WORTH BEYOND MEASURE

TENNESSEE TEACHER LEADER GUIDEBOOK

A Message From the Commissioner of Education

On behalf of the Tennessee Department of Education, I am excited to share six unique and innovative Teacher Leader models developed by teams from the districts represented in this Teacher Leader Guidebook. These six districts represent the geographic and demographic diversity in our state and provide a powerful roadmap for schools and districts in developing our most important human capital asset in K-12 education: 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 and encourage the development of teacher leaders. This Guidebook contains different models that are grounded in these standards and provides clear and different pathways for our schools and districts to consider when attempting to leverage the power and potential of teacher leader development. 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.

We've grown more and faster than any other state in the nation over the last few years and I believe the development of teacher leaders can be a powerful tool to continue our positive, upward trajectory of increased educator effectiveness and student growth.

Kevin Huffman
TN Commissioner of Education

Table of Contents

Executive Summary

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, adopted by Tennessee in 2011:

> **TEACHER LEADERSHIP REQUIRES A SHIFT IN THE 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.

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

The shared instructional leader model requires a bold, comprehensive strategy. By integrating all of the elements of the leadership talent lifecycle (preparation, recruitment and 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. ▶
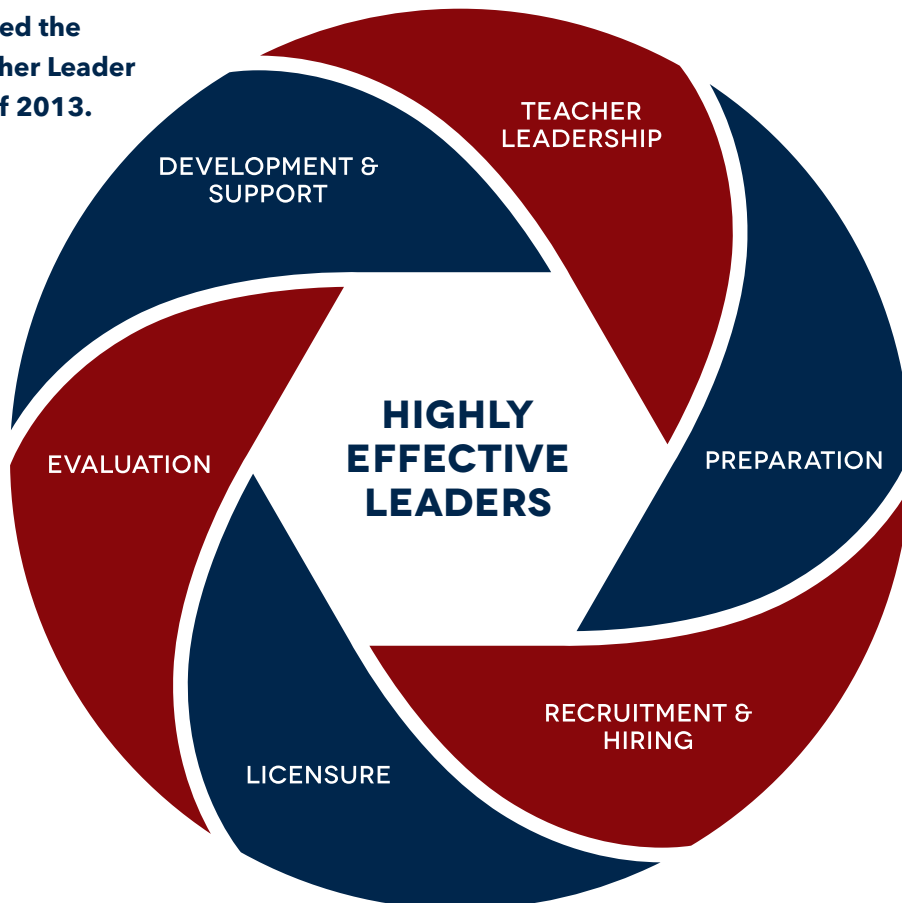
The TDOE strategically created the Tennessee Teacher Leader Council in the fall of 2013 to develop adaptable teacher leadership models for implementation in districts across the state by pulling together highly effective district leadership teams representing the geographic, socioeconomic, and demographic diversity of all three grand divisions of the state. The six districts selected to serve on the Council created different, 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. The models vary in their design, number of roles, and costs but share a foundational belief in developing teacher leader capacities, skills, and actions. **THESE SIX DISTRICTS ARE:**

- Clarksville Montgomery County Schools
- Dyersburg City Schools
- Henry County Schools
- Kingsport City Schools
- Metro Nashville Public Schools
- Sullivan County Schools

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

The TDOE created the Tennessee Teacher Leader Council in fall of 2013.

TEACHER LEADERSHIP

DEVELOPMENT & SUPPORT

PREPARATION

EVALUATION

HIGHLY EFFECTIVE LEADERS

RECRUITMENT & HIRING

LICENSURE

Tennessee Teacher Leader Council

BACKGROUND The goal of the statewide teacher leader council 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:

- Common Core
- 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 Council 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.
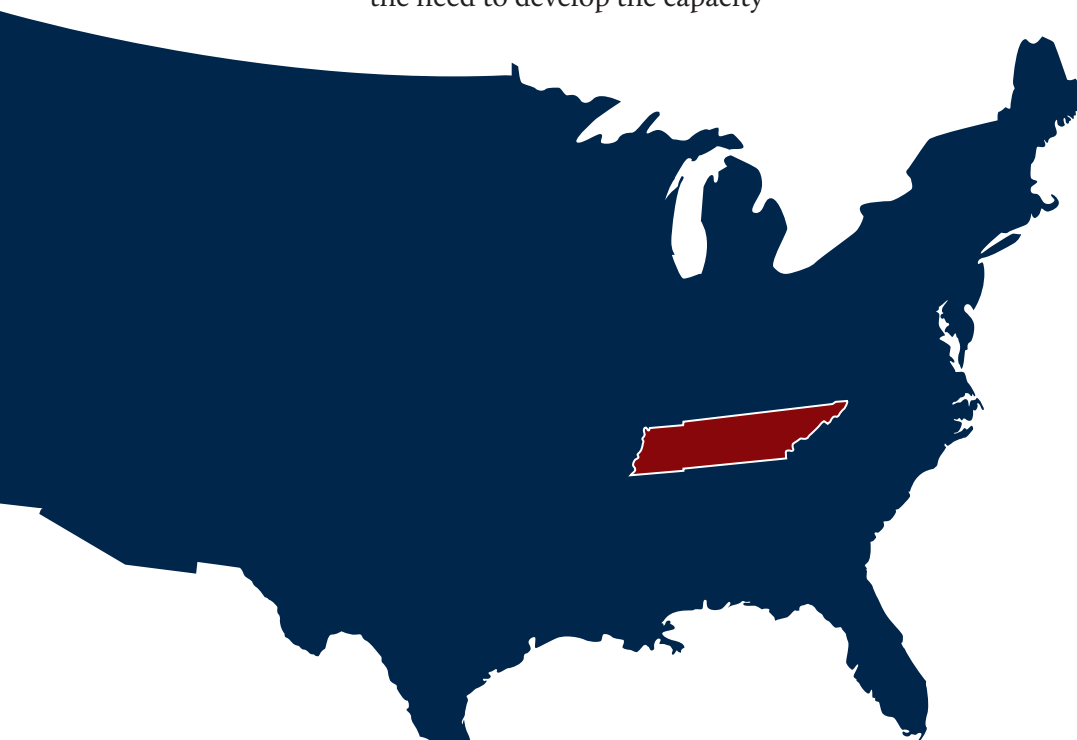
The goal of the statewide teacher leader council is to create teacher leader models that can be shared and scaled across districts and regions.

INVEST

We invest in leaders with vision and skill

RESPOND

We respond strategically to amplify impact

CONNECT

We connect efforts to build movements
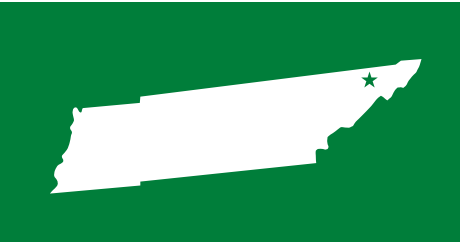
Clarksville-Montgomery County Schools

Superintendent Acknowledgment

I, B.J. Worthington, as Director of Clarksville-Montgomery County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2013-14 school year to develop a teacher leader model for our school district.

B.J. Worthington
Director of Schools
Clarksville-Montgomery County Schools
621 Gracey Avenue
Clarksville, TN 37040

MODEL SUMMARY
3 + 1 TLM

The district has identified three areas of focus for teacher leaders: curriculum, instruction, and innovation. Each area has two primary teacher leader roles. Data-driven analysis is an overarching theme for each of the teacher leader foci and is considered an integral responsibility of each of the six teacher leader roles. The following depicts the teacher leader roles for each area of focus:

Curriculum Focus – Curriculum Specialist and Resource Provider
Instruction Focus – Instructional Specialist and Site-based Induction Specialist
Innovative Focus – Catalyst for Change and Learning Facilitator

The district uses the Mid-continent Research for Education and Learning International (McRel) balanced leadership framework action planning process when designing and implementing new programs and protocols. This four-step process includes: creating demand, actions for implementing change, managing personal transitions, and monitoring and evaluation.
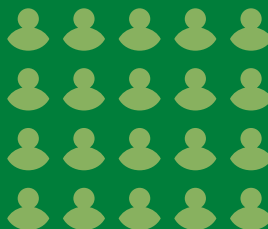
37
schools in the district

30,621
student population

2,011
teachers in the district

$ 8,829.32
per pupil expenditure

100

RATIONALE

To reduce the variability in teacher quality across the district, those in designated leadership positions cannot be the only building experts to whom teachers turn for professional advice or for ways to address their developmental needs. The district places high emphasis on the cultural norm of shared leadership, beyond administrative teams and those in assigned instructional coaching roles. The 3+1 TLM leverages the knowledge and expertise of often informally recognized teacher leaders by creating opportunities for them to impact others in their areas of expertise. A replicable teacher leader framework will allow administrators to identify and cultivate these teacher leaders so when called upon they can help build capacity in others and serve as a catalyst for change in improved instructional practices in support of improved student achievement.

Teacher Leaders Believe:

- In their professional responsibility to improve their instructional practice.

- Students deserve superior classroom instruction.

- A collaborative culture builds trust.

- Peer observation and modeling of best practices helps teachers grow.

- Evaluation of formative data is integral to teacher and student success.

- Teachers must be lifelong learners if all students are to graduate college and/or career ready.

Teacher Leaders Have Capacity To:

- Attain superior results within their own classrooms.

- Engage adult learners in meaningful professional development and learning experiences.

- Effectively communicate with students, teachers, and administrators.

- Collect and analyze data linking student achievement to instructional practices.

- Work with their school administrators to help implement effective change initiatives.

- Help teachers manage their personal transitions through building- and district-level change.

ROLES & RESPONSIBILITIES

- Vets resources for teachers to use with students
- Vets professional resources for teacher growth
- Maintains a resource exchange easily accessible to faculty members
- Pilots new curriculum for adoption consideration

- Deconstructs standards at various levels
- Paces progression of standards effectively
- Identifies gaps in learning and scaffolds when appropriate
- Articulates curricular connections within and across content areas

CURRICULUM FOCUS

CURRICULUM SPECIALIST

RESOURCE PROVIDER

Building Teacher Leader Capacity to Reduce the Variability of Quality Teaching and Learning Experiences for All Students

Data-driven analysis is a critical component of all aspects of this model.

LEARNING FACILITATOR

SITE-BASED INDUCTION SPECIALIST

CATALYST FOR CHANGE

INSTRUCTIONAL SPECIALIST

INNOVATIVE FOCUS

INSTRUCTIONAL FOCUS

- Analyzes performance trends to develop a professional learning improvement plan
- Facilitates professional learning opportunities
- Models best practices
- Coaches individuals through learning plans

- Acclimates new teachers to the school: facilities, processes, and culture
- Facilitates induction seminars to bridge gaps in foundational knowledge
- Monitors new teacher interactions for fidelity to district protocols and procedures
- Models professionalism and best practices

- Challenges the status quo
- Leads innovation and change initiatives
- Discovers possibilities and inspires others to attain new goals
- Applies appropriate frameworks, models, and tools to lead, sustain, and monitor change

- Demonstrates effective teaching strategies
- Communicates alignment of strategies to standards, assessment and daily lesson planning
- Researches current best practices for classroom instruction
- Differentiates practices for the needs of diverse learners

STRATEGIES FOR SUCCESS

1 > IDENTIFY

- Identify high quality, level four and five teachers (per the state's evaluation process), skilled in content knowledge.

- Identify high quality teachers who have above average student scores.

- Identify teachers who are skillful in the use of data analysis to drive instruction and student learning.

- Identify teachers who are respected by peers and administration.

2 > SELECT

- Develop clearly defined job descriptions for each of the six teacher leader roles.

- Develop technical, behavioral and role specific competencies for all teacher leader roles.

- Develop a selection screening tool.

- Communicate teacher leader opportunities to identified teachers.

3 > RETAIN

- Create a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.

- Develop foundational and role specific professional learning activities to build capacity.

- Create ways for teacher leaders to broaden impact on school improvement.

- Provide useful feedback to teacher leaders on strengths and opportunities for improvement.

- Ensure adequate resources are in place to support teacher leaders.

- Provide opportunities for teacher leaders to share best practices in similar job sessions.

BUILDING CAPACITY FOR TEACHERS TO LEAD

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

- Develop clearly defined roles and responsibilities for teacher leader roles

- Develop communications plan detailing the model's purpose, process, and protocols

- Create ways for teacher leaders to broaden their impact on school improvement

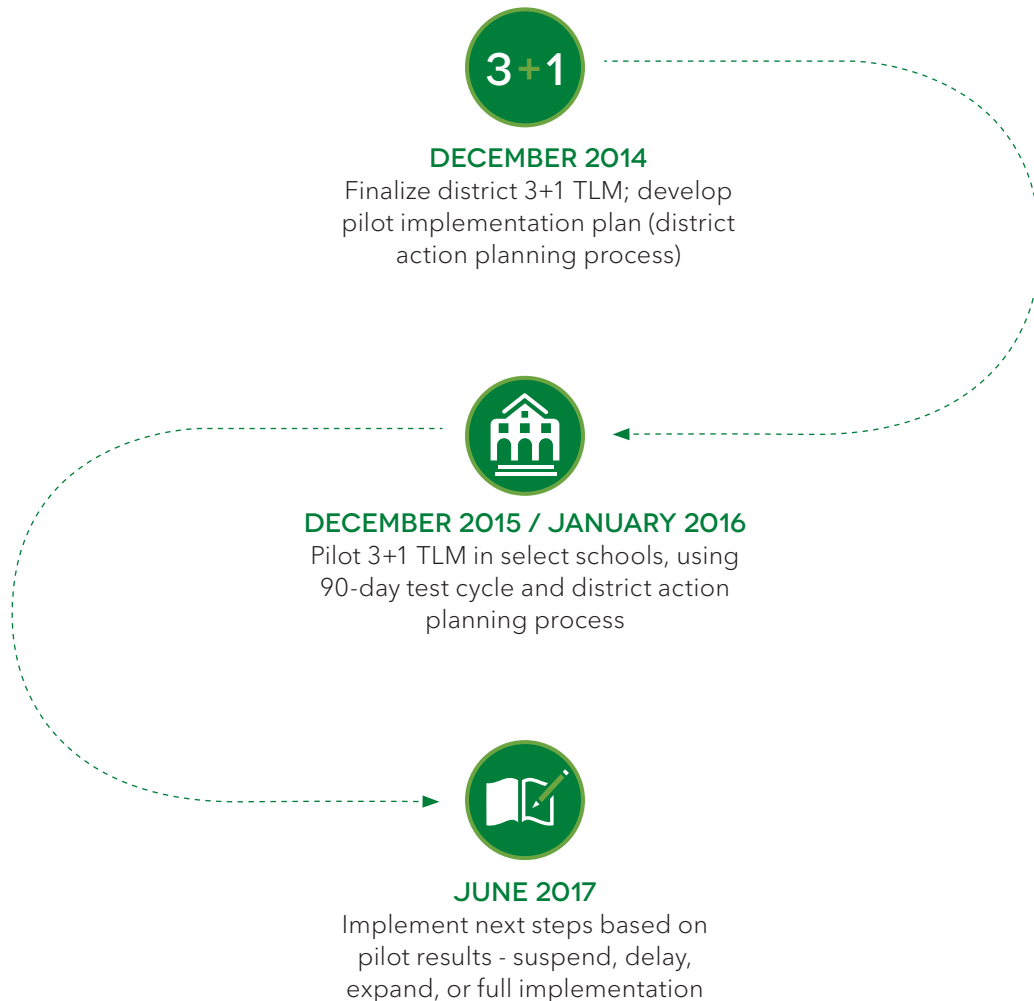- Develop professional learning activities to support teacher leaders

IMPLEMENTATION TIMELINE

The district's primary focus for at least the next 18 months will be to connect our teacher leader design efforts to what is already in place and to explore opportunities for expanding teacher leader roles at the building-level. This exploration will include differentiated pay. Our Chief Human Resources Officer will be leading a Differentiated Pay Focus Group during the 2014-15 School Year. The district's Teacher Leader Council members will be members of this Focus Group. In addition, Teacher Leader Council members will serve on a Continuous Im-

provement Team (CITeam) chartered to refine the preliminary framework with input from principals, leadership teams, and existing teacher leaders in formalized roles (Academic Coaches, Consulting Teachers, etc.). After clarifying teacher leader roles and responsibilities, this CITeam will determine measurable benchmarks regarding the use of teacher leaders (quantity, quality, duration, effectiveness, etc.), develop training plans for each teacher leader role, develop associated communications plans, and communicate district expectations.

3 + 1

DECEMBER 2014
Finalize district 3+1 TLM; develop pilot implementation plan (district action planning process)

DECEMBER 2015 / JANUARY 2016
Pilot 3+1 TLM in select schools, using 90-day test cycle and district action planning process

JUNE 2017
Implement next steps based on pilot results - suspend, delay, expand, or full implementation

COMMUNICATION STRATEGY

The Department of Communications will play an integral role in the district's action planning process. The 3+1 TLM communication plan will be aligned with each phase of the three-year action planning process and implementation process. The first phase will be to communicate what the district is doing and why we are doing it with regards to building teacher leader capacity in the three identified areas. The second phase will be to identify ways in which identified teachers can be selected to expand their leadership capacity within their schools. The third phase will be to monitor implementation and communicate results to principals regarding broader expansion throughout the district. Teacher leader successes in school improvement and student achievement will be continuously recognized and celebrated.

The district employs a number of communications mechanisms to ensure stakeholders are aware of ongoing strategic work. These include, but are not limited to, the district website's Teacher Resource link, "Focus Videos," "Questions and Answers at CMCSS" and the Chief Academic Officer's weekly communication to principals known as "Friday's Notes." Other communications include the twice-monthly "Employee Newsletter," monthly principal meetings, monthly teacher communication group meetings, formal mid-year and end-of-year reviews, and one-on-one communications between district points of contact and interested stakeholders. Each of these communications methods will be employed as appropriate during implementation of the 3+1 TLM three-year action plan.

"The district employs a number of communications mechanisms to ensure stakeholders are aware of ongoing strategic work."

BEST PRACTICES

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

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

District and Building Supports
- Prioritize school and district needs to determine type and order of implementation
- Design, develop, and deliver professional learning activities (PLAs) for teacher leader roles
- Keep 3+1 TLM needs (differentiated pay, on-going PLAs, etc.) at the forefront of budget planning

Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Clarify new teacher leader roles and responsibilities in relationship to existing roles
- Determine measurable benchmarks (quantity, quality, duration, effectiveness, etc.)
- Establish appropriate monitoring and evaluation of newly implemented teacher leader roles
- Establish awards and recognition philosophy and associated practices

Pre-Existing Capacity in District
- Develop clearly defined roles and responsibilities for teacher leader roles
- Develop communications plan detailing the model's purpose, process, and protocols
- Create ways for teacher leaders to broaden their impact on school improvement
- Develop professional learning activities to support teacher leaders

COST & SUSTAINABILITY

The district's primary focus for the next 18 months will be to connect our teacher leader design efforts to what is already in place and to explore opportunities for expanding teacher leader roles at the building-level. This exploration will include differential pay. Our Chief Human Resources Officer will be leading a Differentiated Pay Focus Group during the 2014-15 School Year which will consider the cost implications of full implementation of the 3+1 TLM. Teacher Leader Council Team members will participate in this focus group.

Of the six identified teacher leader roles, the site-based induction specialist will be implemented during Year 1 (SY2014-15). Sustainability for transitioning to this position from the building-level teacher leader mentoring role has been built into the SY2014-15 operating budget. Anticipated annual costs of $118,950 will support 65 site-based induction specialist positions who will receive supplemental pay of $1,830 for the year for supporting a maximum of six new teachers each year.

The remaining roles will be costed out during the second year of the action planning process based on an assessment of the teacher leader roles and responsibilities and number teachers supported/activities provided. This will be developed prior to piloting the 3+1 TLM in select schools and funding will be requested through the district's standard budgetary process.

SITE-BASED INDUCTION SPECIALIST

65 × **$1,830** = **$118,950**
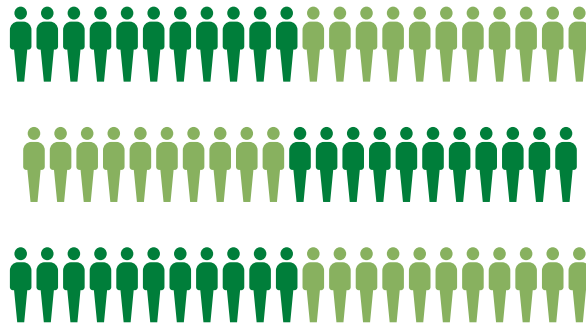
POSITIONS   PER POSITION

Dyersburg
City Schools

Superintendent Acknowledgment

I, Neel Durbin, as Director of Dyersburg City Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2013-14 school year to develop a teacher leader model for our school district.

Neel Durbin
Director of Schools
Dyersburg City Schools
307 College Street
Dyersburg, TN 38024

MODEL SUMMARY
Operation Success

Operation Success is a framework that includes various teacher leader positions. These Teacher Leaders will exhibit a shared vision, a collaborative mind-set, and a focus on student achievement and growth. Increasing leadership capacity among staff along with teacher effectiveness will have a direct effect on teacher retention and school climate and culture. Research proves that highly effective teachers continually need support and opportunities for growth and leadership. Through this teacher leader model, schools will give these effective teachers opportunities to share their knowledge and expertise with other educators. With the implementation of this teacher leader model, the skill level of all staff should improve through peer driven professional development, providing great potential to increase student achievement.

4
schools in the district

2,908
student population

184
teachers in the district

$ 9,836.74
per pupil expenditure

RATIONALE

Increasing student achievement and developing highly effective staffs frame the need for a Teacher Leader Model. If the Teacher Leader model can add to the collegiality, shared vision, and individual ownership of student outcomes, then it is worthwhile. If the program helps develop entire staffs and enables schools to retain highly effective teachers, it is worthwhile. If the Teacher Leader model increases achievement and growth among students, then it must be initiated.

Teacher Leaders Believe:

- In the school vision for continuous improvement.

- Collaboration is crucial when establishing goals and strategies.

- In research proven strategies to improve student learning.

- In the use of data to improve student achievement.

Teacher Leaders Have Capacity To:

- Communicate effectively.

- Focus on student achievement and growth.

- Effectively utilize data from multiple sources.

- Select appropriate interventions and programs to improve instruction and maximize learning.

- Monitor programs for both success and failure and make adjustments accordingly

- Help create and maintain a positive culture for staff and students while maintaining high expectations for school success.

- Establish positive, trusting relationships with stakeholders.

- Possess a strong sense of moral and ethical behavior.

ROLES & RESPONSIBILITIES

ACADEMIC MENTOR

- Assists in teacher planning and collaboration
- Gives positive specific feedback on pedagogy
- Assists in data analysis
- Develops classroom management strategies
- Uses school data from Tennessee Educator Acceleration Model (TEAM) report to increase teacher effectiveness

SUBJECT AREA COACH

- Effectively leads subject area PLCs
- Possesses a good working knowledge of area standards
- Provides support for areas of need
- Provides expertise on subject area teaching strategies

LEAD IN-HOUSE PROFESSIONAL DEVELOPER

- Develops and designs an effective PD session
- Effectively presents chosen topics to enhance staff effectiveness
- Evaluates PD sessions to determine ongoing support

INSTRUCTIONAL LEADERSHIP TEAM MEMBER

- Aids in school wide decision making
- Communicates school vision and expectations
- Enhances communication between staff and administration
- Assists in school wide data dissemination

RESPONSIBILITIES

STRATEGIES FOR SUCCESS

1 > IDENTIFY

- Teachers apply for the positions

- TVAAS data

- Communication skills

- Ability to teach adults

2 > SELECT

- Administrators will interview and select based on specific characteristics:

- Years of experience

- Previous student achievement

- Willingness to learn and communicate

- Vision of the school

- Ability to foster relationships

- Respectability within the school

- Pedagogical knowledge

3 > RETAIN

- Monetary compensation

- Flex-time

- Specific professional development

- Building and district-level support

- Additional time to work with other teachers
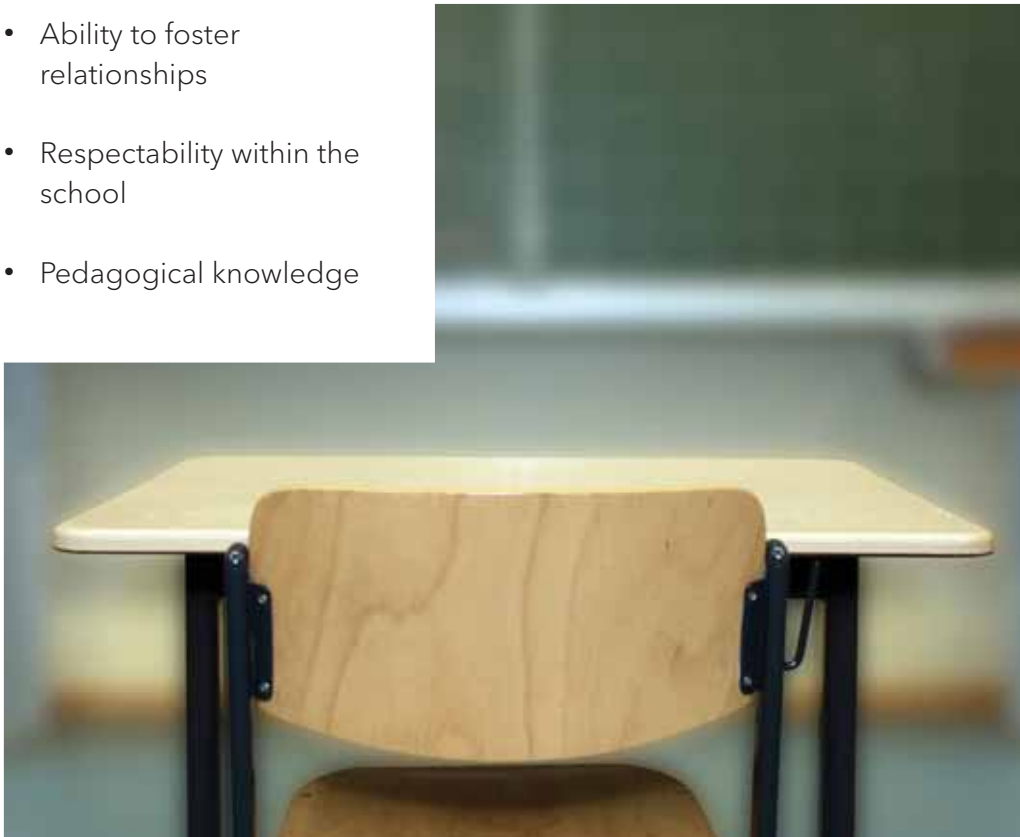
BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this teacher leader model requires preparation for teacher leaders, building staff, and building / district leaders. The following are suggested best practices for effective implementation.
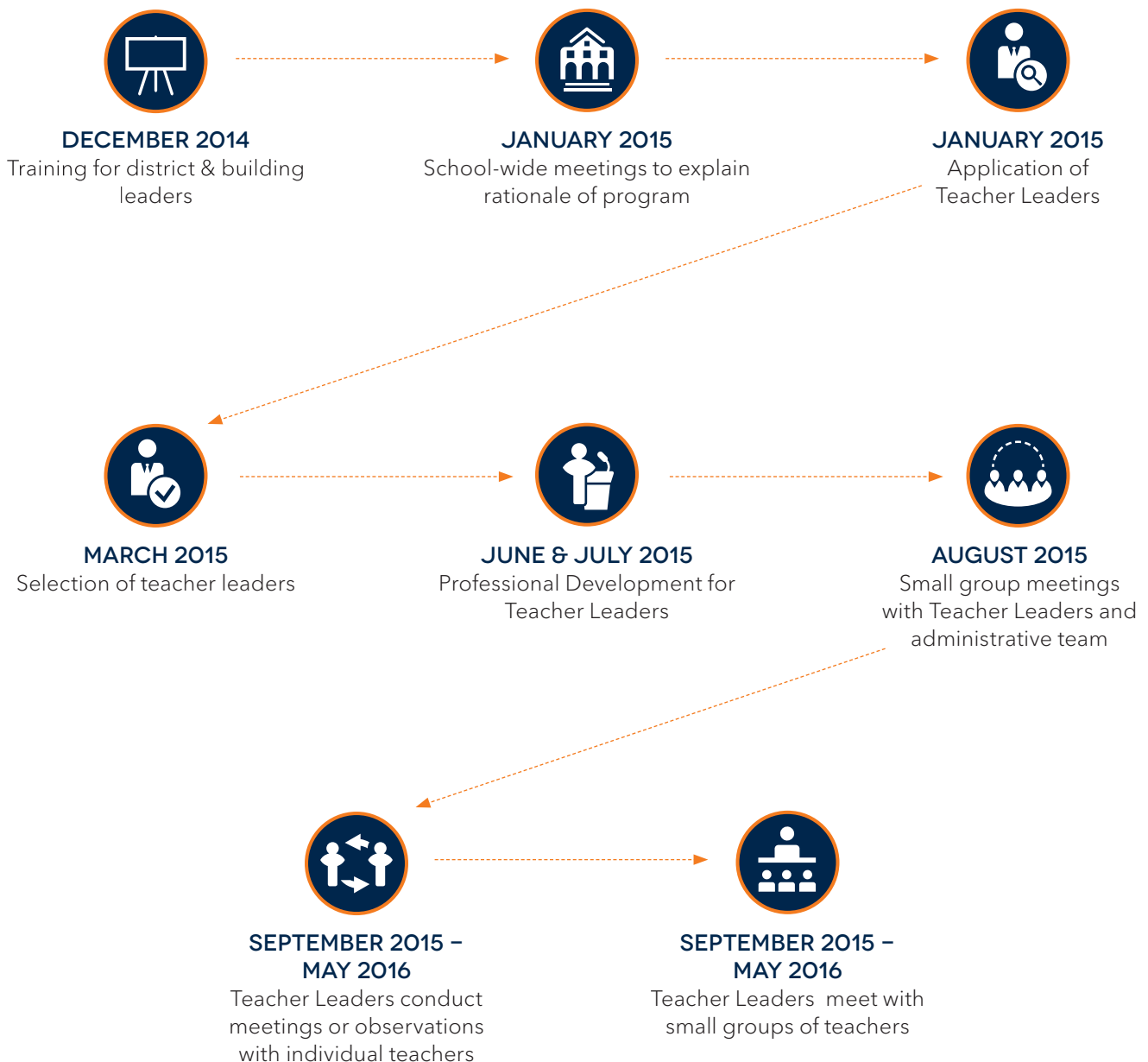
- Stakeholders must be prepared for any change within the building

- Dedicate time for initial professional development for Teacher Leaders

- Dedicate time to institute the implementation plan

- Design building schedule with collaborative time

- List specific goals for each team

IMPLEMENTATION TIMELINE

Dyersburg City Schools is committed to the implementation of a teacher leader model. While the district is currently utilizing some teacher leader positions, the comprehensive rollout of the model will not take place until the 2014-2015 school year.

DECEMBER 2014
Training for district & building leaders

JANUARY 2015
School-wide meetings to explain rationale of program

JANUARY 2015
Application of Teacher Leaders

MARCH 2015
Selection of teacher leaders

JUNE & JULY 2015
Professional Development for Teacher Leaders

AUGUST 2015
Small group meetings with Teacher Leaders and administrative team

SEPTEMBER 2015 – MAY 2016
Teacher Leaders conduct meetings or observations with individual teachers

SEPTEMBER 2015 – MAY 2016
Teacher Leaders meet with small groups of teachers

COMMUNICATION STRATEGY

Communication is an essential element to the success of the model. The communication strategies to the various stakeholders should first encourage support of the model by explaining the rationale for implementation. Teacher leaders must understand the vision of the school and be able to make connections with their own personal visions. Making this connection will allow them to own the message and carry it to the other teachers in the building. The school's administrative team must ensure that the culture of collaboration continues and extends to all members of the faculty. All members must view this as a learning experience, not merely a mandate. By setting a positive tone in the school, the culture, strategies, and student achievement can soar.

The success of the model will require direct communication with the entire staff as well as clearly written steps in the process to give all involved the chance to participate and understand clearly what the model entails. There will be a need for individual conversations and adequate time given for those conversations to be meaningful. Ongoing updates about implementation as well as any changes should be communicated both written and orally as needs arise. Perceived transparency will be crucial to the integration of the model, especially in schools already experiencing success.

BEST PRACTICES

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

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

District and Building Supports
- Collaborative time in master schedule
- Professional development for Teacher Leaders
- District-wide consistency in selection process with teacher input
- Training program from local industry for business leadership model

Evaluation of Individual Teacher Leader Model & Model Effectiveness
- TVAAS scores
- Achievement scores
- Retention of teachers

Pre-Existing Capacity in District
- Create a shared vision, tailored to each building
- Establish and empower Teacher Leaders in every building
- Reallocate resources as necessary to fund the Teacher Leader Models

COST & SUSTAINABILITY

Although the needs may be different in various grade levels or between buildings, the system is committed to supporting teacher efficacy. In supporting teacher effectiveness, the system has incorporated a differentiated pay plan which gives teachers an opportunity for growth. The funding for teacher leadership positions will be sustained through general purpose funds. The Director of Schools and school board have dedicated budgeted funds for teacher leadership positions.
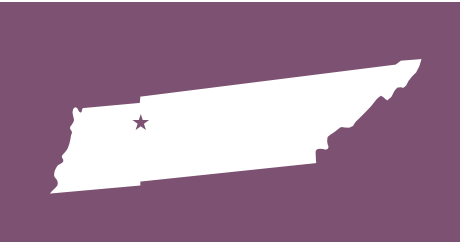
MENTOR COACH

10 positions x **$1,500** per position = **$15,000**

IN–HOUSE PROFESSIONAL DEVELOPMENT PARTNERS

10 positions x **$1,000** per position = **$10,000**

INSTRUCTIONAL LEADERSHIP TEAM MEMBER

16 positions x **$1,500** per position = **$24,000**

Henry County Schools

Superintendent Acknowledgment

I, Sam Miles, as Director of Henry County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2013-14 school year to develop a teacher leader model for our school district.

Sam Miles
Director
Henry County School System
297 Grove Boulevard
Paris, TN 38242

MODEL SUMMARY
Professional Administrators and Teachers Shared Leadership Model

Professional Administrators and Teachers Shared (PATS) Leadership Model is a framework designed to identify, develop, and extend the reach of teacher leaders by defining opportunities that allow them to take on additional roles and responsibilities, while rewarding their efforts and effectiveness with additional recognition and compensation.

Formal and informal roles include the following teacher-leader opportunities:
- Site-based Instructional Leadership Team Members
- Site-based Team Leaders
- Teacher Mentors
- Curriculum Building Team Members
- Assessment Building Team Members

School administrators encourage shared leadership in a way that empowers teachers. This supportive effort creates high achieving learning communities and promotes a positive school culture.

6
schools in the district

3,179
student population

206
teachers in the district

$ 9,185.87
per pupil expenditure

25

RATIONALE

School administrators' support of shared leadership empowers teacher leaders to contribute to high achieving learning communities and promotes school culture. Moreover, teachers who are leaders in their own classrooms help to build a positive school culture and inspire their peers to improve their own instructional practices.

Teacher Leaders Believe:

- All students can achieve.

- Leadership is not a position -- it's an action.

- Fostering a collaborative culture will positively impact educator development and result in school improvement.

- Partnering with families and community stakeholders results in improved school climate and student achievement.

- Targeted professional development is necessary for teachers to expand their knowledge and skills in order to implement best practices in the classroom.

- Using student assessments and data to drive instruction will result in improved student learning.
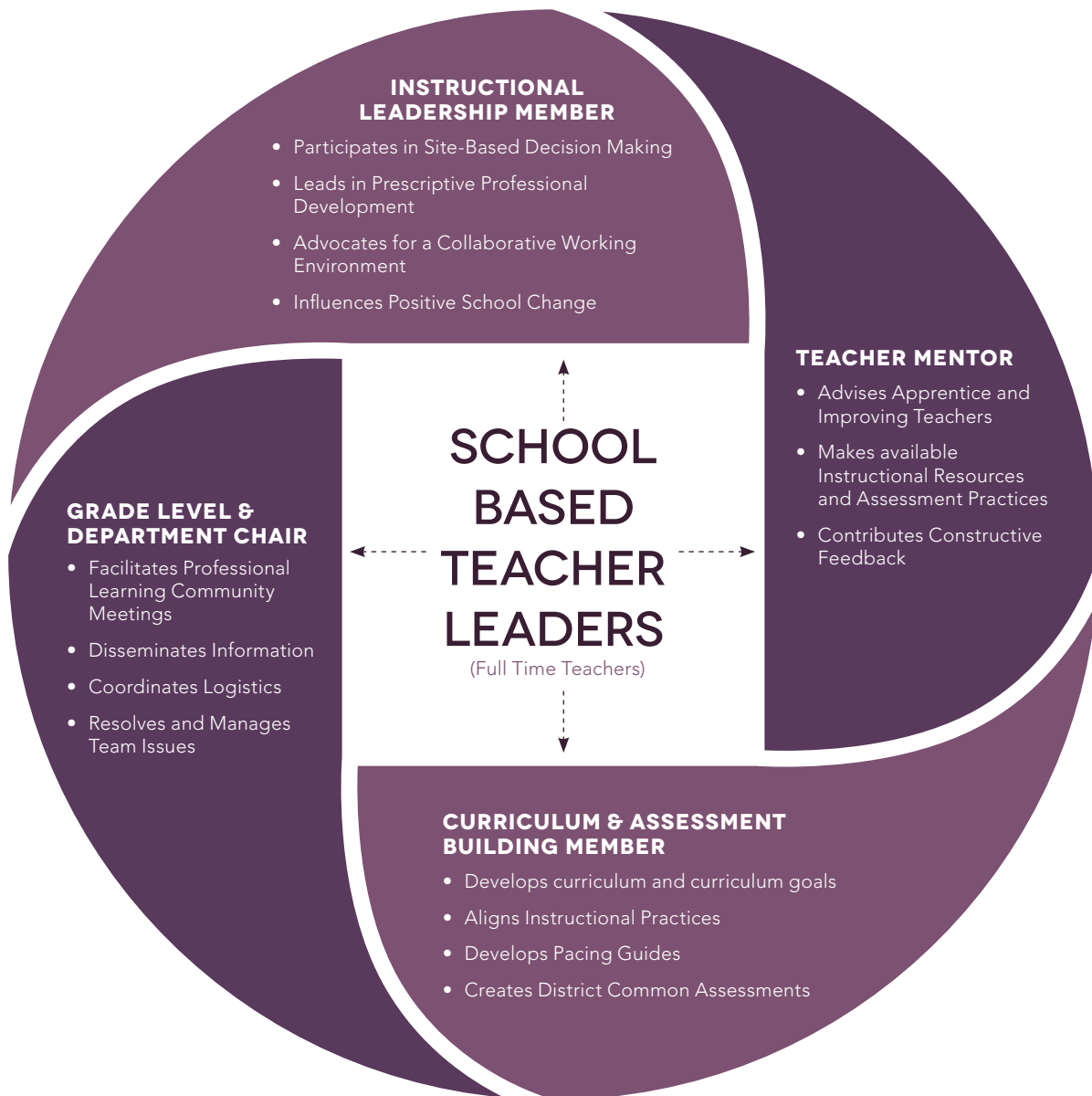
". . . support of shared leadership empowers teacher leaders to contribute to high achieving learning communities and promotes school culture . . ."

Teacher Leaders Have Capacity To:

- Demonstrate a value system that promotes self-motivation, self-direction, and self-reflection, and professionalism.

- Effectively use data to make instructional decisions that lead to improved student achievement.

- Support cohorts in using effective instructional strategies.

- Assume teacher-leader roles and responsibilities and continue to be effective in the classroom.

- Communicate effectively, promoting a shared goal, mission, and vision.

- Hold oneself and others accountable for student learning.

- Mentor and direct cohorts' reflective and inquiry based practices.

- Demonstrate appropriate reactive fidelity by responding appropriately to demanding situations.

ROLES & RESPONSIBILITIES

SCHOOL BASED TEACHER LEADERS
(Full Time Teachers)

INSTRUCTIONAL LEADERSHIP MEMBER

- Participates in Site-Based Decision Making
- Leads in Prescriptive Professional Development
- Advocates for a Collaborative Working Environment
- Influences Positive School Change

TEACHER MENTOR

- Advises Apprentice and Improving Teachers
- Makes available Instructional Resources and Assessment Practices
- Contributes Constructive Feedback

GRADE LEVEL & DEPARTMENT CHAIR

- Facilitates Professional Learning Community Meetings
- Disseminates Information
- Coordinates Logistics
- Resolves and Manages Team Issues

CURRICULUM & ASSESSMENT BUILDING MEMBER

- Develops curriculum and curriculum goals
- Aligns Instructional Practices
- Develops Pacing Guides
- Creates District Common Assessments

STRATEGIES FOR SUCCESS

1 › IDENTIFY

- Identify teachers who share resources and implement effective teaching strategies

- Provide expert support in curriculum and assessment, support colleagues in the classroom

- Facilitate professional learning opportunities

- Lead data conversations and drive school improvement efforts

2 › SELECT

- Teachers that meet or exceed a score of 3 on the TEAM evaluative measure

- Evidence of performance in a leadership role by providing professional development for peers

- Evidence of perseverance and desire to serve peers

- Evidence of critical thinking and problem solving skills

- Evidence of organizational skills by meeting deadlines and created clearly defined instructional sequences

- Evidence of motivational qualities by keeping students on task

- Evidence of respect for diverse classroom cultures

3 › RETAIN

- Provide opportunities to grow and serve others

- Offer supplemental remuneration

- Provide feedback and support for teacher leaders

- Recognize the importance of positive, effective communication between administration and teacher leaders

BUILDING CAPACITY FOR TEACHERS TO LEAD

Implementation of this teacher leader model requires preparation for teacher leaders, building staff, and building / 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-level decision making

IMPLEMENTATION TIMELINE

The Professional Administrators & Teachers Shared-Leadership model for teacher leadership can be implemented for school systems or schools that maintain status quo growth and achievement. Each milestone represents pivotal leadership roles within schools and the school district. The timeline is designed to help systems move student achievement and growth beyond predicted percentiles. In most areas the cost of sustainability is minimum and can easily be modified to meet individual school system requirements.

MARCH 2014
Communicate the development of a site-based Instructional Leadership Team

ANNUALLY BEGINNING SUMMER 2014
Provide principal-led training for the Instructional Leadership Team

SUMMER 2014
Continue to develop site-based grade level & content area team leaders with clear areas of focus

SUMMER & FALL 2014
Continue to provide principal-led training for site-based team leaders

SUMMER 2014 & ONGOING
Implement teacher mentoring program

FALL 2014 & ONGOING
Continue to establish collaborative Professional Learning Communities

FALL 2014
Determine teacher evaluation best practices and conflict resolution strategies

JULY 2014–MAY 2015
Provide teachers with opportunities to discover and experience holistic school culture

JULY 2014–MAY 2015
Identify and train RTI2 School Coordinator

JULY 2014–MAY 2015
Identify and establish Curriculum Building & Assessment Team Members

COMMUNICATION STRATEGY

Teacher leaders will play a significant role in school improvement by communicating to their peers and community the district's plan for student mastery and growth. In order for teachers to obtain and demonstrate professional growth, they will be expected to adhere to the following: feedback both positive and critical, development in areas of weakness, moving toward accomplishment of school and district responsibilities, aligning resources needed to accomplish assigned tasks, and the ability to communicate effectively with all stakeholders.

To enroll support and setup a positive school culture, the practice of teacher leadership can thrive in schools where leadership responsibilities are distributed. Principals and school level administrators will observe teachers during the school year in order to identify prospective teacher leaders.

Building level principals will be responsible for communicating teacher leadership positions and making the final decision for filling teacher leadership roles. Compensated leadership roles will be available throughout the school year and stipends will be offered for teacher leader work conducted during the school district's summer break.

Connecting teacher leaders to a school's vision and mission will be prompted by administrators who hold high expectation for all faculty members. In turn, effective teacher leadership practices and successes will be communicated to all community stakeholders. Specifically the BOE, district web page, portions of parent meetings, and teacher and school newsletters will recognize teacher leaders.

BEST PRACTICES

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

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

District and Building Supports
- Creative/flexible scheduling; planned release time
- Prescriptive professional development plan
- TEAM Evaluation Model
- Partnership with local higher education institutions dedicated to building teacher leaders

Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Teacher leader questionnaires
- Principal and peer feedback surveys
- Tennessee Educator Acceleration Model (TEAM) Analysis
- Test data analysis

Pre-Existing Capacity in District
- School-based professional learning guided by teacher-directed professional development
- Instructional leadership team
- Budget allocations for professional development
- Site-based management of flexible scheduling

COST & SUSTAINABILITY

The funding for teacher leadership positions will be sustained through general purpose funds. The Director of Schools and school board have dedicated budgeted funds for teacher leadership positions.

INSTRUCTIONAL LEADERSHIP TEAM MEMBER

30 positions   x **$1,500** per position = **$15,000**

GRADE & CLUSTER LEVEL LEADER & DEPT. CHAIR

30 positions   x **$1,500** per position = **$15,000**

ASSESSMENT BUILDING TEAM MEMBER

45 positions   x **$150** per position = **$6,750.00**

GRADE & CLUSTER LEVEL LEADER & DEPT. CHAIR

45 positions   x **$150** per position = **$6,750.00**

MENTOR

STIPEND

annual amount and number of positions vary
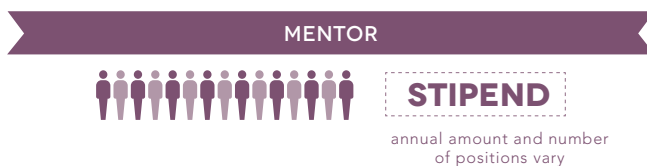
Kingsport
City Schools

Superintendent Acknowledgment

I, Dr. Lyle Ailshie, as Director of Kingsport City Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2013-14 school year to develop a teacher leader model for our school district.

Lyle Ailshie, Ed.D.
Director
Kingsport City Schools
400 Clinchfield Street, Suite 200
Kingsport, TN 37660

MODEL SUMMARY
Teachers Leading Change (TLC)

Kingsport Teacher Leader Council provides an opportunity for teachers to acquire leadership roles, maintain their positions in the classroom, and be compensated for the additional responsibilities. The model will positively influence student achievement, school culture, teacher retention, and build leadership capacity in our district.

14
schools in the district

7,045
student population

499
teachers in the district

$ 10,400.71
per pupil expenditure

25

RATIONALE

School administrators' support of shared leadership empowers teacher leaders to contribute to high achieving learning communities and promotes school culture. Moreover, teachers who are leaders in their own classrooms help to build a positive school culture and inspire their peers to improve their own instructional practices.

Teacher Leaders Believe:

- It is important to be continuous learners and search for ideas to grow in the practice.

- There is a need to understand the communities in which they work and be advocates for the rights of students.

- In the value of maintaining a strong sense of purpose.

". . . teachers who are leaders in their own classrooms help to build a positive school culture and inspire their peers . . ."

Teacher Leaders Have Capacity To:

- Ddevelop a community of trust and collective responsibility.

- Differentiate instruction to meet the varied needs of teachers.

- Use formative assessment to pinpoint trends and identify areas of support for teachers and students.

- Use research as evidence to improve practice and promote student achievement.

- Navigate the complexity of relationships, data, and best practice in order to support both teachers and students.
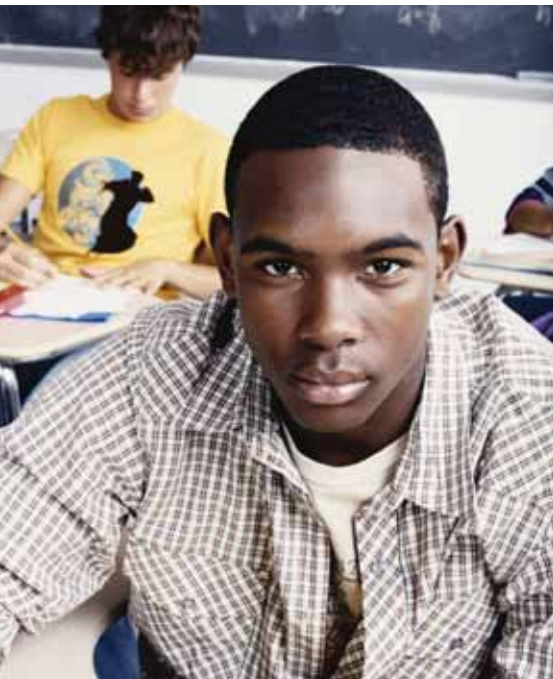
ROLES & RESPONSIBILITIES

Communicator

Classroom Teacher

Lifelong Learner

Model Classroom

Researcher of Best Practices

Designer & Creator of Curriculum, Resources and Pacing Guides

Facilitator of Professional Learning

Mentor

TEACHER LEADER

STRATEGIES FOR SUCCESS

1 > IDENTIFY

- Identify teachers who share resources and implement effective teaching strategies

- Provide expert support in curriculum and assessment, support colleagues in the classroom

- Facilitate professional learning opportunities

- Lead data conversations and drive school improvement efforts

2 > SELECT

- Teachers that meet or exceed a score of 3 on the TEAM evaluative measure

- Evidence of performance in a leadership role by providing professional development for peers

- Evidence of perseverance and desire to serve peers

- Evidence of critical thinking and problem solving skills

- Evidence of organizational skills by meeting deadlines and created clearly defined instructional sequences

- Evidence of motivational qualities by keeping students on task

- Evidence of respect for diverse classroom cultures

3 > RETAIN

- Provide opportunities to grow and serve others

- Offer supplemental remuneration

- Provide feedback and support for teacher leaders

- Recognize the importance of positive, effective communication between administration and teacher leaders

BUILDING CAPACITY FOR TEACHERS TO LEAD

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

- Address specific skill sets and diverse backgrounds of teacher leaders

- Broaden knowledge base of teacher leaders to include facilitation of professional learning activities

- Inform administrators and other key leaders of the scope of the teacher leaders' work

- Provide a framework at the district and building levels to support issues/questions

IMPLEMENTATION TIMELINE

> *We started this implementation plan in May 2012. Now we repeat the plan for each new school year.*

IDENTIFICATION
- Application Process (early May)
- Interview by Selection Committee (late May)
- Invitation to Join (early June)

INITIAL MEETING
- Set goals and meeting dates as a team (early July)
- Share clear picture of roles and responsibilities (early July)
- Initial professional learning/team building (early July)

SCHOOL YEAR RESPONSIBILITIES
- Collaborative Professional Learning Sessions — Continued professional learning (research and best practices) for teacher leaders at the beginning of each meeting (bi-monthly)
- Curriculum Mapping (May)
- Create and Analyze Common and Benchmark Assessments (quarterly)
- Design and Facilitate Professional Development Sessions (monthly)
- Instructional Supports — Compiling and creating resources (ongoing)
- Serve as Model Classrooms — Teacher observe throughout the year (ongoing)
- Serve as Mentors (ongoing)

MAY 2014
Application Process

MAY 2014
Interview by selection committee

JUNE 2014
Invitation to join

JULY 2014
Set goals and meeting dates as a team

MAY 2014 – JULY 2014 & ONGOING
School year responsibilities listed above
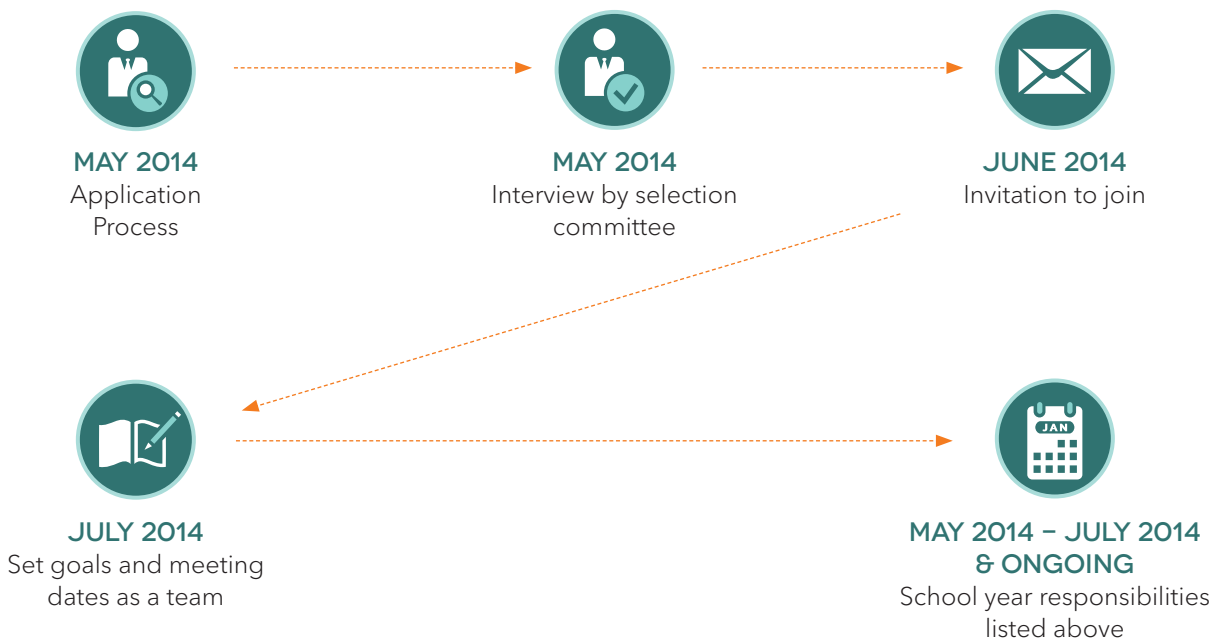
COMMUNICATION STRATEGY

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. We 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.

A well-developed pathway for teacher leaders that is embedded within the culture of the school and district where they can experience the desired professional growth will foster a culture of sustained leadership. The district's system-wide strategic plan will lay the foundation through key practices that support the district's mission, vision, core values, and goals.

Support for teacher leadership will be included in frequent communications from the district and 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 district web page, newsletters, and district information sessions. Current teacher leaders will be highlighted throughout the school year and available for questions from future candidates. Embedded and compensated professional development opportunities will be offered throughout the year and supported during the summer months.

Leadership development must be explicitly linked to the district's vision and goals with specific attention given to current and future needs. The strategic plan for the district will be communicated and available to all stakeholders. One of the key practices states, "We will build leadership capacity within our educational community."

Individual schools and administration will diligently seek opportunities to communicate to teachers, parents, and community the importance of teacher leadership. Teacher leaders will be recognized in school and district communications, as well as at Board of Education 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 have opportunities to work together for their own professional growth as well as facilitate growth for others. They will be invited to at least one administrative leadership meeting during the school year. Building level administrators will support their work and foster collegiality by attending and participating in teacher led professional growth activities. Administrators will seek opportunities at the building and district level where teachers can lead the discussion and learning for other teachers.

Information and professional learning opportunities are received more positively from teacher leaders. Sustaining a culture of teacher leadership where teachers feel empowered will increase self-efficacy to have a positive influence on educational decisions. The appropriate support beginning with the strategic plan at the district level and systematic communications will foster a positive environment where teacher leadership can be cultivated and sustained over time.

BEST PRACTICES

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

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

District and Building Supports
- Creative/flexible scheduling; planned release time
- Prescriptive professional development plan
- TEAM Evaluation Model
- Partnership with local higher education institutions dedicated to building teacher leaders

Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Teacher leader questionnaires
- Principal and peer feedback surveys
- Tennessee Educator Acceleration Model (TEAM) Analysis
- Test data analysis

Pre-Existing Capacity in District
- School-based professional learning guided by teacher-directed professional development
- Instructional leadership team
- Budget allocations for professional development
- Site-based management of flexible scheduling

COST & SUSTAINABILITY

The Kingsport Teacher Leader Council was funded by Race to the Top monies in the 2013-2014 school year. Title II monies will fund the Teacher Leader Council in the 2014-2015 school year. This will give the district the opportunity to implement a new alternative salary schedule to determine the availability of funds needed to pay the Teacher Leader stipends for the 2015-16 school year and beyond. Kingsport's Strategic Compensation Task Force completed Phase I of the differentiated pay plan involving the one-lane pay scale, and is now working on Phase II, a compensation plan for additional roles/responsibilities.

MATH TEACHER LEADER

18 positions × **$1,000** per position = **$18,000**

LITERACY TEACHER LEADER

18 positions × **$1,000** per position = **$18,000**

Metro Nashville Public Schools

Superintendent Acknowledgment

I, Jessie B. Register, as Director of Metro Nashville Public Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2013-14 school year to develop a teacher leader model for our school district.

Jim B Register

Jessie B. Register
Director of Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204

MODEL SUMMARY
Metropolitan Nashville Public Schools Teacher Leader Model

The Metropolitan Nashville Public Schools' (MNPS) model for Teacher Leader development, identification, and role refinement is based on the understanding that teacher empowerment and leadership lead to increased student achievement. As outlined in the district's strategic plan: MNPS Excellence 2018, the Teacher Leader model is one lever of change related to students through growth, empowerment and achievement. The model's development and implementation strands are aligned to systematic action steps for transformation: quality teaching, transformational leadership and equity & excellence.

154
schools in the district

82,000
student population

6,000
teachers in the district

$ 11,421.00
per pupil expenditure

100

RATIONALE

The need for a well-designed plan for teacher leadership development is recognized by MNPS to ensure continued growth in teaching, student achievement and attainment of excellence at all levels. The voice of Teacher Leaders is necessary to effect systematic reform, which requires shared decision-making, ownership and accountability for student achievement. Strategic, empowered schools meet the unique needs of each student to ensure student success.
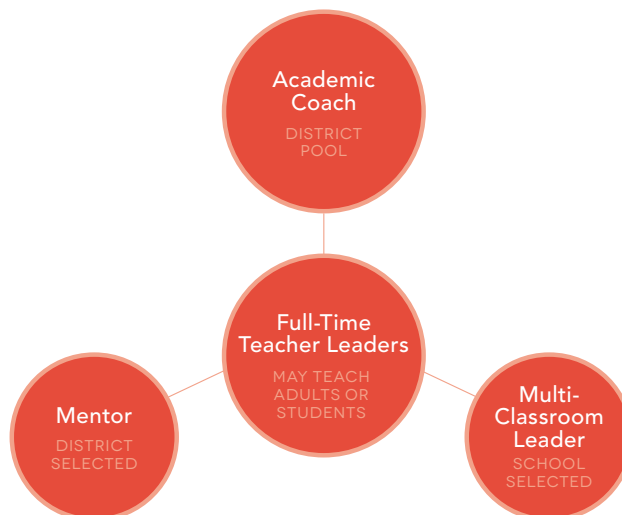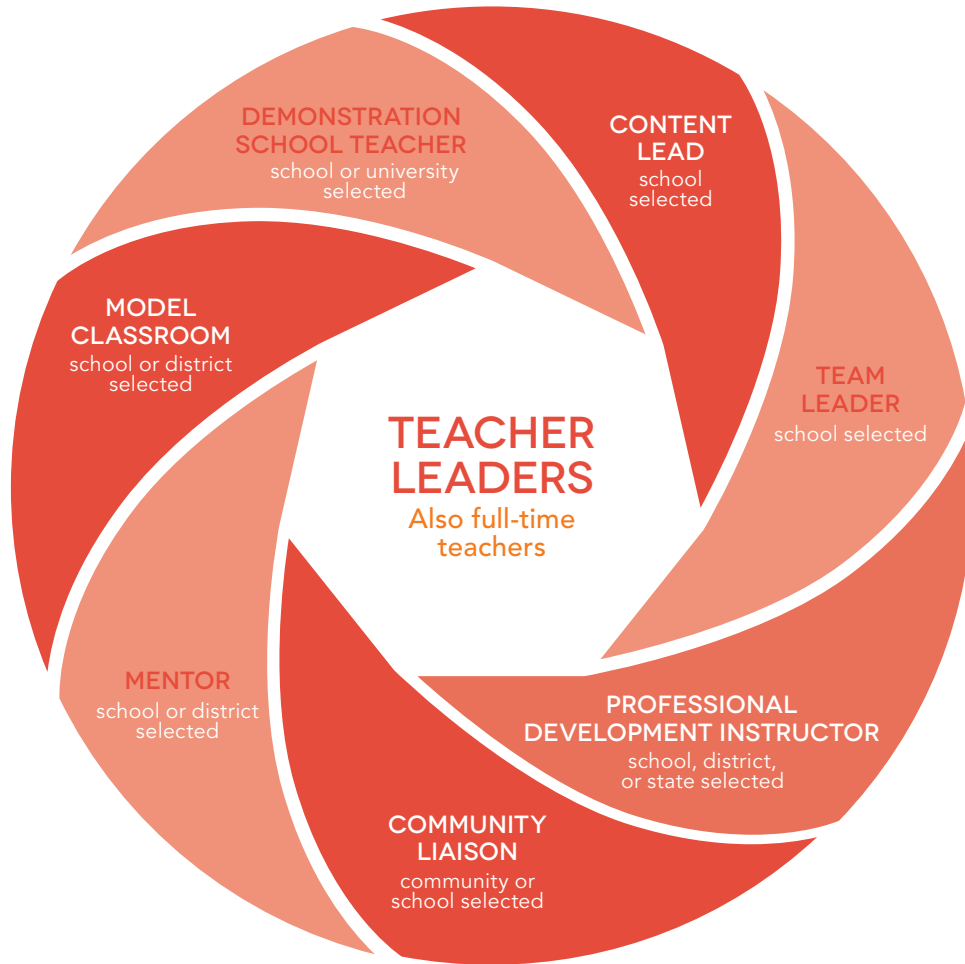
Teacher Leaders Believe:

- In the ability of a teacher to positively impact student achievement.

- It is essential to respect peers and be respected by peers.

- In the importance of being reliable, consistent, and open to new ideas.

- The strengths and products of collaboration outweigh any individual goals.

- In the transparency of practice.

- In the value of building capacity by creating sustainability in opportunities and growing future teacher leaders.

Teacher Leaders Have Capacity To:

- Be active learners.

- Establish strong content knowledge and pedagogy in themselves and others.

- Recognize the nuances involved in understanding the whole child and his/her unique needs.

- Be strong collaborators, instructors, mentors, coaches and influencers.

- Create and implement effective assessment practices, data analysis, and planning to ensure individualized instruction.

- Remain current in educational trends and research-based strategies in all key areas.

ROLES & RESPONSIBILITIES

DEMONSTRATION SCHOOL TEACHER
school or university selected

CONTENT LEAD
school selected

MODEL CLASSROOM
school or district selected

TEAM LEADER
school selected

TEACHER LEADERS
Also full-time teachers

MENTOR
school or district selected

PROFESSIONAL DEVELOPMENT INSTRUCTOR
school, district, or state selected

COMMUNITY LIAISON
community or school selected

Academic Coach
DISTRICT POOL

Full-Time Teacher Leaders
MAY TEACH ADULTS OR STUDENTS

Mentor
DISTRICT SELECTED

Multi-Classroom Leader
SCHOOL SELECTED

STRATEGIES FOR SUCCESS

1 > IDENTIFY

- Teachers may self-identify, or be identified by others, based on targeted skills and attributes for open roles.

- It is recommended that teacher leaders be selected based on a specified process and transparent set of criterion.

- Teacher leaders should begin to be identified by their third year of teaching.

2 > SELECT

- The selection process includes criteria related to experience, positive student outcomes, respect of peers, and professionalism.

- The administrative team can select persons to fill specific roles and responsibilities based on observation and team input.

- Peers should play a role in the nomination and selection process.

- Central office may select persons to fill specific roles based on an application and interview process.

3 > RETAIN

- Provide continuous feedback and evaluation on the impact of their work.

- Offer incentives, pay increases, stipends, and/ or expanded leadership opportunities.

- Provide in-depth, individualized professional development

- Recognize exceptional contributions and successes.

"Teachers have the skills and knowledge that are critical to school improvement efforts, and we should be encouraging teachers to take on leadership roles so they can have greater influence on key decisions that impact teaching and learning."

DENNIS VAN ROEKEL, PRESIDENT, NEA

BUILDING CAPACITY FOR TEACHERS TO LEAD

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

- Transparently communicate the roles, responsibilities, selection processes, value and incentives

- Preemptively identify prospective teacher leaders and specific talents

- Current leaders identify and mentor their replacements on an ongoing basis to create a continuous pipeline of leaders

- Use an annual Teacher Leadership Institute to create a district-wide, common model of leadership and pool of candidates

- Systematically encourage local schools to empower teacher leaders through administrator training and shared vision

IMPLEMENTATION TIMELINE

Prior to 2013, MNPS defined transformational instructional leadership, identified many roles for teacher leaders, and incorporated a series of programs for fostering teacher leadership including, Coach Development, Teacher Leadership Institute I, and SAIL (for aspiring administrators). A rubric for teacher leadership with a SMART goal process was also developed and introduced. In 2013-14, MNPS offered budget flexibility to a small set of schools in a pilot model to allow them to customize expenditures and personnel allocations based on individual school needs in alignment with the MNPS Excellence 2018 strategic plan. In 2014-15, this pilot expands to include the full middle school and high school tiers, with the remaining elementary schools joining in the following year.

In 2013-2014, MNPS drafted a tentative compensation plan that included teacher leadership stipends and incentives. A second Teacher Leadership Institute was developed for those in years 5-8 of their teaching experience. A third track is in development for those with 10 or more years of experience. The roles, responsibilities and demand continue to increase.

2012
(ONGOING ANNUALLY)
Emerging leaders participate in a year-long Teacher Leadership Institute and ongoing variety of leadership experiences.

SEPTEMBER 2014
(ONGOING ANNUALLY)
Teachers in middle years (10-15 years of experience) participate in the Teacher Leadership Institute II, for more in-depth work.

2013
(ONGOING ANNUALLY)
Implement Supporting Aspiring Instructional Leaders (SAIL) for applicants with administrative license.

2014
(ONGOING ANNUALLY)
Assistant Principal Leadership Academy

2013 PILOT; 2014 ADDING MIDDLE & HIGH SCHOOLS; 2015 ADDING REMAINING ELEMENTARY SCHOOLS
Budgetary Flexibility with cafeteria style approach to addressing local needs

2013 DEVELOPED; 2014 IMPLEMENTED
Teacher Leadership Rubric and SMART Goal Planning Tool

2013 LAUNCHED WITH MILESTONES FOR EMPOWERMENT AND MEASUREMENT – 2018
MNPS Excellence 2018: Strategic Plan for Student Success

COMMUNICATION STRATEGY

A communication strategy must outline the roles and responsibilities, selection process, need/ importance and value of Teacher Leaders to garner support of stakeholders. The communication strategy must align with the district strategic plan, mission, and vision. Current teacher leaders should be used to help craft the message with specific examples of their work, its value to students, and other teachers and the district. Use of marketing and communications resources should include the development of one overarching identifier (logo, slogan, purpose statement, etc.), such that all related roles and professional learning are clearly and easily recognized by stakeholders as part of teacher leadership in the district. Although the process for becoming a Teacher Leader should involve processes that require rigor, and must be communicated as such, there must also be a clear expectation of productive and collaborative relationships to foster an enhanced positive culture among Teacher Leader groups, as well as between the Teacher Leaders and their fellow teachers within a school building.

"...there must be a clear expectation of productive and collaborative relationships to foster an enhanced positive culture..."

BEST PRACTICES

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

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

District and Building Supports
- Creative/flexible scheduling; planned release time
- Prescriptive professional development plan
- TEAM Evaluation Model
- Partnership with local higher education institutions dedicated to building teacher leaders

Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Teacher leader questionnaires
- Principal and peer feedback surveys
- Tennessee Educator Acceleration Model (TEAM) Analysis
- Test data analysis

Pre-Existing Capacity in District
- School-based professional learning guided by teacher-directed professional development
- Instructional leadership team
- Budget allocations for professional development
- Site-based management of flexible scheduling

COST & SUSTAINABILITY

Metropolitan Nashville Public Schools has developed a model for a differentiated pay plan that includes a lump sum of monies allocated each year to supplement teacher leadership roles and development. Knowing that Teacher Leaders must perform at TEAM Composite levels of 4 or 5, the pay plan addresses financial advancement and sustainability in several ways, not all related specifically to leadership roles in isolation, but also to individual school and district needs.

MULTI-CLASSROOM LEADER

Number of positions determined by local building.

$1,500
STIPEND
PER TEACHER
ON TEAM

COACH MENTOR

Number of positions determined by local building.

PAY
DETERMINED
BY SALARY
SCALE

ALL-STAR FACILITATORS

1 per 50 teachers.

$1,000
OR HIGHER
STIPEND

DEMONSTRATION TEACHER

Number of positions determined by school or university.

FLAT STIPEND
PAID BY
UNIVERSITY

ADD-ON STIPENDS FOR PLC LEADERS, TEAM LEADERS & CONTENT LEADS

Number of positions determined by local building.

PAY
TO BE
DETERMINED
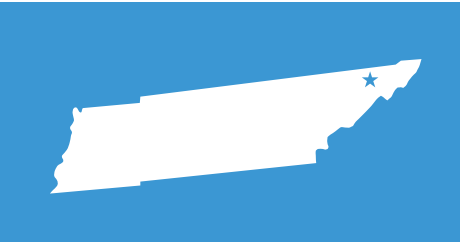
Sullivan County Schools

Superintendent Acknowledgment

I, Jubal C. Yennie, as Director of Sullivan County Schools, acknowledge the efforts of staff members from our district who have served on the Tennessee Teacher Leader Council during the 2013-14 school year to develop a teacher leader model for our school district.

Jubal C. Yennie

Jubal C. Yennie, Ed.D.

Director of Schools

154 Blountville Bypass

Post Office Box 306

Bountville, TN 37617

MODEL SUMMARY
Building Bridges

Building Bridges, Sullivan County Schools' Teacher Leader Model, exemplifies the system's belief that "its greatest strengths are its employees, their unwavering focus on children, and their commitment to support a purposeful team effort." Creation of, and participation in, a teacher leadership initiative will foster collaboration, community, and teacher capacity, with a focus on improving student learning and teacher effectiveness as an extension of the instructional leadership provided by the building-level administrative team. Building Bridges establishes three levels of support: Classroom Support Coach, Learning Support Coach, and Curriculum and Instruction Support Coach. Teacher leaders will be selected through a clearly-defined, multi-tiered process. Teachers will be compensated for these additional responsibilities as part of their career progression utilizing differentiated pay funding.

23
schools in the district

10,978
student population

876
teachers in the district

25
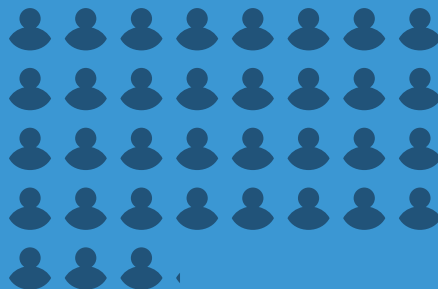
$ 9,377.04
per pupil expenditure

RATIONALE

As Tennessee continues to strengthen key reform efforts to ensure improved academic outcomes for all children throughout the state, quality of instruction remains the "single greatest determinant of learning". To that end, Sullivan County Department of Education concentrates effort, resources, and focus on instruction, as evidenced by Goal 1 of the Board of Education Strategic Plan: "Sullivan County will demonstrate sustained growth in student achievement."

Teacher Leaders Believe:

- All children have the right to a high-quality education.

- All students can achieve at high levels.

- All teachers can achieve at high levels.

- Learning is a lifelong process.

- Maintaining effective communication and collaborating with all stakeholders is a key component to growth and development.

- Instructional decisions should be based on students' individual needs, determined through analysis of multiple work samples.

Teacher Leaders Have Capacity To:

- Influence others to achieve results while building relationships through mutual respect; respond to needs of adult learners.

- Support all teachers in using effective instructional strategies to meet students' diverse learning needs.

- Leverage deep knowledge of curriculum, instruction, and assessment to improve student learning.

- Persevere in the face of obstacles.

- Hold self and others accountable for student learning and adult learning.

- Foster a culture of excellence through personal leadership, collaboration, and a commitment to ongoing learning.

- Display honesty, trustworthiness, reliability, and sincerity in all interactions.

ROLES & RESPONSIBILITIES

Collaborative planning and teaching that ensures rigorous core instruction of key strategies and techniques

Fosters teacher reflection and plans for next steps

Observes and provides timely and specific feedback with a focus on academic results

Assists teachers in focusing on student work to identify information about student learning

Provides needs-based professional development and subject-specific instructional strategies

CLASSROOM SUPPORT COACH

LEARNING SUPPORT COACH

C & I SUPPORT COACH

Facilitates the collection and review of multiple samples of student work

Facilitates the alignment of written, taught, and tested curriculum

Moves teachers beyond what the data means to the actions that will close the gap between current student performance and desired student performance

Assists teachers in the selection and implementation of appropriate instructional practices with the aim of increased student learning and achievement

STRATEGIES FOR SUCCESS

1 › IDENTIFY

- Elicit support from all stakeholders (i.e. Director of Schools, Board of Education, and building-level administrators).

- Create and publish iBook documenting all facets of the teacher leader model.

- Distribute information and recruitment posters to all teachers framing teacher leader model.

- Designate page on district website for links to documents (application, iBook, etc.) in reference to teacher leader model.

- Host informational meetings for interested teachers regarding the teacher leader model.

- Market the teacher leader model as an opportunity for teacher advancement.

2 › SELECT

- Budget for an appropriate number of teacher leaders for the district.

- Communicate selection process to teachers and principals.

3 › RETAIN

- Provide monetary compensation (differentiated pay allocation).

- Deliver ongoing professional learning for teacher leaders and administrators throughout the school year.

- Schedule streamlined work release with minimal classroom disruption (creative/flexible scheduling) for teacher leader responsibilities.

- Establish process for addressing issues between teacher leaders and teachers or administrators.

- Evaluate model through online surveys of teacher leaders, teachers, and administrators.

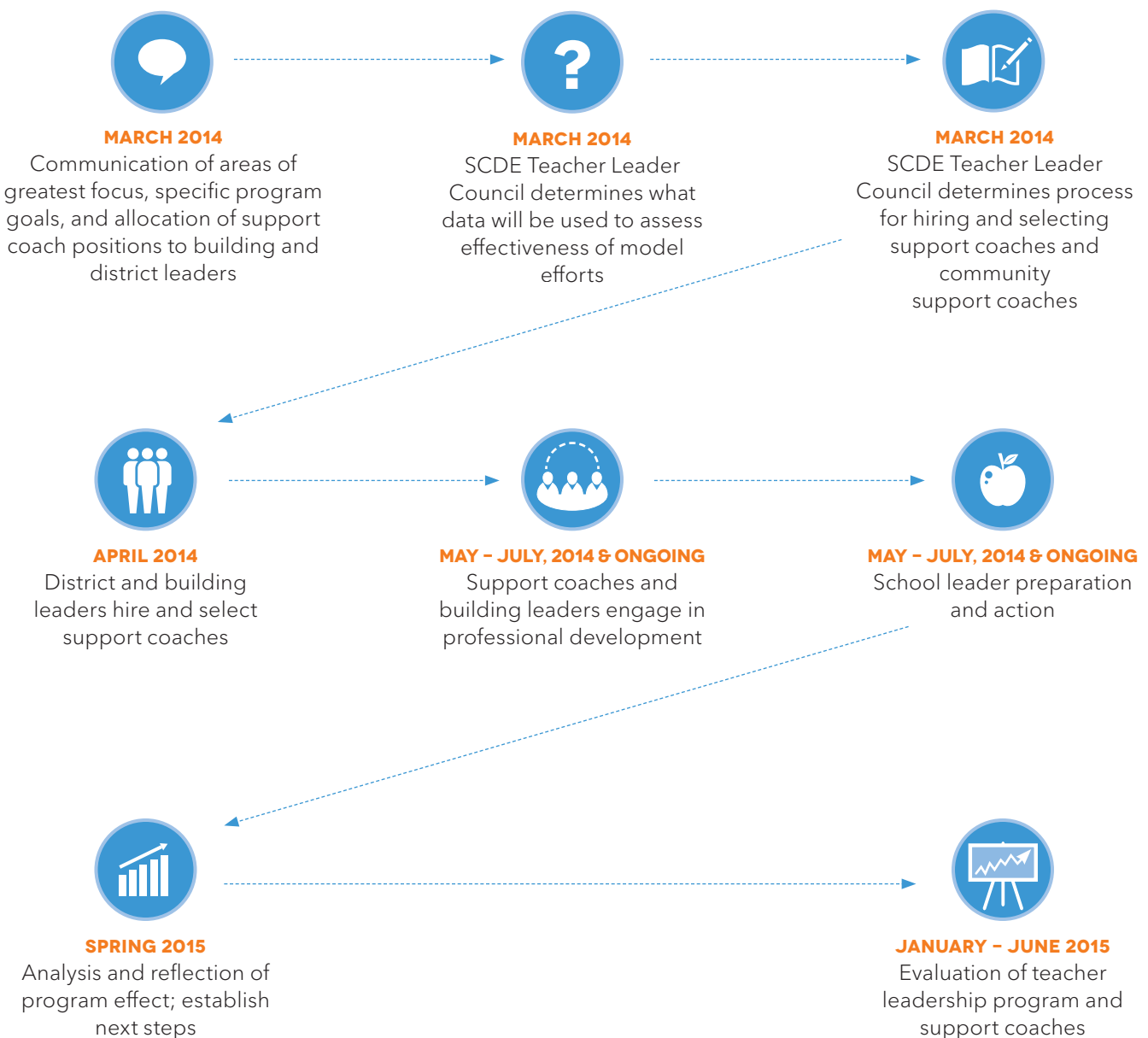# BUILDING CAPACITY FOR TEACHERS TO LEAD

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

- Identify teacher leader model coordinator.

- Clearly define and communicate roles and responsibilities to all, including examples and non-examples of model roles.

- Prioritize building-level needs and collaborate with district-level leaders.

- Rethink time, space, scheduling, and other support structures to ensure strong model effectiveness and implementation.

- Sign Teacher Leader Agreement identifying commitment, confidentiality, and fidelity to the model.

- Train teacher leaders in state initiatives to be implemented at school level.

- Require Teacher Leader Orientation for selected teacher leaders and all administrators.

- Develop school-specific action plan based on identified areas of need.

- Provide professional learning opportunities for teacher leaders each semester.

IMPLEMENTATION TIMELINE

The planning and building of our model has been ongoing since November 2013. We began implementation of the model in March 2014 as we began to market the Building Bridges Teacher Leader Model for Sullivan County Schools. We continued in April with the application, interview, and hiring process. Our next steps are orientation and training, as well as identifying our schools' greatest needs for teacher leaders as we begin planning for instructional growth for students and teachers. The reflection and evaluation of this model will be ongoing during our first year of implementation: 2014-2015. As a result of these findings, we will revisit our plan to make necessary adjustments and modifications.

MARCH 2014
Communication of areas of greatest focus, specific program goals, and allocation of support coach positions to building and district leaders

MARCH 2014
SCDE Teacher Leader Council determines what data will be used to assess effectiveness of model efforts

MARCH 2014
SCDE Teacher Leader Council determines process for hiring and selecting support coaches and community support coaches

APRIL 2014
District and building leaders hire and select support coaches

MAY – JULY, 2014 & ONGOING
Support coaches and building leaders engage in professional development

MAY – JULY, 2014 & ONGOING
School leader preparation and action

SPRING 2015
Analysis and reflection of program effect; establish next steps

JANUARY – JUNE 2015
Evaluation of teacher leadership program and support coaches

COMMUNICATION STRATEGY

As the team of educators from Sullivan County participated on the council, they also developed a teacher leader model for Sullivan County. The team paralleled their research with the Teacher Leader Model Standards and the Sullivan County Board of Education's mission, vision, goals and strategic plan to select an area of focus for teacher leaders. The Board of Education's goal, "To demonstrate sustained growth in student achievement" has become the basis for the model design. After identifying a focus for our model, the Sullivan County Teacher Leader Council made presentations to the Director of Schools and district leadership team, the Board of Education, the Differentiated Pay Committee, and system administrators. These presentations included an in-depth narrative of the model to include an iBook, visual representations, and response to questions from the audience. Our model emphasizes coaching and support for teachers and principals. The model has clear parameters and objectives for teachers who are identified and selected to participate as teacher leaders in our schools. These teachers are proven leaders who are highly respected and have shown an outstanding ability to teach with a proven record of student learning. It is the goal of our teacher leader program to provide support for the classroom teacher and principal in areas where we can experience gains in academic achievement. Examples are collaborative planning and teaching, moving teachers and principals beyond data to actions that will close the gaps, and selection and implementation of instructional practices with the aim of increased student learning. Once identified, teacher leaders will have time scheduled to collaborate with teachers, principals, and district leaders. Additionally, schools will be given autonomy to direct the

teacher leader model at the building level, based on the identified needs. As an avenue of support, teacher leaders will participate in ongoing, prescriptive professional development. Teacher leaders will receive a stipend for their work to be funded from the differentiated pay allocation. Collegial relationships exist when teachers discuss problems and difficulties, share ideas and knowledge, exchange techniques and approaches, observe one another's work, and collaborate on instructional projects (Peterson, 1994). Support Coaches must be able to establish relationships of trust and confidence. It is important for teachers to have a voice in developing their personal learning plans because there must be a belief in the professionalism of the teacher and an investment into input and reflection on needs or areas the teacher wishes to improve (Harrison, 2006).
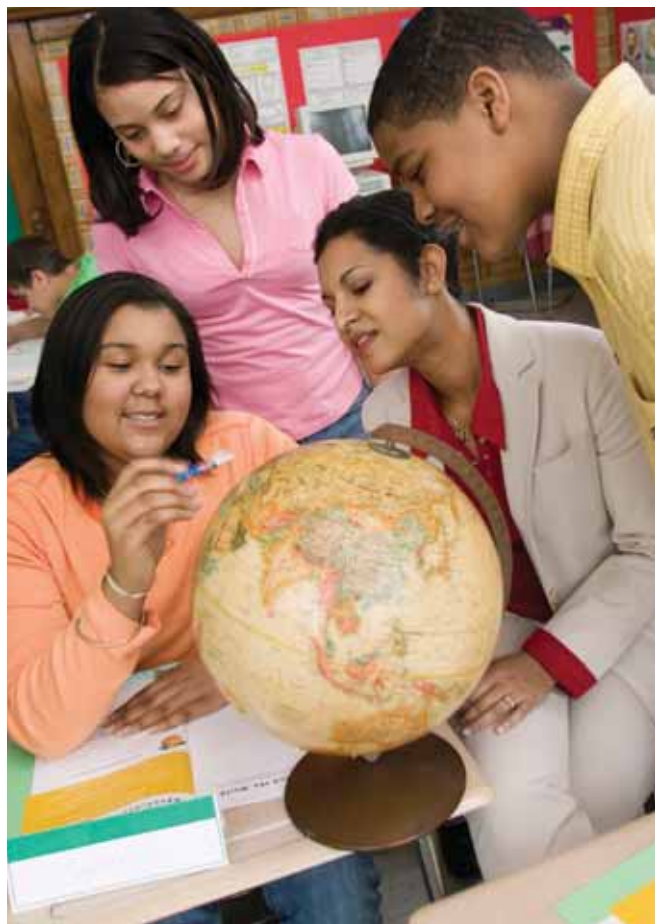
BEST PRACTICES

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

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

District and Building Supports
- Creative/flexible scheduling; planned release time
- Prescriptive professional development plan
- TEAM Evaluation Model
- Partnership with local higher education institutions dedicated to building teacher leaders

Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Teacher leader questionnaires
- Principal and peer feedback surveys
- Tennessee Educator Acceleration Model (TEAM) Analysis
- Test data analysis

Pre-Existing Capacity in District
- School-based professional learning guided by teacher directed professional development
- Instructional leadership team
- Budget allocations for professional development
- Site-based management of flexible scheduling

COST & SUSTAINABILITY

In Sullivan County, the teacher leader model is funded by the state differentiated pay allocation at a total cost of $202,457. From that figure, 101 Support Coaches are paid a stipend of $1500 to fulfill teacher leader responsibilities within the school building as described in the model. Our district saw the need for one of the teacher leaders at each building (total of 22, titled Community Support Coach) to serve as a building-district liaison and receive an additional stipend of $1000 with further job responsibilities. Cost projections also include employee benefits.

SUPPORT COACH

101 positions x **$1,750.35** per position

$176,785.35

COMMUNITY SUPPORT COACH

22 positions x **$1,166.90** per position = $25,761.35
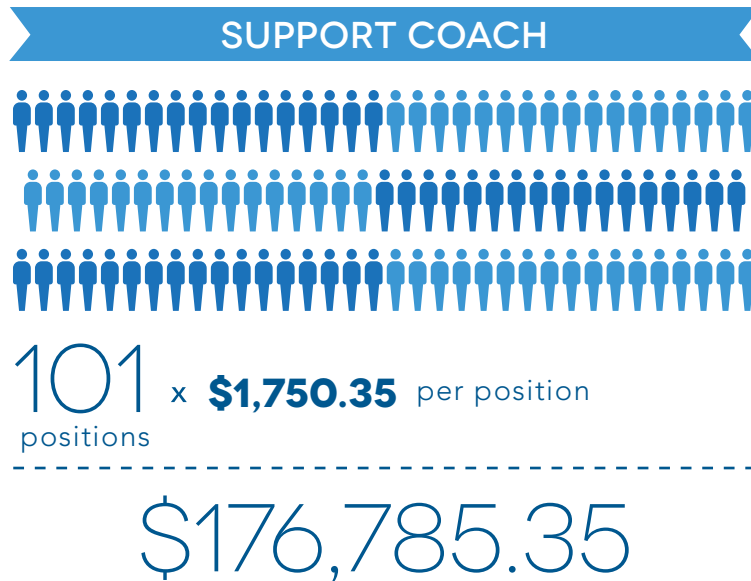
Contributors

PROJECT DIRECTOR, TENNESSEE TEACHER LEADER COUNCIL
PAUL FLEMING, DEPUTY ASSISTANT COMMISSIONER FOR TEACHERS AND LEADERS DIVISION, TENNESSEE DEPARTMENT OF EDUCATION
paul.fleming@tn.gov

PROJECT CONSULTANTS
TAMALA BOYD, SENIOR CONSULTANT FOR THE INSIGHT EDUCATION GROUP

MICHELLE ARMSTRONG, SENIOR CONSULTANT FOR THE INSIGHT EDUCATION GROUP

CLARKSVILLE–MONTGOMERY COUNTY SCHOOLS
MELISSA CHAMPION, PRINCIPAL
melissa.champion@cmcss.net

• SUSAN JONES, PROFESSIONAL DEVELOPMENT COORDINATOR
susan.jones@cmcss.net

TRACI KOON, ACADEMIC COACH
traci.koon@cmcss.net

DAYNA PAINE, DIRECTOR OF INSTRUCTION & CURRICULUM 9–12
dayna.paine@cmcss.net

CATHERINE YACECZKO, TEACHER
catherine.yaceczko@cmcss.net

DYERSBURG CITY SCHOOLS
• CAL JOHNSON, PRINCIPAL
cjohnson1@k12tn.net

HEATHER THOMPSON, TEACHER
hthompson@k12tn.net

• KIM WORLEY, CURRICULUM COORDINATOR
kworley@k12tn.net

JENNIFER WYLIE, TEACHER
jwylie@k12tn.net

HENRY COUNTY SCHOOLS
FELICIA BATES, ACADEMIC COACH
batesf@henryk12.net

SANDRA PASCHALL, RTI TEACHER
paschalls@henryk12.net

AMY VEAZEY, PRINCIPAL
veazeya@henryk12.net

• RENEA WADE, K–8 INSTRUCTIONAL SUPERVISOR
wader@henryk12.net

KINGSPORT CITY SCHOOLS
• DORY CREECH, ASSISTANT SUPERINTENDENT
dcreech@k12k.com

EMILY HELPHINSTINE, LITERACY COORDINATOR
ehelphinstine@k12k.com

SUZANNE LEWIS, TEACHER
pshensley@k12k.com

STEPHANIE POTTER, PRINCIPAL
spotter@k12k.com

PAM STIDHAM, MATH COORDINATOR
pstidham@k12k.com

METRO NASHVILLE PUBLIC SCHOOLS
MICHELLE McVICKER, PRINCIPAL
michelle.mcvicker@mnps.org

JOI MITCHELL, TEACHER
joi.mitchell@mnps.org

JESSICA SLAYTON, COACH
jessica.slayton@mnps.org

SUSAN THOMPSON, TALENT MANAGEMENT
susan.thompson@mnps.org

• MICHELLE WILCOX, EXECUTIVE LEAD PRINCIPAL
michelle.wilcox@mnps.org

SULLIVAN COUNTY SCHOOLS
KATHY CARTER, TEACHER
kathy.carter@sullivank12.net

• LESLEY FLEENOR, READING INSTRUCTION SPECIALIST
lesley.fleenor@sullivank12.net

ROBIN McCLELLAN, PRINCIPAL
robin.mcclellan@sullivank12.net

EVELYN RAFALOWSKI, TECHNOLOGY SUPERVISOR
evelyn.rafalowski@sullivank12.net

THE AUTHORS OF THESE TEACHER LEADER MODELS ARE MEMBERS OF THE TENNESSEE TEACHER LEADER COUNCIL.
THE " • " DENOTES THE PRIMARY CONTACTS FOR EACH DISTRICT.

Research Base & References

CLARKSVILLE–MONTGOMERY PUBLIC SCHOOLS

Curtis, R. (2014). Finding a New Way: Leveraging teacher leadership to meet unprecedented demands. The Aspen Institute. Retrieved from: http://www.aspeninstitute.org/publications/finding-new-way-leveraging-teacher-leadership-meet-unprecedented-demands

Danielson, C. (2007). The Many Faces of Leadership. Teachers as Leaders, 65 (1), 14-19.

Harrison, C., Killion, J. (2007). Ten Roles for Teacher Leaders. Teachers as Leaders, 65 (1), 74-77.

Teacher Leader Model Standards [Brochure]. (2009) Teacher Leadership Exploratory Consortium.

Tennessee. State Board of Education. (2011, November 4). Tennessee Learning Centered Leadership Policy: Tennessee Instructional Leadership Standards. Retrieved 17 April 2014 from http://tn.gov/sbe/Policies/5.101%20Learning%20Centered%20Leadership.pdf.

DYERSBURG CITY SCHOOLS

"Membership." Educational Leadership:Teachers as Leaders:Ten Roles for Teacher Leaders. N.p., n.d. Web. 09 May 2014.

"Leading Change from the Classroom: Teachers as Leaders Leading Change From The Classroom: Teachers As Leaders." Leading Change From The Classroom: Teachers As Leaders. N.p., n.d. Web. 09 May 2014.

"New Website Launches for Teacher Leader Model Standards." New Website Launches for Teacher Leader Model Standards. N.p., n.d. Web. 09 May 2014.

"Leadership." Leadership. N.p., n.d. Web. 09 May 2014.

HENRY COUNTY SCHOOLS

Bernhardt, V.L., (2004) Data analysis for continuous school improvement. Larchmont, NY: Eye on Education

Boudett, K.P., Clay, E.A., & Murnane, R. J. (2006). Data wise: A step-by-step guide to using assessment results to improve teaching and learning. Camridge, MA

Duff, V., & Islas, M. (2013). Partners in learning teacher leaders drive instructional excellence. Learning Forward, 34(6), 3-6.

Frey, N., & Fisher, D. (2010). Identifying instructional moves during guided instruction. The Reading Teacher, 64(2), 84-95

Hatton, E., (2001). School development planning in a small primary school: Addressing the challenge in rural NSW.

Marzano, R., & Simms, J. (2013). Coaching Classroom Instruction. Bloomington, IN:Marzano Research Laboratory.

Pearce, C., & Conger J. (2003). Shared leadership: Reframing the hows and whys of leadership, pp 48-79. Thousand Oaks, CA: Sage.

Teacher Leader Model Standards retrieved from http://www.teacherleaderstandards.org/

Tennessee Instructional Leadership Standards (2013) retrieved from http://www.state.tn.us/sbe/2013_documents/February2013_Board_Meeting/III_F_Revision_of_the_Tennessee_Instructional_Leadership_Standards_Attachment.pdf

TNCore RTI2 Framework (2013) Implementation guide retrieved from http://www.tncore.org/sites/www/Uploads/RTI2%20Implementation%20Guide-FINAL-08.22.13.pdf

KINGSPORT CITY SCHOOLS

Batelle for Kids. (2011). Vertical progression guide for the common core: English language arts (ELA) K-12 reading, writing, speaking and listening, and language standards. Columbus, OH: Author.

Batelle for Kids. (2013). Vertical progression guide for the common core: Mathematics K-12 new PARCC content emphases for high school. Columbus, OH: Author.

Barth, R. (2000). The teacher leader: Words of wisdom from those who know best. Edutopia. Retrieved from www.edutopia.org/teacher-leader.

Boyd-Dimock, V., & McGree, K.M. (2013). Leading change from the classroom: Teachers as leaders. Southwest Educational Development Laboratory. Retrieved from www.sedl.org/change/issues/issues44.html.

Dozier, T.K. (2007). Turning good teachers into great leaders. Educational Leadership, 65(1), 54-59.

Duff, V., & Islas, M.R. (2013). Partners in learning: Teacher leaders drive instructional excellence. Journal of Staff Development, 34(6), 10-16.

Fisher, D., Frey, N., & Uline, C.L. (2013). Common core English language arts in a PLC at work: Leader's guide. Bloomington, IN: Solution Tree Press.

Kanold, T.D., & Larson, M.R. (2012). Common core mathematics in PLC at work: Leader's guide. Bloomington, IN: Solution Tree Press.

LaNaye, R. (2011). Why I want to be a teacher leader. Journal of Staff Development, 32(3), 52-53. Network Communicate Support Motivate. (2008). The prime leadership framework: Principles and indicators for mathematics education leaders. Bloomington, IN: Solution Tree Press.

Teacher Leader Exploratory Consortium (2011). Teacher leader model standards. (Retrieved November 23, 2013 http://teacherleaderstandards.org/downloads/TLS_Brochure.pdf).

METRO NASHVILLE PUBLIC SCHOOLS

Bambrick-Santoyo, P. (2012). Leverage leadership: A practical guide to building exceptional schools. San Francisco, CA: Jossey-Bass.

Barth, R. (2006). Improving leadership within the schoolhouse. Improving Professional Practice, 63(6), 8-13.

Metropolitan Nashville Public Schools, Human Capital Department. (2013). Teacher leadership in MNPS: Executive summary of focus group findings and suggestions.

http://www.teacherleaderstandards.org

SULLIVAN COUNTY SCHOOLS

Killion, J., & Harrison, C. (2006). Taking the lead: New roles for teachers and school-based coaches. Oxford, OH: Learning Forward.

Peterson, K. (1994). Building collaborative cultures: Seeking ways to reshape urban schools. Madison, WI: University of Wisconsin-Madison.

Venables, D.R. (2014). How teachers can turn data into action. Alexandria, VA: Association for the Supervision of Curriculum Development.

TENNESSEE PROFESSIONAL LEARNING STANDARDS

http://www.tn.gov/sbe/2012_documents/April_2012/PDF_File/III_F_Standards_for_Professional_Learning.pdf

TENNESSEE TEACHER LEADER STANDARDS

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

> " A handful of effective educators in a dysfunctional school cannot make a sustained difference for children. Principals and other leaders must systematically create opportunities for participation by all stakeholders to develop a plan that is values driven and data informed. A culture of shared responsibility requires principals who bring together coalitions of teacher leaders who have the skills to meet the school's objectives and create a culture of continuous learning and shared decision-making. "

THE RESPECT PROJECT DISCUSSION DOCUMENT:
ENVISIONING A TEACHING PROFESSION FOR THE 21ST CENTURY

Glossary

CLARKSVILLE–MONTGOMERY PUBLIC SCHOOLS

90–DAY TEST CYCLE – four stage test cycle (plan & scan, focus & test, analyze & summarize, and decide & act) for education research and development in support of select district action plans.

ACADEMIC COACH (AC) – teacher leader who provides direct service and support to classroom teachers to improve their instructional practice.

CATALYST FOR CHANGE – teachers leader who leverages their ability to break new ground in improved educational opportunities by compelling others to engage in pedagogical and curriculum renewal at the classroom level.

CURRICULUM CONSULTING TEACHER (CCT) – district-level content specialist who supports subject-specific teachers across the district by diagnosing training needs, delivering professional development to meet identified needs, and following up to gauge impact on teachers' instructional practice.

CURRICULUM SPECIALIST – teacher leader who is content and pedagogical. As the curriculum design expert, the individual coordinates and scaffold's curriculum activities and assesses educational materials to ensure students' needs are meet.

HIGH RELIABILITY ORGANIZING PRINCIPLES – principles focused on improving the quality and reducing the variability in quality among schools by setting clear, "no excuses" goals for teaching and learning; attending to the "core" business of schooling: great teachers and teaching; and maintaining a healthy preoccupation with failure, prevention, and intervention.

INSTRUCTIONAL SPECIALIST – teacher leader who models effective instructional strategies and best practices for peers while demonstrating alignment of standards and assessments to meet the needs of diverse learners.

LEARNING FACILITATOR – teacher leader who helps peers "construct" meaning and application of important educational concepts, processes and strategies by guiding inquiry into the complex processes of pedagogical and curriculum renewal through collaborative learning.

MID–CONTINENT RESEARCH FOR EDUCATION AND LEARNING INTERNATIONAL (McREL®) – private, nonprofit, nonpartisan education research and development corporation providing educators and leaders with research-based, practical guidance on the issues and challenges facing Pre-K–16 education.

RESOURCE PROVIDER – teacher leader who vets resources for student and teacher, pilots new curriculum for consideration for adoption and maintains an easily accessible resource exchange for peers.

SITE–BASED INDUCTION SPECIALIST – teacher leaders trained by the district to serve as mentor teachers for up to six new hires in a building. They coordinate building-level induction activities and meet regularly with new teachers to assist with everything from day-to-day building operational questions to more specific classroom needs.

VARIABILITY – differences or inconsistencies in the quality of instructional from classroom to classroom or from building to building that have the potential to negatively impact student achievement.

METRO NASHVILLE PUBLIC SCHOOLS

MCL – a multi-classroom leader. A description of responsibilities is outlined in roles section of document.

SULLIVAN COUNTY SCHOOLS

TEAM – Tennessee Educator Acceleration Model.

The terms "support coach" and "teacher leader" are used synonymously throughout this model.

Clarksville-Montgomery County Schools	www.cmcss.net
Dyersburg City Schools	www.dyersburgcityschools.org
Henry County Schools	www.henryk12.net
Kingsport City Schools	www.mnps.org
Metropolitan Nashville Public Schools	www.k12k.com
Sullivan County Schools	www.sullivank12.net

Acknowledgments

Insight
EDUCATION GROUP

Insight Education Group, Inc.
16130 Ventura Blvd., Suite 300
Encino, CA 91436
www.InsightEducationGroup.com

[I M P R E S S I O N S]
D E S I G N   S T U D I O

hello@reginawright.net
662.820.4247