paris Special School District

1219 Hwy. 641 S.

Paris, TN 38242

MODEL SUMMARY

Teacher Leadership Model

Paris Special School District's Teacher Leadership Model is designed to provide high-performing and successful educators within the system an opportunity for leadership. These opportunities allow teachers to develop and grow their leadership potential in non-administrative roles. Through the opportunities provided, our goal is to leverage current teacher strengths and provide alternate means for leadership opportunities without requiring teachers to leave classroom teaching assignments.

Paris Special School District has identified the need for up to forty teacher leaders. These leaders have varying roles and capacities. Roles include: instructional teacher leaders, literacy leaders and content integration facilitators, rich task facilitators, after school instructional specialists, RTI² data coordinators, data miners, and parent involvement coordinators. Each role will be evaluated annually to ensure its success and need in the district. The Teacher Leadership Model will be an evolving model which is reviewed and evaluated annually, with the goal of increasing effectiveness in the Paris Special School District.



3

schools in the district

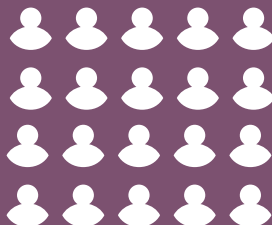


1,768

student population

115

teachers in the district



\$ 8,678.80

per pupil expenditure

RATIONALE

Empowerment, autonomy, dedication, leadership, and effectiveness: Aren't these the attributes we strive to develop within our teachers? To achieve this level of ownership and utilize the strengths of educators, teachers must be involved in the vision and direction of a school system. Fostering teacher leadership increases educator effectiveness and capacity, and ultimately, increases student achievement. Current opportunities for teacher leadership in the school system include data miners, technology coaches, webmasters, team leaders, and instructional mentors.

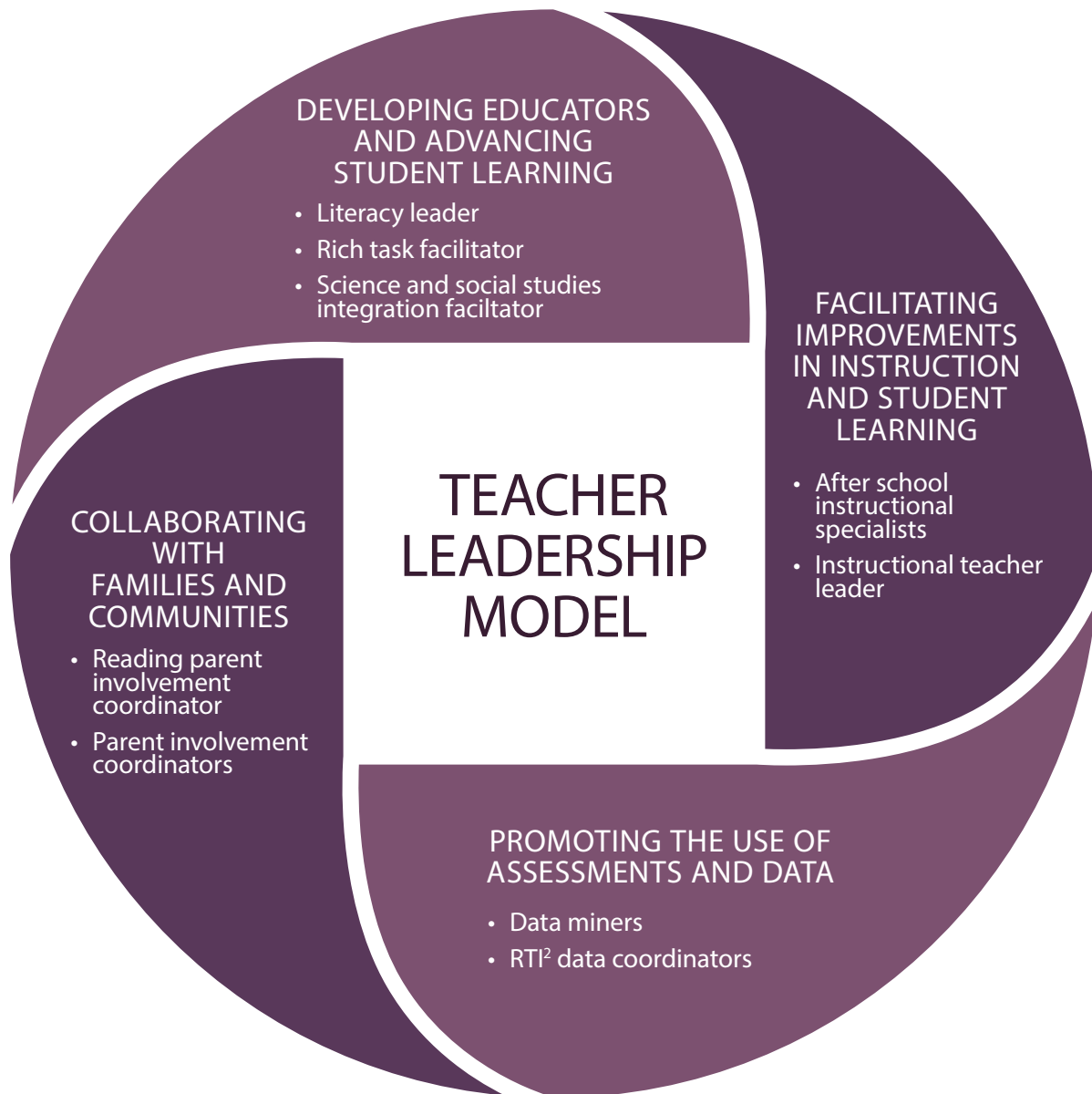
Teacher leaders believe:

- in the school and district philosophy and vision.
- in utilizing the strengths of our teachers to best serve students.
- in student learning as the primary goal of our work.
- in the importance of a safe and rigorous learning environment.
- in alternate paths to leadership for those individuals who want to remain in the classroom.

Teacher leaders have capacity to:

- collaborate with colleagues in the design, implementation, and production of outcomes with a focus on achievement and cultural vision of the school and district.
- help to develop a collaborative culture supportive of educator development by modeling, assisting, and providing resources.
- use research and promote professional learning to improve practice and student achievement.
- help develop a collaborative culture supportive of educator development and student learning.
- advocate for student learning, and collaborate with families and community.

ROLES & RESPONSIBILITIES



STRATEGIES FOR SUCCESS

1 IDENTIFY

- Gather input from stakeholders each May to elicit input regarding roles needed, strengths of what has been provided, and areas to improve
- Identify roles with data analysis and needs assessments
- Budget for the number of identified teacher leaders for the district. Elicit support from the director of schools, school board members, and school-level administrators
- Publish the Teacher Leadership Model to document rationales, beliefs, roles, and responsibilities
- Distribute recruitment posters to all school buildings so teachers have access to the teacher leader model
- Host an orientation session during the summer for all interested teachers, regarding Teacher Leadership Standards, and Paris' roles and responsibilities

2 SELECT

- Recruit teacher leaders by communicating to the principals and teachers
- Teacher leaders must:
 - Have a composite score of three or above
 - Be deemed a leader by co-workers
 - Have the specific skillset required for the role
 - Have effective written and oral communication
- Be approved by the director of schools

3 RETAIN

- Reflect annually to determine effectiveness, need, and duration of duty
- Evaluate model through online surveys of teacher leaders, teachers, and administrators
- Align funding sources with differentiated pay (local extended contract, general purpose, and federal funding)
- Provide ongoing professional learning for teacher leaders
- Teacher leader orientation session to clarify roles and responsibilities



BUILDING CAPACITY FOR TEACHERS TO LEAD

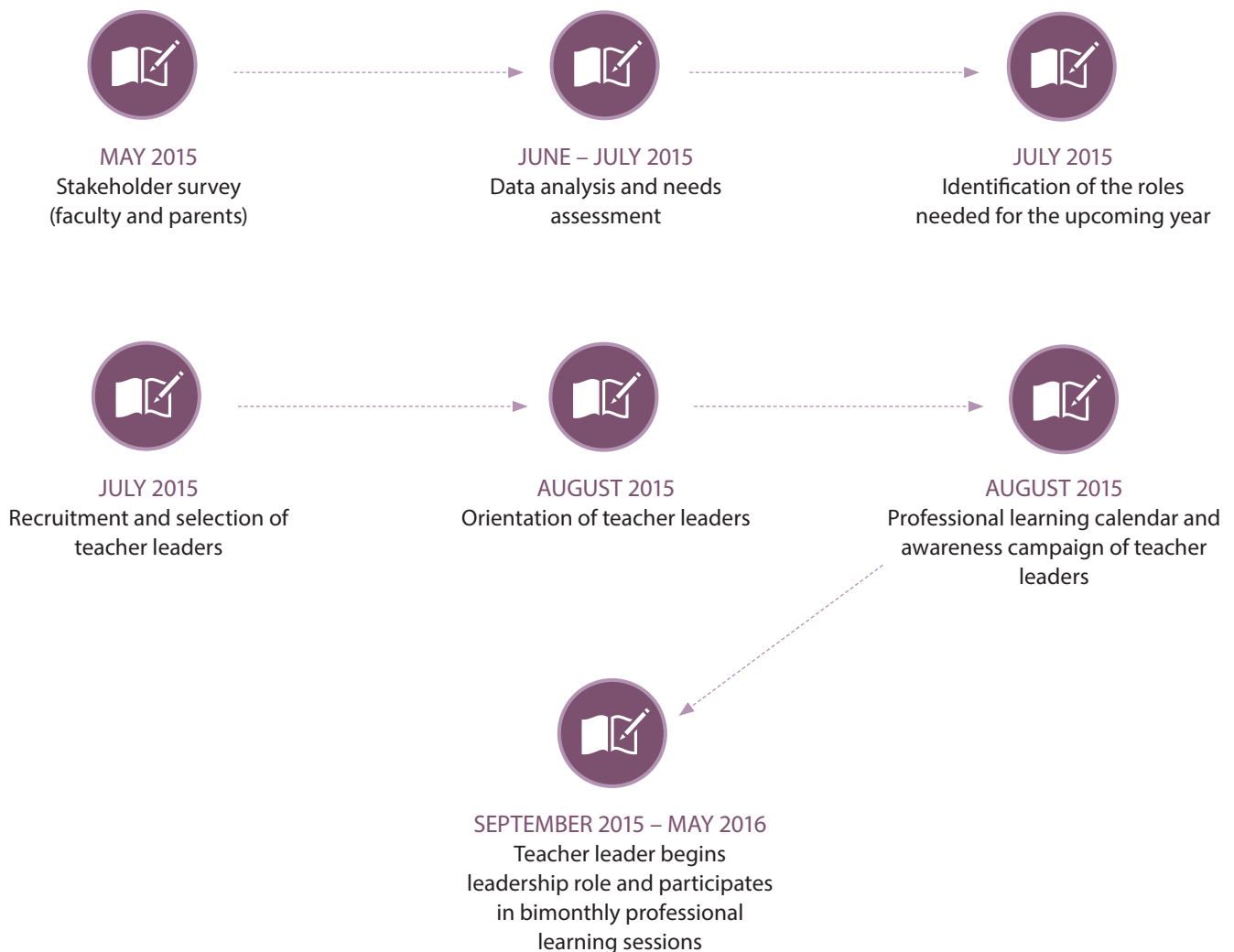
Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Clearly define and communicate roles and responsibilities.
- Identify district and building-level needs.
- Organize scheduling, common planning, and time to maintain an effective Teacher Leader model.
- Provide professional learning and orientation for selected teacher leaders and all administrators.
- Continue to provide professional learning opportunities for teacher leaders.
- Monitor teacher leader model effectiveness with questionnaires, principal and peer feedback surveys, test data analysis, and TIGER data



IMPLEMENTATION TIMELINE

The development of the Paris Special School District Teacher Leadership Model has been ongoing since November 2014. The model will be further developed in May 2015 as stakeholders are surveyed to help identify the needs for the district. During the summer, administrators will analyze data and assess needs for the district. After data analysis, next steps include recruitment, orientation, and professional learning, as well as identifying each school's greatest needs for teacher leaders, keeping growth in student achievement the major priority. After the implementation of the Teacher Leadership Model during the 2015-16 school year, administrators will continue to evaluate the model. At the end of each year, stakeholders will identify needs for the following school year, and revisit the district plan to make necessary adjustments.



COMMUNICATION STRATEGY

Communication is a key element of the Paris Special School District's Teacher Leadership Model. To achieve a level of ownership and utilize the strengths of educators, teachers must be involved in the vision and direction of a school system. Stakeholders will be surveyed to help identify the needs for the district. Initially, the Paris Special School District Teacher Leader Network will make presentations to the director of schools and the school board for support of the leadership model.

These presentations will include an in-depth narrative of the Teacher Leadership Model. The district will communicate intent of the model through flyers in each building. Following the posting of flyers and communication to the school board, each principal will hold a faculty meeting to clearly communicate the intent of the model and the roles included with the model. After implementation, ongoing communication will be required to share the results of the model with stakeholders. Through transparent and frequent communication, this model will be more sustainable and have a greater degree of support.



BEST PRACTICES

Using a set of guiding questions, Paris Special School District thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- Create flexible scheduling (release time or common planning)
- Establish differentiated pay scale
- Provide orientation
- Provide professional learning

Evaluation of the Teacher Leader Model

- Gather input from stakeholders via surveys
- Analyze test data (composite score of three or higher)

Pre-Existing Capacity in District

- Teacher-directed learning
- Instructional teacher leader

COST & SUSTAINABILITY

In the Paris Special School District, the Teacher Leadership Model will be sustained using a variety of funding sources. The sources used to maintain the availability of these offerings for teachers include: local extended contract, general purpose, and Title I funds. These funds have been used for similar purposes in previous years and are allocated to this model. Because the roles identified will be re-evaluated annually, each role will serve to propel the mission and vision of the system each year. Funding will be made available as roles continue to be relevant and purposeful.

LITERACY LEADER, SCIENCE AND SOCIAL STUDIES INTEGRATION FACILITATOR,
RICH TASK FACILITATOR, RTI²/DATA COORDINATOR

$$1 \text{ position each} \times 4 \text{ icons} \times \$1,000 \text{ per position} = \$4,000$$

AFTER SCHOOL INSTRUCTIONAL SPECIALISTS

$$13.5 \text{ positions} \times 13 \text{ icons} \times \$1,260 \text{ per position} = \$17,010$$

INSTRUCTIONAL TEACHER LEADER, PARENT INVOLVEMENT COORDINATOR

$$3 \text{ positions each} \times 3 \text{ icons} \times \$1,000 \text{ per ITL} + 3 \text{ icons} \times \$1,260 \text{ per PIC} = \$6,780$$

READING PARENT INVOLVEMENT COORDINATOR

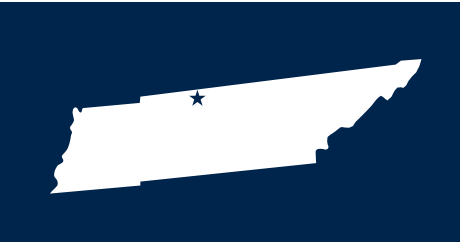
$$1 \text{ position} \times 1 \text{ icon} \times \$1,000 \text{ per position} = \$1,000$$

DATA MINER

$$16 \text{ positions} \times 16 \text{ icons} \times \$540 \text{ per position} = \$8,640$$

\$37,430

total budget amount



Sumner County Schools

Superintendent Acknowledgment

I, Del Phillips, as director of Sumner County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Network during the 2014-15 school year to develop a teacher leader model for our school district.

A handwritten signature in black ink that reads "Del Phillips".

Del Phillips
Director, Sumner County Schools
695 East Main Street
Gallatin, TN 37066

MODEL SUMMARY

Teacher Leaders

Given the urgent need to build leadership capacity among teachers, Sumner County Schools developed a sustainable structure that would create a prepared applicant pool for school and district leadership. The design of the Teacher Leaders model supports the district's viable and guaranteed curriculum. A teacher leader is a professional educator who, through transparent practices, acts as a change agent to build capacity in self and others. A teacher leader increases effective educator practices and improves student learning. The phrase "teacher leader" delineates those educators who, in addition to their full-time teaching responsibilities, serve as leaders within their individual schools. Teacher Leaders design and lead professional learning, mentor others, and utilize their planning periods to serve in a leadership capacity. The phrase also identifies teachers who serve in a full-time leadership role.



49

schools in the district

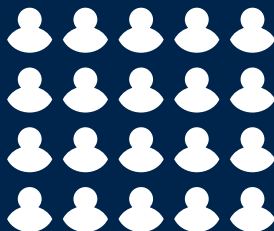


28,516

student population

1,954

teachers in the district



\$ 8,181.00

per pupil expenditure

RATIONALE

The Sumner County Teacher Leaders program was designed to build capacity across all levels of leaders. The purposes of the program are to support initiatives and to grow active leaders of change who optimize student achievement. Teacher Leaders also serve as liaisons between administrators and teachers. They share leadership responsibilities, conduct fidelity checks of programs, promote instructional best practices, and implement initiatives.

Teacher leaders believe:

- they are responsible for improving instructional practice as well as to becoming lifelong learners, continually focused on improving their craft and reaching students.
- students deserve superior classroom instruction.
- a collaborative culture builds trust, which is vital to the relationships.
- peer observation and modeling of best practices helps teachers grow.
- evaluation of formative data is integral to teacher and student success.
- the design of school-based professional learning should be collaborative, practical, and should involve analyzing student data and student work.
- the school's SMART goals and strategic improvement plan are critical to success.

Teacher leaders have capacity to:

- attain superior results within their own classrooms.
- engage adult learners in meaningful professional learning experiences.
- effectively communicate with students, teachers, administrators, and families while building trust among a community of learners.
- identify and model best practices.
- lead critical conversations about race, ethnicity, and linguistic diversity, and apply strategies to bring a faculty closer to closing achievement gaps.
- monitor programs for success and make adjustments accordingly.
- exhibit a strong sense of moral and ethical behavior.

ROLES & RESPONSIBILITIES

LEADERSHIP

- Develop and build highly effective leaders through high-quality professional learning to foster shared leadership
- Support teachers, lead educators, principals, and district staff in working together toward common goals
- Serve as the liaison between administrators, coordinators, and staff
- Collaborate with lead educator in RTI² implementation

CORE INSTRUCTION

- Support Tier I core curriculum best practices
- Support and provide guidance regarding scopes of work
- Support English language arts and math initiatives (e.g., close reading, writing with textual evidence, SRSD, math practice standards, conceptual knowledge, task, etc.)
- Increase student outcomes through best practices and data-driven instruction and assessments

DATA

- Support school-wide data analysis and SMART goal process
- Analyze Tier I district-wide and school-wide data from quarterly assessments.
- Collaborate with lead educator on RTI² data management system and train building staff

COLLABORATION

- Cultivate a culture of continuous improvement through job-embedded coaching and interdependent work to achieve common goals
- Maintain a collaborative culture that focuses on learning for all; achieve results; and promote collegiality and shared responsibilities
- Foster an increase in teacher effectiveness through professional learning and collaboration of best practices
- Collaborate across schools

Responsibilities of Teacher Leaders

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Elicit support from all stakeholders (director of schools, building-level administrators, and board members).
- Distribute information and recruitment posters to all teachers framing teacher leader model.
- Designate a page on district website for links to documents (application, job description, roles and responsibilities, etc.).
- Host informational meetings (district- and school-level) for interested teachers.
- Market the teacher leader model as an opportunity for teacher advancement.
- Budget an appropriate number of teacher leaders for the district and schools.

2 SELECT

- Candidate criteria reflects overall level of effectiveness scores of at least a four.
- Communicate the selection process to teachers and principals.
- Conduct a two-phase interview process including a school-level interview and a district-level interview.
- District administrators interview with school administrators' "short list" of applicants.
- Conduct performance-based district interview – candidates examine real school data, present a school improvement plan, answer questions based on the school data provided at the interview time.
- District administrators collaborate with principals on the selection of each teacher leader.
- Place teacher leaders strategically in strong content areas based on individual school needs.

3 RETAIN

- Partner with Lipscomb University to design and implement an instructional coaching certificate program. This ensures teacher leaders are prepared and equipped with the tools to be successful in their leadership roles.
- Deliver ongoing professional learning aimed at program success to administrators and teacher leaders throughout the year.
- Monitor the effectiveness through peer feedback and surveys.
- Continually evaluate and evolve the teacher leader model.
- Provide instructional technologies as support (i.e. iPads).
- Create an environment for collegiality, accountability, and networking through the single-cohort learning experience.



BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this teacher leader model requires preparation for teacher leaders, school staff, and school and district leaders. The following are suggested best practices for effective implementation.

- Prepare teacher leaders via Lipscomb University's instructional coaching certificate (12 credit hours).
- Create and sign teacher leader contracts identifying commitment, expectations, and fidelity to the model.
- Provide professional learning opportunities for teacher leaders each semester.
- Provide protocols for school meetings, professional learning activities, and coaching experiences.
- Establish communication process for addressing issues among teacher leaders, teachers, and administrators.
- Involve teacher leaders in their schools' strategic planning meetings and school improvement planning processes.
- Provide personal and professional support through regularly-scheduled PLC times.
- Develop and encourage a common language and common understanding regarding coaching, PLCs, data, SMART goals, etc.
- Develop and communicate clearly defined roles and responsibilities.



IMPLEMENTATION TIMELINE

In the spring of 2013, Sumner County Schools included 45 schools with 1,826 teachers and 28,045 students, ranking as the ninth largest district in the state of Tennessee. At the time, Sumner County had four instructional coaches to support these 1,826 teachers, and all four positions were funded through the district's Race to the Top grant. Knowing the importance of job-embedded coaching and sustained personalized professional learning, district leaders felt it imperative that they offer more instructional support to teachers and school-based administrators in an effort to improve student outcomes. This led to the district applying for and receiving a TNLEAD grant. The grant paid for the tuition of the first cohort of teacher leaders (one per school) so they could complete 12 graduate credit hours at Lipscomb University, resulting in each teacher leader receiving an instructional coaching certificate. From there, the program has grown to include two teacher leaders in every building, 22 full-time lead educators, 72 mentors, and seven high school focus educators. A ladder to district and school leadership opportunities now exists, and a sustainable plan is in place.

2013



- Sumner County Schools receives a TNLEAD Grant.
- Teacher leaders are selected.
- First cohort of teacher leaders complete instructional coaching certificate through Lipscomb University.
- Professional learning topics for teacher leaders and school administrators include: SMART goal setting, PLC norms, data digs, and school improvement.
- Avenues through which to assess the program's effectiveness are researched and implemented.
- PLCs in place in all schools.
- Data teams and data walls are in place in all schools.
- Leadership teams are in all schools.
- Formative assessments are used in all schools.
- Student data is used to establish SMART goals and school improvement plans.
- Principals and teacher leaders present school improvement plans at strategic planning meetings.

2014



- Second cohort of 22 full-time lead educators complete instructional coaching certificate through Lipscomb University, and begin supporting teachers, administrators, and students.
- Professional learning becomes school-based, not district-based. Teacher leaders use data to assist school leadership teams in designing and presenting professional learning opportunities.
- Built-in calendar days are added for professional learning.
- Sumner County School Board recognizes 46 teacher leaders and 22 full-time lead educators for their commitment to the students of Sumner County.
- From the first cohort of teacher leaders, 25 stories of upper movement were reported: three became assistant principals; seven became full-time lead educators; six went on to complete their master's degree; and nine used the 12 graduate credit hours as a springboard to complete their education specialist degree.
- The teacher leader model is analyzed for effectiveness.

2015



- Another cohort of 47 teachers begin the Lipscomb University instructional coaching certificate program, allowing for each school to have two trained and equipped teacher leaders.
- Principals and teachers are asked to provide feedback regarding the impact their teacher leader and lead educator have had on their students, their school, and their own professional growth.
- All schools (and thus, teachers) to be supported by a lead educator, two teacher leaders, and multiple mentors.

COMMUNICATION STRATEGY

In March of 2013, Dr. Jennifer Brown, the Assistant Director of Schools for Instruction, presented to the Board of Education the need for and the research supporting teacher leaders. She emphasized the compelling district leadership needs that could be addressed by an impactful teacher leader program. She also presented current research that promotes teacher leaders and their impact on student learning, teacher growth, school improvement, and change implementation. She presented the vision for the teacher leader model – data-driven instruction and continuous, embedded school improvement.

In June of that same year and after being awarded the TNLEAD grant, Dr. Brown shared the goals, roles, responsibilities, and expectations with all district and school administrators at the annual K-12 Principals' Learning. She also shared the course offering and content that teacher leaders receive while completing their coaching certificate. At this meeting, a shift occurred from district-focused professional learning to school-focused professional learning.

The following month, the Sumner County Professional Learning Summit took place where Dr. Brown shared all of this information with all of the teachers of Sumner County. The role of teacher leader was clearly defined and the expectations for improvement were set forth for all teachers. Teacher leaders were recognized for their commitment and dedication to the students and teachers of Sumner County. Collaboration versus cooperation was discussed at length, and the need for PLCs centered on student needs was stressed. Teachers brainstormed possible PLC groups and specific needs at their individual schools.

Since then, the district has been very intentional in communicating what it is doing and why it is doing it in regard to increasing teacher leader capacity. The teacher leader model's effectiveness is discussed at every principal meeting and at every teacher leader meeting. The broader expansion of the program has been discussed at all levels of the district at least once a semester. These levels include teacher groups, principal groups, district staff, and board members. Student growth and achievement resulting from teacher leader impact is continuously recognized and celebrated. The district's website underwent a major overhaul in order to accommodate the collection of best practices and resources accumulated by teacher leaders.

BEST PRACTICES

Using a set of guiding questions, Sumner County Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of the Teacher Leader Model
- Pre-Existing Capacity in District

District and School Supports

- TEAM evaluation model
- Partnership with Lipscomb University for prescribed professional learning and instructional coaching certificate
- Building administrators', teacher leaders', and lead educators' alignment of beliefs and goals
- Monthly alignment meetings with instructional coordinators to maintain focus on instructional initiatives
- Prescribed professional learning opportunities to support teacher implementation of district instructional initiative
- Recognition in front of the Sumner County School Board and local officials
- Creative and flexible scheduling

Evaluation of the Teacher Leader Model

- TEAM evaluation model
- SWOT analysis
- Monthly district meetings
- PLC reflection forms
- Principal and teacher quotes regarding the impact of the program
- Extended contract logs
- Professional learning feedback forms
- Student and school data
- State teacher support survey document
- Leadership rubric
- Principal and peer feedback surveys

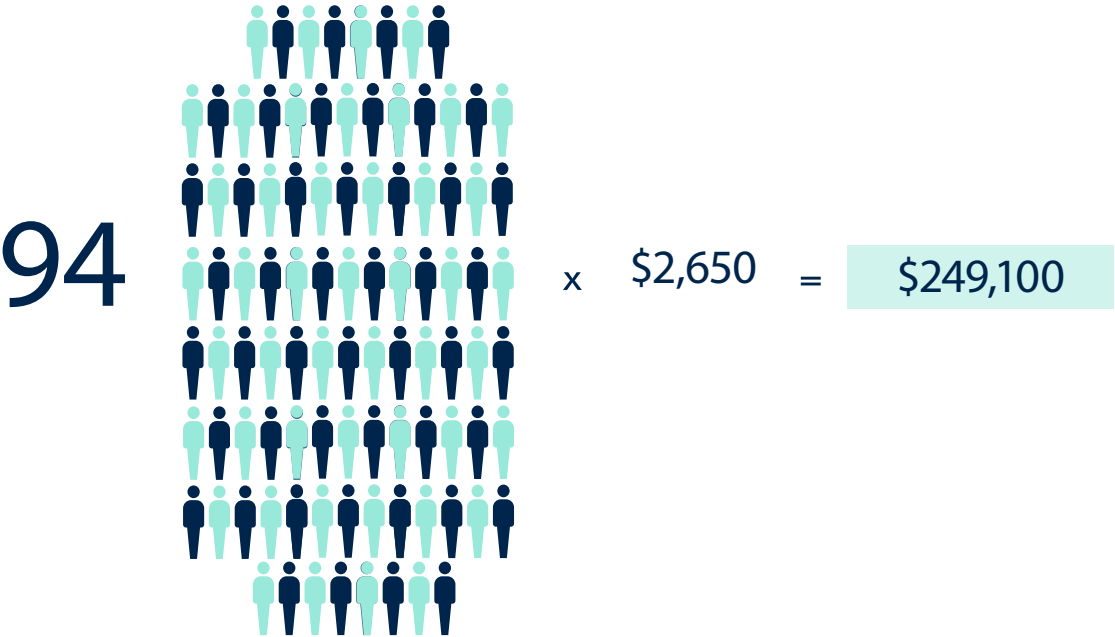
Pre-Existing Capacity in District

- Instructional leadership team
- School-based professional learning
- Shared vision
- Support from Sumner County School Board
- Budget allocation for professional learning

COST & SUSTAINABILITY

In Sumner County, the teacher leader model is funded from various budgets. Teacher leaders are paid ten extra contract days through the general purpose budget. They are also compensated with a \$2,000 per year stipend through Title II funds.

TEACHER LEADER



Contributors

Project Director, Tennessee Teacher Leader Network

Paul Fleming, Assistant Commissioner for Teachers and Leaders Division, Tennessee Department of Education
Paul.Fleming@tn.gov

Project Coordinator, Tennessee Teacher Leader Network

Amanda Armstrong, Training and Communications Coordinator for Teachers and Leaders Division, Tennessee Department of Education
Amanda.Armstrong@tn.gov

Cleveland City Schools

Joel Barnes, Principal
jbarnes@clevelandschools.org

Melissa Bishop, Capacity Trainer/
RTI Coordinator
mbishop@clevelandschools.org

Jeff Elliot, Curriculum Supervisor*
jelliot@clevelandschools.org

Bob Pritchard, Instructional Facilitator
bpritchard@clevelandschools.org

Collierville Schools

Sheryl Johnson, PD and Evaluation Supervisor*
s1johnson@colliervilleschools.org

Melissa McConnell, Principal
mmccConnell@colliervilleschools.org

Lydia McGuire, Teacher
lmcguire@colliervilleschools.org

Shelly O'Daniel, Teacher
sodaniel@colliervilleschools.org

Gestalt Community Schools

Erica Powell, Director of Literacy
epowell@humespa.org

Antonio Ryan, Principal
aryan@powercenteracademy.org

Bobbie Turner, Managing Director of Teacher
Development*
bturner@gestaltcs.org

Henderson County Schools

Janet Hays, Instructional Coach
haysj1@k12tn.net

Martin Johnson, Elementary Principal
johnsonmartn@k12tn.net

Karla Morris, Elementary Data Coach*
morrisk@k12tn.net

Wanda Small, Elementary Supervisor
smallw@k12tn.net

Lauderdale County Schools

Cindy Bryant, Curriculum Coordinator
cbryant@mail.lced.net

Chantay Dupree, Assistant Principal
cdupree@mail.lced.net

Jennifer Kent, Director of Middle School/
Instructional Supervisor*
jkent@mail.lced.net

Katie Ward, Curriculum Coordinator
katieward@mail.lced.net

Lincoln County Schools

Terry Sue Fanning, Supervisor of Instruction
tsfanning@lcdoe.org

Charla Hurt, Lead Teacher*
crhurt@lcdoe.org

Renee Pryor, Evaluation and Professional
Development Specialist, TIF
rpryor@lcdoe.org

Sarah Wallace, Principal
swallace@lcdoe.org

Paris Special School District

Kathy Coley, Mentor Teacher
kathy.coley@parisssd.org

Karen Goodman, Teacher
karen.goodman@parisssd.org

Jason Scarbrough, Principal
jason.scarbrough@parisssd.org

Leah Watkins, Supervisor of Instruction*
leah.watkins@parisssd.org

Sumner County Schools

Jennifer Brown, Assistant Director of Schools*
jennifer.brown@sumnerschools.org

Nick Brown, Teacher Leader
nick.brown@sumnerschools.org

Frankie Skinner, Lead Educator
frankie.skinner@sumnerschools.org

David Stafford, Principal
david.stafford@sumnerschools.org

*Denotes the district's primary contact for this project.

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Tennessee Teacher Leader Standard

<http://www.tn.gov/sbe/2010Octoberpdfs/III%20A%20Teacher%20Leadership%20Standards%20Master.pdf>



Acknowledgments



hello@reginawright.net
662.820.4247

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For more information about this work or the models, you may contact:

Paul Fleming, Ed.D.

Executive Director of Leader Effectiveness

Deputy Assistant Commissioner, Teachers and Leaders

Paul.Fleming@tn.gov