Tennessee Teacher Leader Network
2015-16 Guidebook

TN Department of **Education**

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A Message from the Commissioner of Education

On behalf of the Tennessee Department of Education, I am excited to share fifteen unique and innovative Teacher Leader models developed by the districts represented in this Teacher Leader Guidebook. These fifteen districts represent the geographic and demographic diversity in our state and provide a powerful roadmap for schools and districts to develop 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, yet illustrate distinct 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 many 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

At the start of the 2015-16 school year, we laid out our goals for Tennessee's students and what we think it will take to reach them. Our strategic plan, called *Tennessee Succeeds*, aims to give a clear, overarching vision for what we believe are the most important strategies our state should undertake to build strong schools. It is intended to empower our local school leaders to focus on the most critical components of this complex work.

Our vision is for all students to be equipped with the knowledge and skills they need to successfully embark upon their chosen path in life. Our goals—to increase the statewide ACT score, increase our state's ranking on the Nation's Report Card, and increase the number of degrees or certificates our students are earning—are guided by in the following five priority areas:

- Early Foundations and Literacy
- High School and Bridge to Postsecondary
- All Means All
- Educator Support
- District Empowerment

We believe that teaching and learning will be strengthened if districts and their schools spend their time strategizing on these areas.

Tennessee has 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.

Candice McQueen

Dr. Candice McQueen
TN Commissioner of Education

Executive Summary

Tennessee continues 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, Tennessee aims to empower districts to build a network of exceptional instructional leaders who get results. The state's leadership strategy reflects the changing skill sets educators in Tennessee need to move from an individual manager-as-leader model to a shared instructional leader model. As stated in the preamble to the Teacher Leader Model Standards,

> " The purpose of teacher leadership is to re-culture the school and teaching in order to support student-centered learning. "

The department strategically created the Tennessee Teacher Leader Council, now called the 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. Since 2013, 28 districts have created different, innovative teacher leader models aligned to their strategic plans and educator professional learning needs that are most closely tied to increasing student achievement and growth.

In the fall of 2015, 15 districts joined the network. All of the district models vary in their design, number of roles, and costs, but they share a foundational belief in developing teacher leader capacities, skills, and actions.

THE 2015-16 PARTICIPATING DISTRICTS ARE:
- Bartlett City Schools
- Blount County Schools
- Clarksville-Montgomery County Schools
- Chester County Schools
- Decatur County Schools
- Hamblen County Schools
- Haywood County Schools
- Jackson-Madison County Schools
- Knox County Schools
- Oak Ridge City Schools
- Obion County Schools
- Robertson County Schools
- Stewart County Schools
- Union County Schools
- Washington County Schools
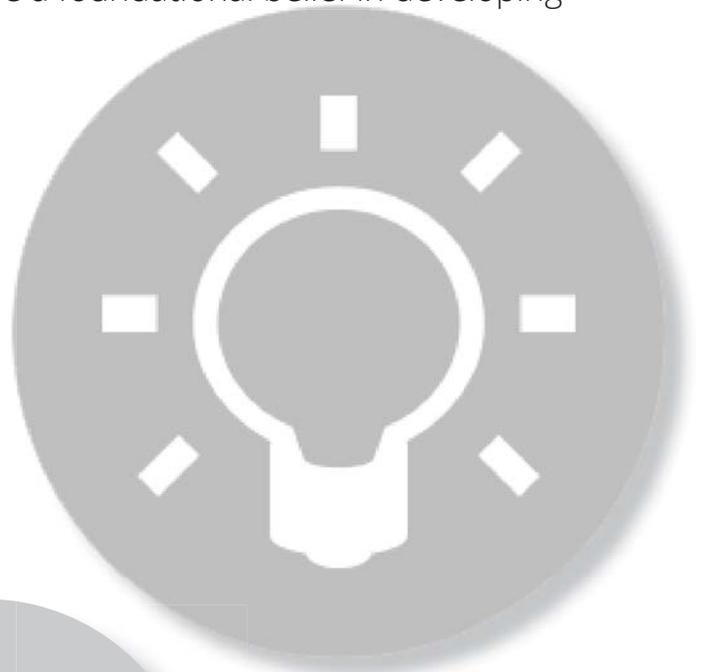
Executive Summary

The 28 districts in the Tennessee Teacher Leader Network have provided invaluable feedback and insight in the development of the following key strategies that districts and states can use for developing teacher leader models. Through this type of network, districts and the state can work together to develop teacher leader models that best meet district needs and, ultimately, impact student achievement.

The State Can:

- Make teacher leadership visible and perceived 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 District Can:

- Create teacher leader models and roles that are:
  - Driven by varying district and school needs
  - Related to existing state and district initiatives
  - Designed to improve student achievement and growth
  - Designed to fit 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, with educators engaged in the development of teacher leaders that include all of the components of highly effective professional learning:
  - Content-based
  - Relevant
  - Rigorous
  - Collaborative
  - Ongoing, with multiple opportunities for practice and reflection

The District and State Together Can:

Provide a structure for developing teacher leader models that is collaborative and leads to deeper learning and the development of shared expertise.
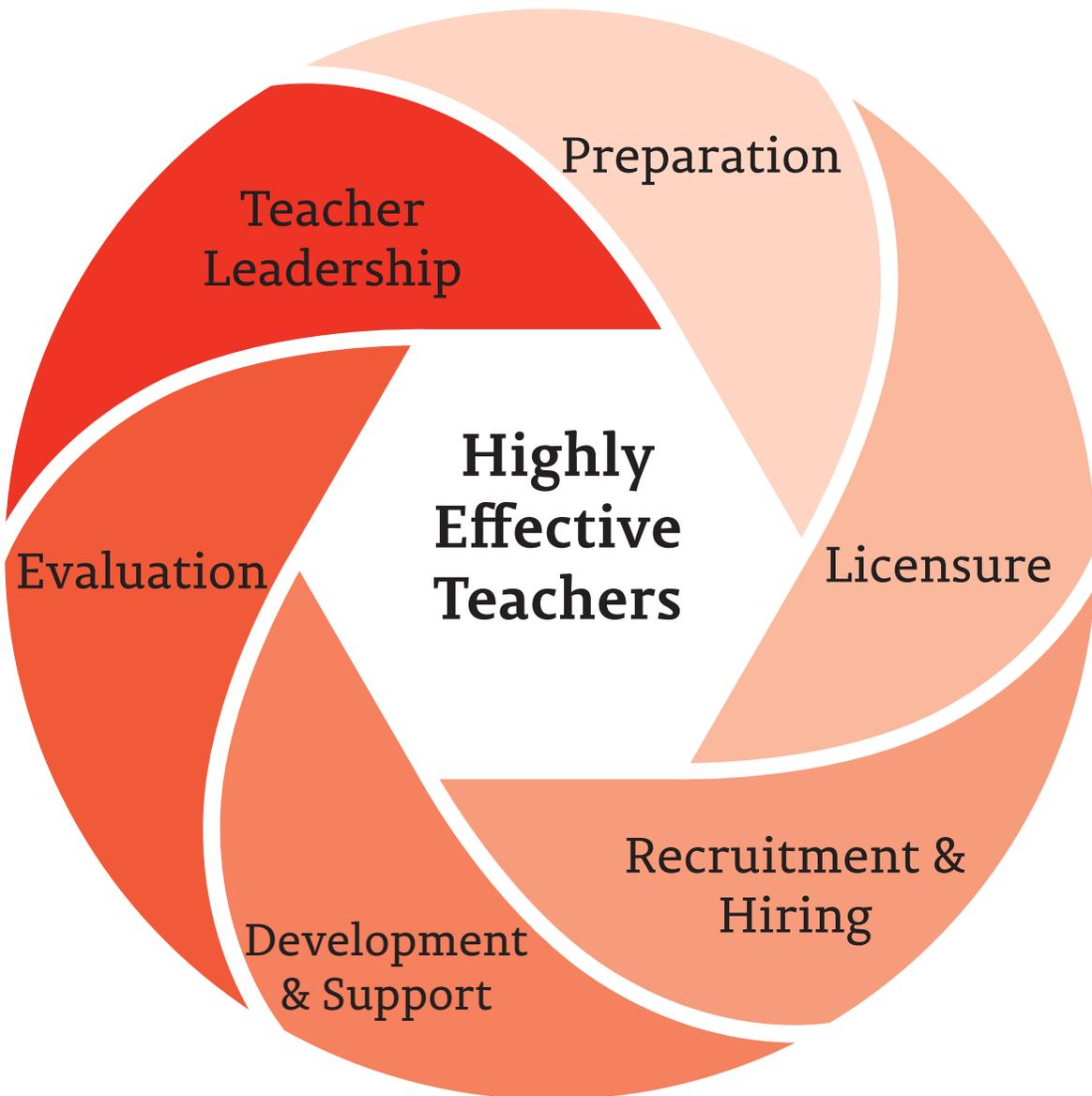
Using current research and the Tennessee Teacher Leader Standards as the foundation, the 2015-16 cohort of the Tennessee Teacher Leader Network developed unique the teacher leader models detailed in this guidebook.

Teacher Leader Network

Tennessee's statewide teacher leader network seeks 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 and 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.

What 2015-16 members have to say about the network:

“ Every district represented in the network is focused on what is best for students. ”

“ My team and I have enjoyed working on this project. We feel this will make a difference in our schools and district. Thank you for the opportunity. ”

“ Each district has different definitions/rationales based on their specific design/needs. There is no “one fits all.” ”

“ Having intentional conversations about teacher leadership – what it is and how to develop it – is an integral part of the process of developing teacher leaders. ”

Teacher Leader Network 2013-16

Paris Special
School Distrcit

Obion County
Schools

Stewart County
Schools

Clarksville-
Montgomery
County Schools

Robertson County
Schools

Sumner County
Schools

Dyersburg
City Schools

Dyer County

Henry County
Schools

Metro Nashville
Public Schools

Lauderdale
County
Schools

Haywood
County Schools

Jackson-Madison
County Scools

Henderson
County Schools

Decatur
County
Schools

Chester County
Schools

Bartlett City
Schools

Shelby County

Lincoln County
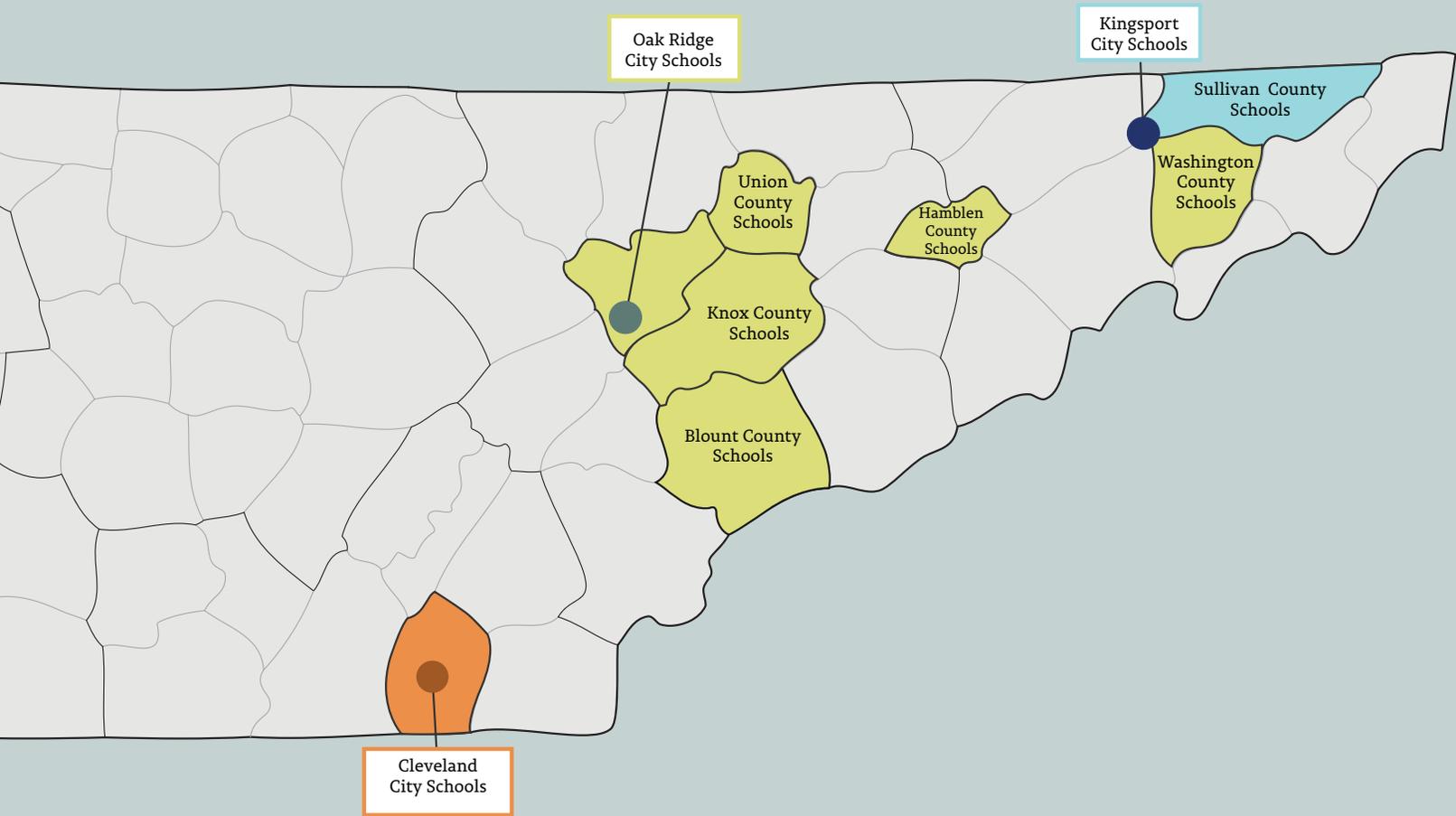Schools

Gestalt Community
Schools

Collierville
Schools

2013-14 Teacher Leader Network Cohort

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

2014-15 Teacher Leader Network Cohort

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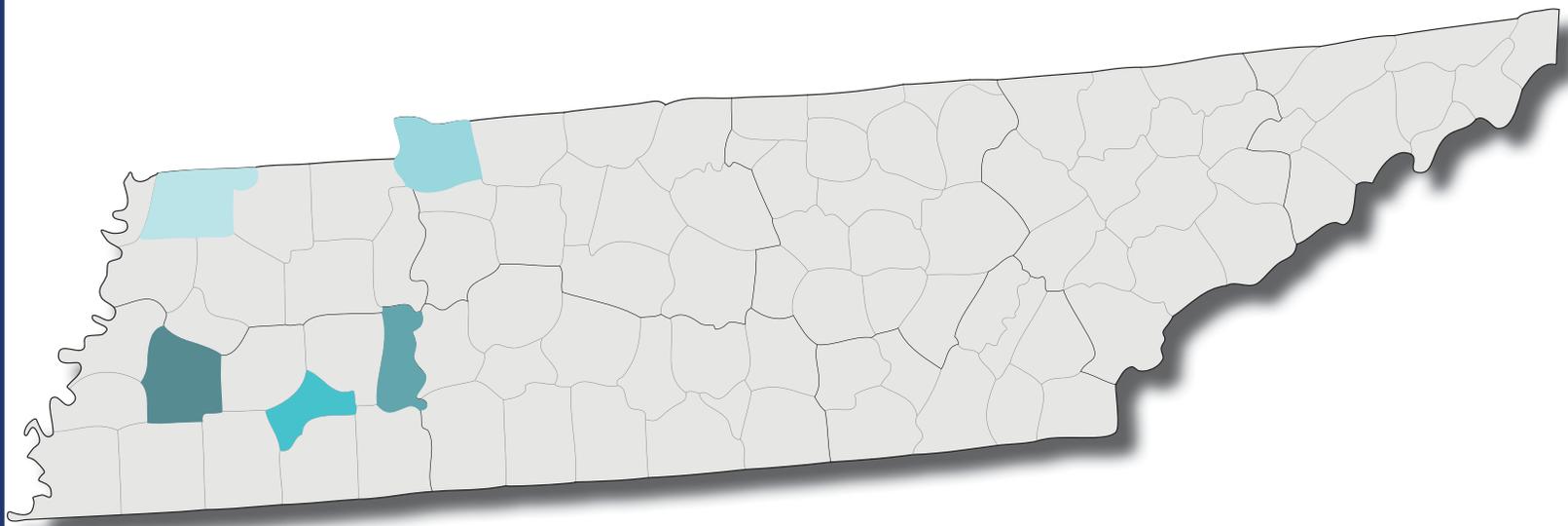- Sumner County Schools

Oak Ridge
City Schools

Kingsport
City Schools

Sullivan County
Schools

Washington
County
Schools

Union
County
Schools

Hamblen
County
Schools

Knox County
Schools

Blount County
Schools

Cleveland
City Schools

2015-16 Teacher Leader Network Cohort

- Bartlett City Schools
- Blount County Schools
- Clarksville-Montgomery County Schools
- Chester County Schools
- Decatur County Schools
- Hamblen County Schools
- Haywood County Schools
- Jackson-Madison County Schools

- Knox County Schools
- Oak Ridge City Schools
- Obion County Schools
- Robertson County Schools
- Stewart County Schools
- Union County Schools
- Washington County Schools

SMALL DISTRICTS
<4,000 students ADM

Chester County Schools

Decatur County Schools

Haywood County Schools

Obion County Schools

Stewart County Schools

By the numbers . . .

12,567
total students

126
total teacher leader positions

855
total teachers

27
total schools

Common Practices

The following best practices for building capacity, program evaluation, and communication are common throughout most or all small districts' teacher leader models. Additionally highlighted below are notable elements within individual district teacher leader models.

Building Capacity
How districts expand leadership capabilities to teachers

- **Create specific roles and responsibilities**, eligibility requirements, and compensation plans for each teacher leader position, and clearly communicate these to teacher leaders, administrators, and other stakeholders
- Provide regular, targeted **professional learning opportunities** for teacher leaders, and encourage redelivery within their respective schools
- **Provide time** and opportunities for teacher leaders **to collaborate** with administrators, curriculum staff, other teacher leaders, and teachers
- **Monitor and evaluate** the effectiveness of the teacher leader program through surveys from school administrators and school faculty
- **Include teacher leaders** in the school improvement planning process

Noteworthy Practices

Chester: Create a **contract** teacher leaders will sign, defining their roles, responsibilities, and expectations

Decatur: Foster a **community of shared leadership** within each school with a focus on improving school-wide academic performance

Haywood: Focus on specific skills and backgrounds, and identify areas of strength based on the **Teacher Leader Standards**

Obion: Identify a teacher leader **district coordinator** who will ensure proper program implementation and process, offer support through training and collaboration, and communicate with district and school administration

Communication
How districts communicate teacher leader model rationale, structure, application process, and results

Media (the how)
- Informational meetings
- Video
- Posters
- Postcards
- QR codes
- Website
- Surveys
- Flyers
- District-wide emails
- School board presentations
- Principal communication
- Newsletters
- Faculty meetings
- Planning sessions

Audience (the who)
- Potential/prospective teacher leaders
- School board
- District staff
- Parents
- Community members
- Administrators
- Teachers
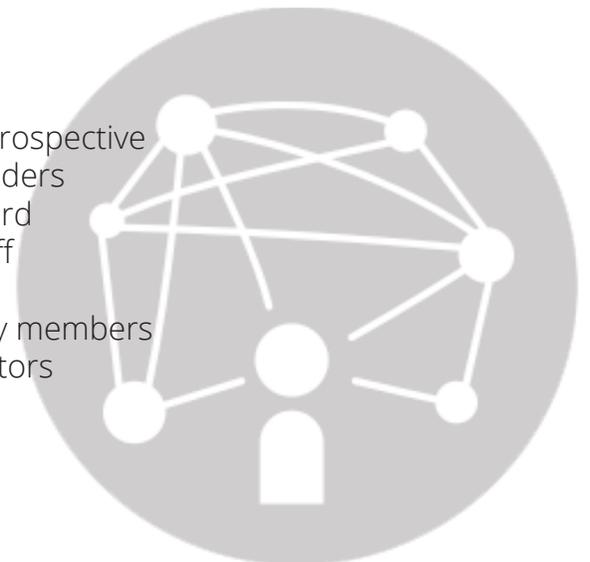
Across Small Districts

Pre-existing Capacity & District Supports
How districts utilize existing structures, policies, and mindsets for teacher leadership

- TEAM evaluation model
- Administrative commitment to shared leadership
- Shared vision and purpose for school leadership district-wide
- Professional learning opportunities:
  - Interscholastic, vertical planning PLCs
  - Prescriptive professional learning for teachers
  - PLCs guided by teacher leaders and curriculum coaches
  - School-based PLCs and annual staff development days
- Time and opportunity for collaboration between teacher leaders and peers
- Collaborative planning at school and district level
- Flexible scheduling
- Reallocated funds to support teacher leadership
- Budget allocations for professional learning and teacher leader positions
- Common time for collaborative planning and regular meetings
- Support from CORE office staff
- Building-level curriculum coaches, RTI^2 and PBS coordinators, and instructional facilitators

Noteworthy Practices

Stewart: Principals who are active in guiding school-level instruction
Haywood: Established district-wide mission, vision, and goals

Program Evaluation
How districts evaluate the teacher leader model

- Teacher leader self-reflection survey
- TEAM evaluation
- Teacher leader logs
- Student and school-level data/TVAAS
- Teacher retention rates
- Principal and peer feedback surveys
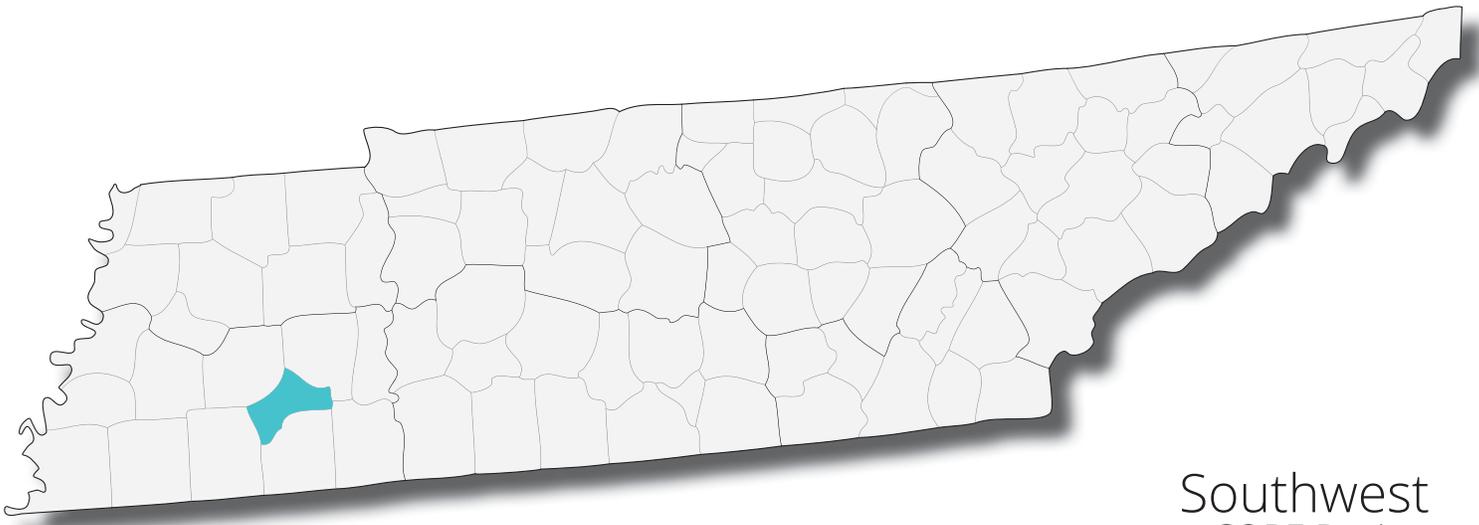- Teacher leader surveys

Noteworthy Practices

Decatur: Awards and recognition
Haywood: Informational journal entries and professional development agendas

CHESTER COUNTY

Chester County Schools

Chester County Teacher Leader Program

Chester County School System seeks to improve student outcomes by building the capacity of all educators. Teacher leaders provide the resources to increase collaboration, ensure alignment to standards, enhance literacy, implement effective assessments, and adjust instructional practices to maximize student benefit.

By the numbers . . .

2,774
students

36
teacher leader positions

163
teachers

$54,000
teacher leader budget

6
schools

$7,681.20
per pupil expenditure

Competencies & Beliefs

Chester County teacher leaders believe...

- all students can learn at high levels.
- all teachers can perform at high levels.
- collaboration is an essential element in building teacher capacity.
- data can be used to improve student learning.
- targeted professional learning is necessary for teachers to improve instruction and implement best practices.
- learning is a lifelong process.
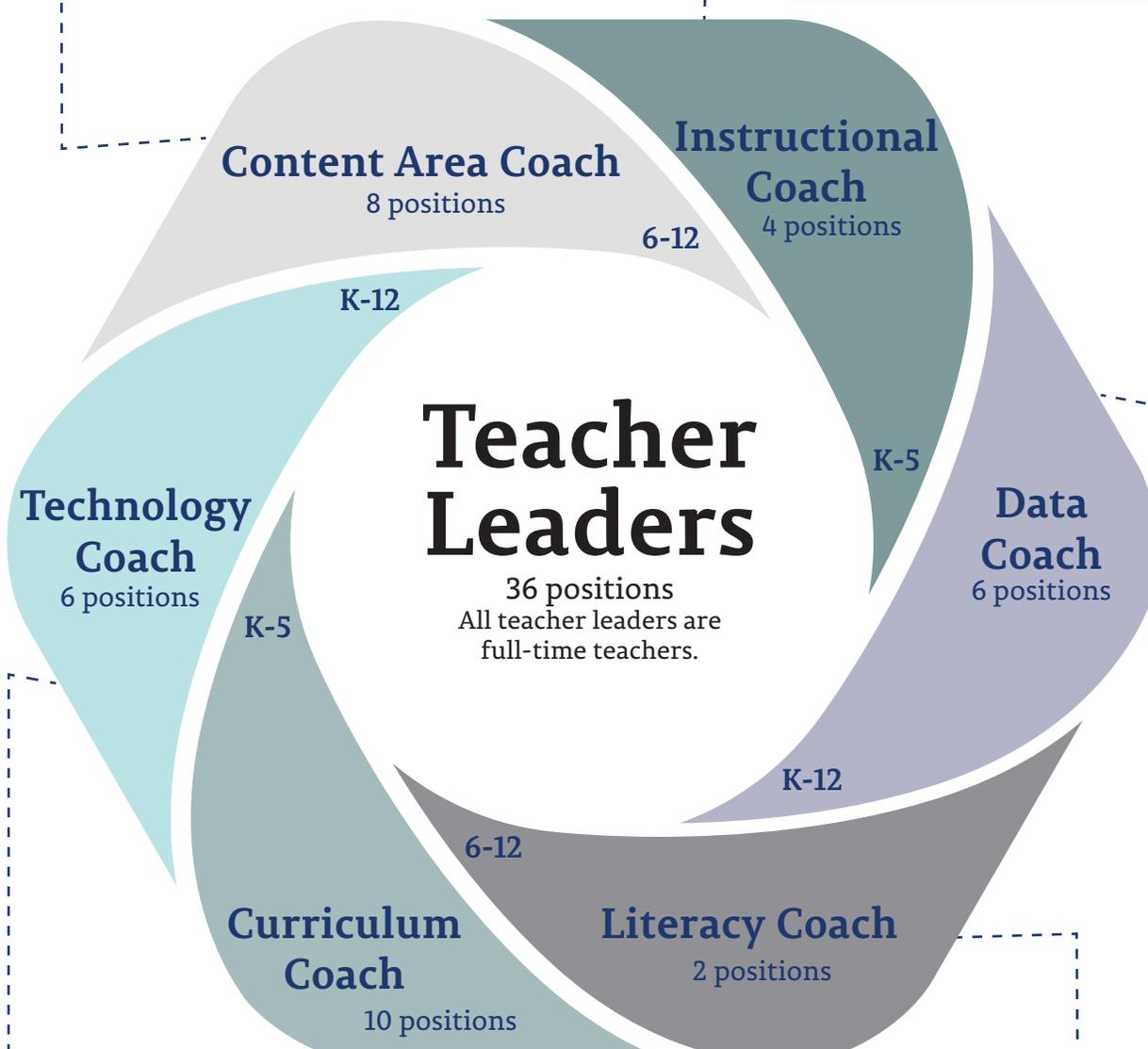
Chester County teacher leaders can...

- model effective elements of a lesson.
- facilitate the creation of common assessments.
- lead teachers in unpacking the standards.
- analyze student data and use to guide instruction.
- integrate the use of technology in instruction and coaching.
- locate appropriate resources for teachers.
- provide teachers with reading and writing strategies and ways to integrate into curriculum.

Roles & Responsibilities

- Model lessons
- Peer review of instructional practices
- Assist teachers in the use of best practices and resources
- Facilitate creation of common assessments (6-12)
- Ensure alignment of curriculum to content and rigor of TNReady (6-12)
- Assist teachers in unpacking standards
- Facilitate PLCs and professional development

- Analyze student assessment data
- Facilitate the use of data to guide instruction
- Communicate with subject or grade level areas to compile school-wide data
- Assist teachers in unpacking standards
- Facilitate PLCs and professional development

Content Area Coach
8 positions

Instructional Coach
4 positions

6-12

K-12

Technology Coach
6 positions

K-5

Teacher Leaders

36 positions
All teacher leaders are full-time teachers.

K-5

Data Coach
6 positions

K-12

6-12

Curriculum Coach
10 positions

Literacy Coach
2 positions

- Integrate the use of technology in instruction and coaching
- Assist teachers in locating appropriate online resources
- Assist teachers in utilizing state and district websites and software related to student data
- Assist teachers in unpacking standards
- Facilitate PLCs and professional development

- Ensure alignment of curriculum to content and rigor of TNReady (K-5)
- Facilitate creation of common assessments (K-5)
- Assist teachers with reading and writing strategies (6-12)
- Assist teachers in embedding appropriate text and writing practices in daily instruction (6-12)
- Assist teachers in unpacking standards
- Facilitate PLCs and professional development

Strategies

1 ▶ Teacher Leader Identification

Chester County uses these strategies to identify and attract teacher leaders:
- Informational meetings
- Video
- Large informational posters detailing teacher leader roles
- Link to application through QR code on posters at each school
- Discussions with principals

2 ▶ Teacher Leader Selection

Chester County selects teacher leaders with these criteria:
- Level of effectiveness of 3, 4, or 5
- At least three years of teaching experience
- Recommendation by principal
- Online application
- Interview by administrators from a different school than where the applicant is employed
- Writing sample
- Minimum scores on principal disposition, interview, and writing sample

3 ▶ Teacher Leader Retention

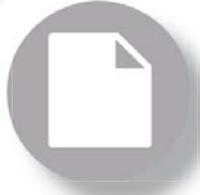Chester County retains teacher leaders through:
- Monetary compensation through TIF 4
- Ongoing professional learning
- Survey of effectiveness at the end of each semester
- Teachers currently serving as teacher leaders would not have to re-interview

Implementation

March 2016 TIF design team approves Chester County Teacher Leader model.

April 2016 Teachers receive application and the application process begins.

May 2016
Teacher leaders interview for positions, and the selection process is complete.

June-July 2016
Teacher leader training occurs based on roles and responsibilities.

July-August 2016
Administrator training is held to provide insight on teacher leader roles and how to best utilize them; teacher leaders are introduced to their school faculties and staff.

August 2016-May 2017
Monthly PLC meetings occur at the district level with teacher leaders. Teacher leader program evaluation occurs in December and May.

Cost & Sustainability

Chester County Schools is a TIF 4 district and will use funds from the differentiated pay plan to compensate teacher leaders to meet the needs of Chester County Schools and support teacher effectiveness across the district. The system will budget for stipends for 36 teacher leaders at a cost of $1,500 each per year for a total of $54,000 annually. Teachers serving as leaders for the district will maintain full-time classroom responsibilities with the addition of the teacher leader responsibilities.

4	**instructional coaches**	x $1,500 per position =	**$6,000**
10	**curriculum coaches**	x $1,500 per position =	**$15,000**
6	**data coaches**	x $1,500 per position =	**$9,000**
6	**technology coaches**	x $1,500 per position =	**$9,000**
2	**literacy coaches**	x $1,500 per position =	**$3,000**
8	**content area coaches**	x $1,500 per position =	**$12,000**

32 teacher leaders   **$54,000**
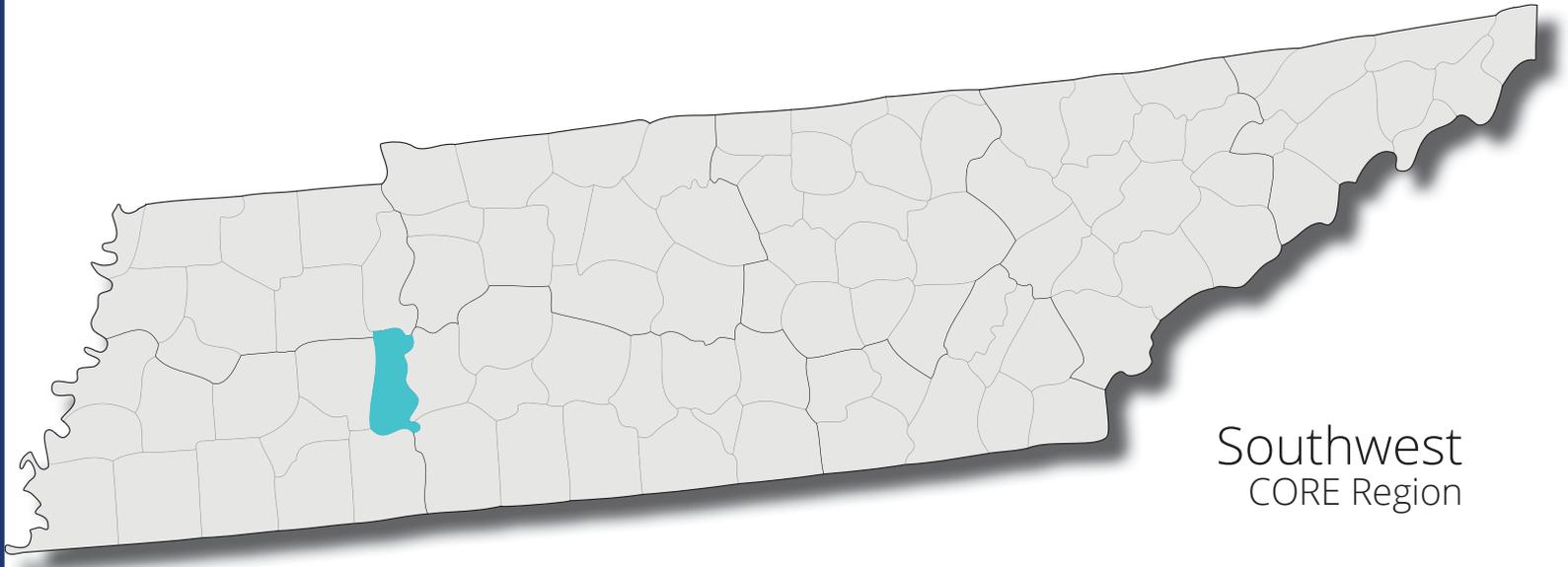   **total teacher leader budget**

Sustainability Strategies

- Incorporate teacher leader trainings into professional development days to absorb extra costs
- Reallocate general purpose funds for continuation of teacher leader roles once the TIF 4 grant has expired

DECATUR COUNTY

Decatur County Schools

Promoting Achievement with Staff & Students

To enhance the leadership capacity of its teachers, Decatur County Schools has initiated the PAWS2 teacher leader program. Full-time classroom teachers who have proven skills in curriculum planning, presentation, and classroom management have the opportunity to mentor and guide their peers while also building individual leadership capacity. Because they understand the challenges and struggles today's educators face, teacher leaders are advocates for their peers in the changing landscape of public education. They provide encouragement, guidance, and support to other teachers, and work with administrators in using student data to enhance instructional strategies in classrooms and schools. Decatur County believes every teacher can improve their effectiveness in the classroom, and every student can succeed in the quest to be college and career ready; teacher leaders play a valuable role in this process.
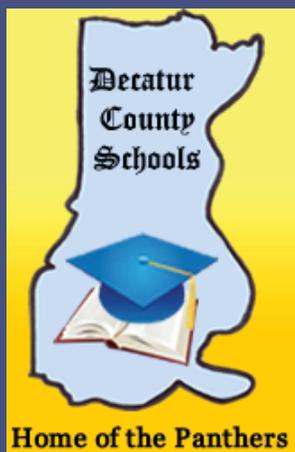
By the numbers . . .

1,529
students

111
teachers

4
schools

18
teacher leader positions

$27,000
teacher leader budget

$8,907.40
per pupil expenditure

Competencies & Beliefs

Decatur County teacher leaders believe...

- all students can learn.
- a collaborative culture builds trust, which is vital to building and sustaining relationships.
- the effective use of data can lead to improved instructional practices and student learning.
- through peer observations and modeling, teachers can exercise their strengths and provide opportunities for leadership and growth.

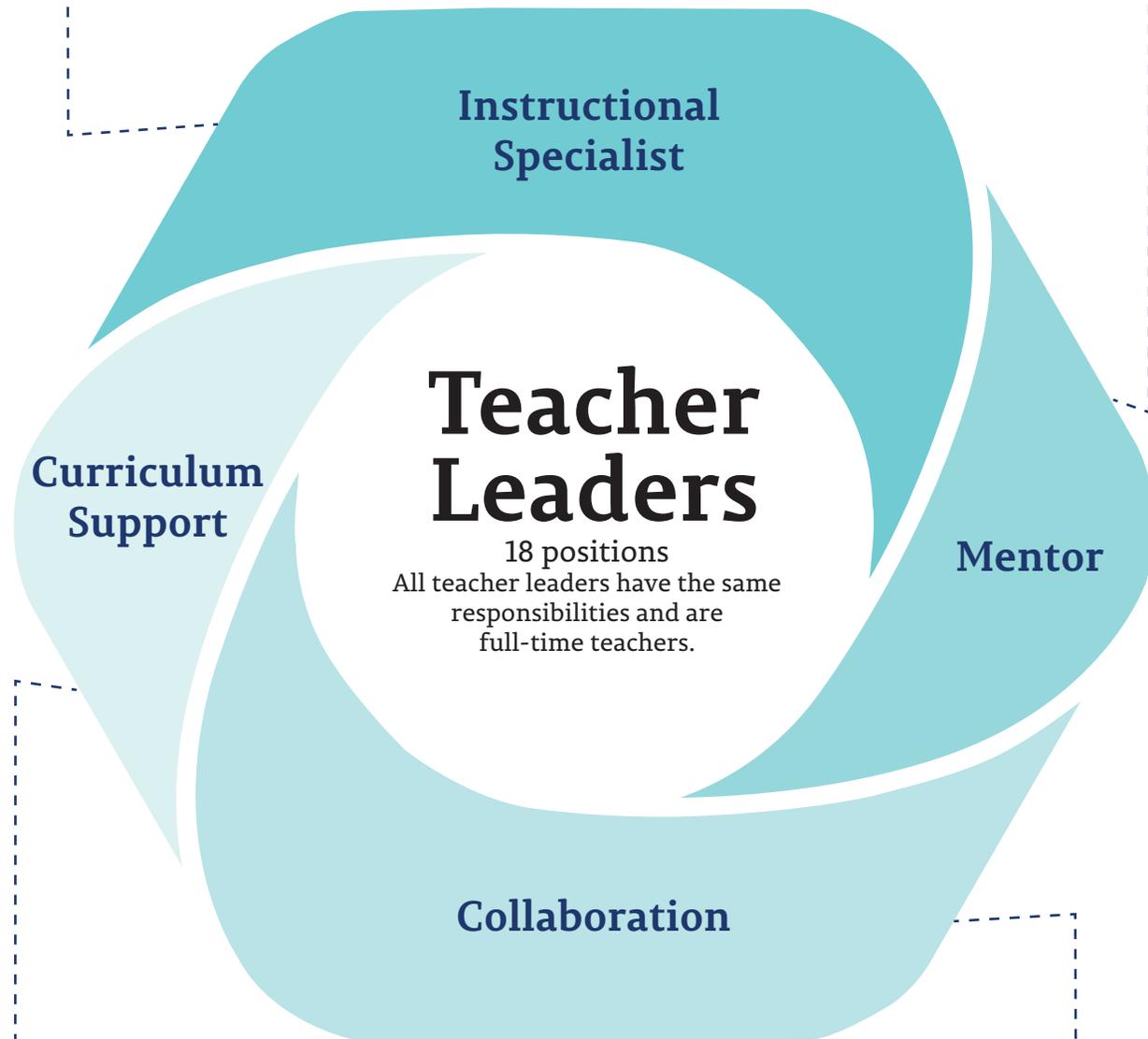## Decatur County teacher leaders can...

- engage, motivate, and inspire students and colleagues.
- use data to drive instruction.
- create a positive, trusting culture to strengthen relationships among all stakeholders.
- communicate and model effective teaching strategies.
- plan and lead professional development sessions.
- take ownership in student learning and to make adjustments accordingly.
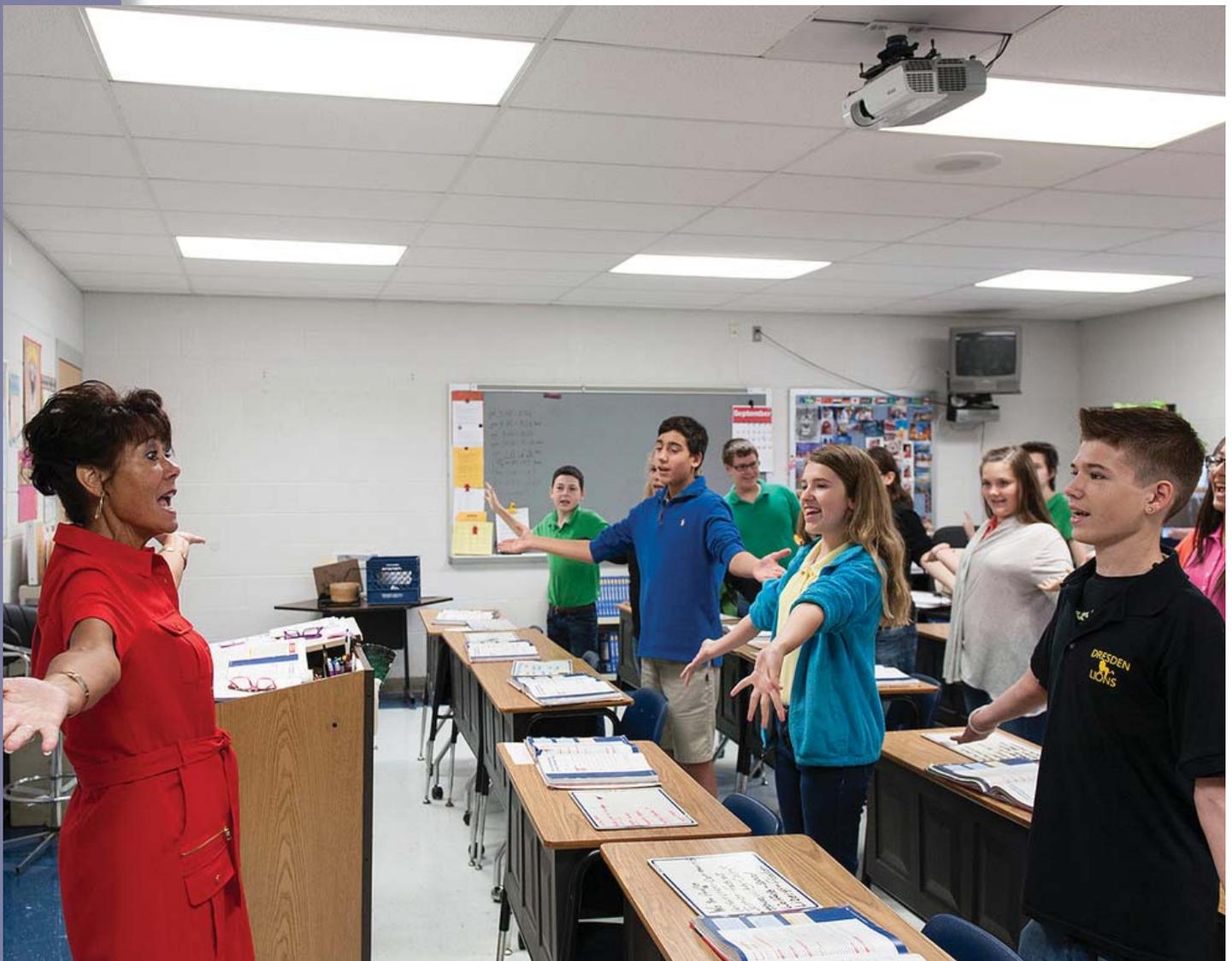
Roles & Responsibilities

- Serve as role models for new and improving teachers
- Advise new and improving teachers on procedures and practices of the school
- Assist teachers with lesson planning
- Provide positive support on classroom management strategies

- Model effective teaching practices
- Share resources and proven strategies
- Provide support and assistance for TVAAS Level 1 and 2 teachers
- Research school data and assist in school-wide dissemination
- Support RTI[2] initiatives to improve academic achievement

Instructional Specialist

Curriculum Support

Teacher Leaders

18 positions
All teacher leaders have the same responsibilities and are full-time teachers.

Mentor

Collaboration

- Attend local and state trainings and present information during PLCs
- Work with curriculum coaches in planning PLCs and staff development sessions
- Evaluate professional learning activities to determine appropriate and effective professional learning
- Participate in school improvement strategic planning activities

- Serve as an advocate between teachers and school administration
- Provide instructional support in a non-threatening way
- Promote the vision and goals of the school
- Work with administrators, teachers, and support staff in providing quality across all subject areas

Strategies

1 ▶ Teacher Leader Identification

Decatur County uses these strategies to identify and attract teacher leaders:
- District posts and emails informational fliers to all teachers explaining the teacher leader program and qualifications for participation.
- District hosts an informational meeting for teachers interested in applying for the teacher-leader positions.
- Teachers and school leaders submit nominations.
- Principals distribute applications to those meeting the requirements.
- Applicants interview with the school principal and curriculum staff.

2 ▶ Teacher Leader Selection

Decatur County selects teacher leaders with these criteria:
- TEAM level of effectiveness scores of 3, 4, or 5
- Demonstrated desire to improve the overall educational and professional climate of the school
- Effective instructional practices in content knowledge areas
- Positive attitude when working with peers and school administration

Selected teacher leaders will be notified prior to the conclusion of the current school year and participate in training sessions during the summer.

3 ▶ Teacher Leader Retention

Decatur County retains teacher leaders through:
- Allocating and providing monetary compensation.
- Providing professional development throughout the school year through state and local activities.
- Collaborating with the curriculum supervisor and curriculum coaches to refine teacher leader duties.
- Evaluating the effectiveness of the teacher leader program through peer feedback and surveys.
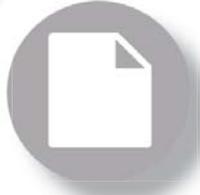- Reflecting yearly on effectiveness, areas of need, and length of duty.

Implementation

April 2016 Teachers receive teacher leader job description and the application process begins.

May 2016

School and curriculum leaders review applications and selects teacher leaders.

June 2016

School leaders, curriculum staff, and teacher leaders set goals for the year.

July 2016

Professional learning opportunities begin.

October 2016, January, March 2017

Schools and the district host curriculum and teacher leader collaborative sessions.

April-May 2017

The district reviews and evaluates the teacher leader program, and the application and selection process begins for the upcoming school year.

Cost & Sustainability

The PAWS[2] model is funded through the district's differentiated pay plan. Additional funding will be provided through the Title II-A program. The combination of funding will provide a total of 18 positions at the system's four schools. Teachers selected for the teacher leader roles will continue to serve as full-time classroom teachers. The program will continue in future years with the same funding sources. Teacher leaders will reapply for positions each school year.

| **18** teacher leaders | each receives a stipend of | **$1,500** |

| **18 teacher leaders** | **$27,000** |
| | **total teacher leader budget** |



Sustainability Strategies

- Use curriculum coaches to provide training for teacher leaders during staff development days
- Maintain the differentiated pay plan focus on the teacher leader model
- Continue to allocate Title II-A funds for the teacher leader model
- Promote the success of the teacher leader model through annual presentations to the local board of education

HAYWOOD COUNTY

Haywood County Schools
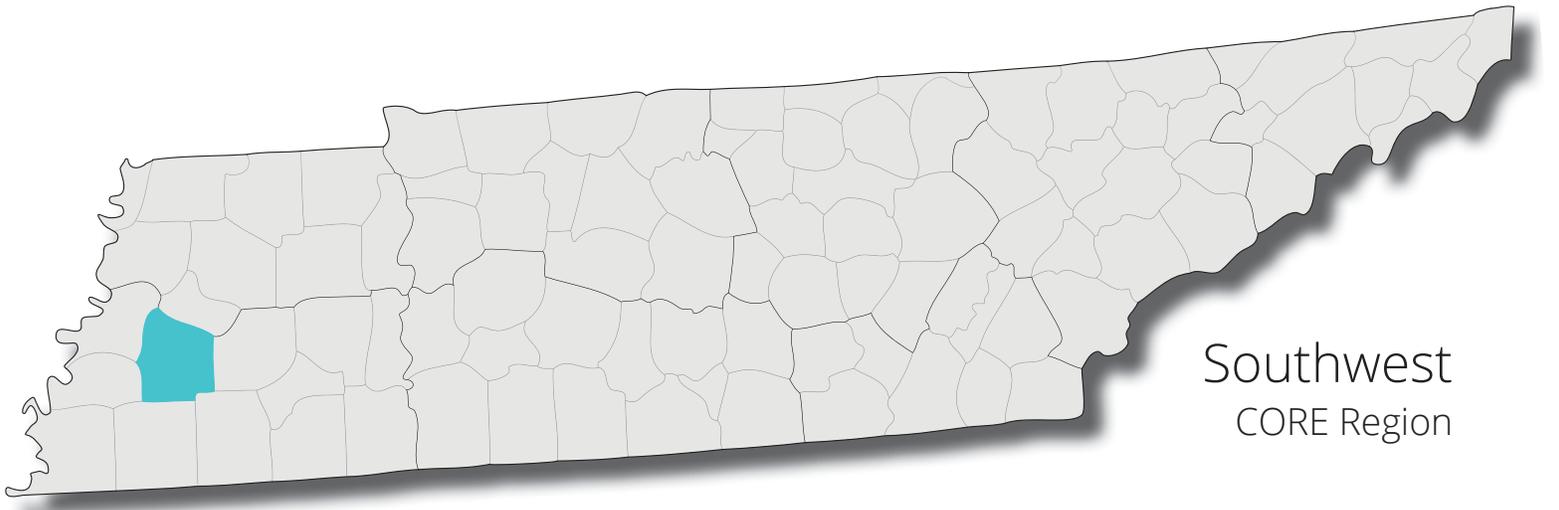
Southwest
CORE Region

Haywood County Schools Leadership Network

Because the quality of instruction remains the single greatest determinant of learning, teacher leaders are necessary to ensure student growth through coaching, mentoring, and providing professional learning. School culture will benefit from teacher leaders facilitating growth through working with teachers, providing best practices in content areas, aligning curriculum and resources, and providing effective feedback.

By the numbers . . .

2,879
students

217
teachers

5
schools
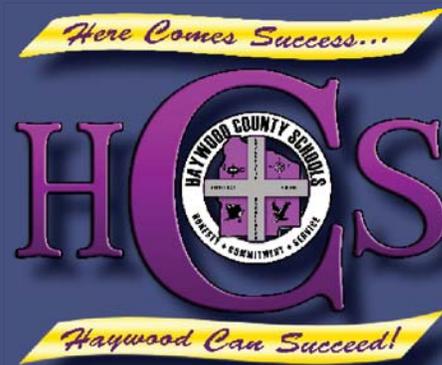
9
teacher leader positions

$27,000
teacher leader budget

$9,888.40
per pupil expenditure

Competencies & Beliefs

Haywood County teacher leaders believe...

- in promoting a growth mindset.
- in supporting others in the network.
- in speaking to inspire others.
- all students can demonstrate growth academically and socially.

Haywood County teacher leaders can...

- 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.
- establish trusting relationships with fellow teachers.
- demonstrate ability to attain excellent student results in their classrooms.

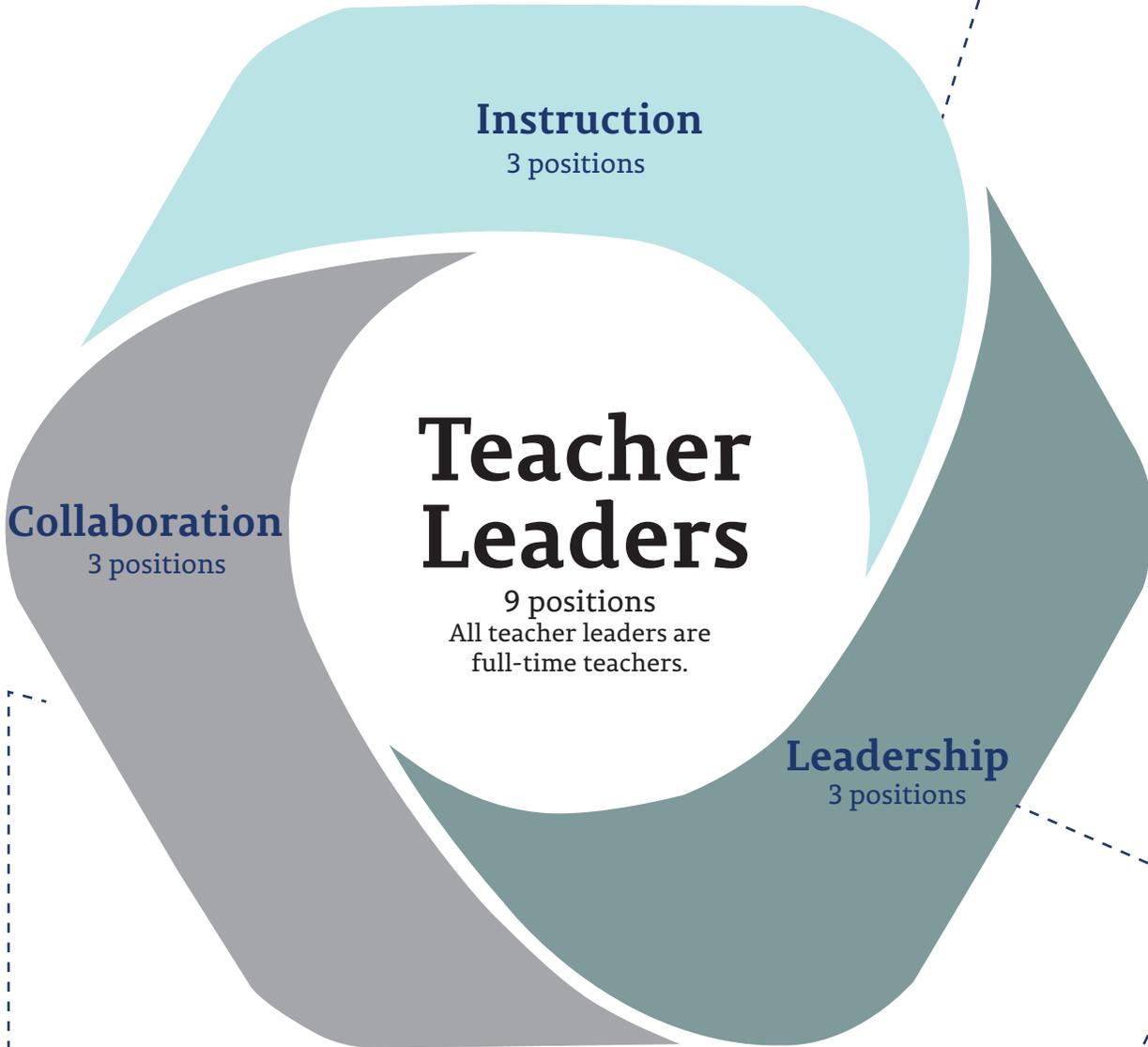# Roles & Responsibilities

- Support Tier I instruction
- Assist with creation and evaluation of common assessments
- Support data-driven instruction
- Disseminate date to monitor and ensure student growth
- Model best practices

Instruction
3 positions

Collaboration
3 positions

Teacher Leaders

9 positions
All teacher leaders are full-time teachers.

Leadership
3 positions

- Organize and lead PLC work in schools and the district
- Cultivate continuous improvements through job-embedded coaching and interdependent work to achieve common goals
- Maintain collaborative culture focused on student learning
- Collaborate across schools
- Promote collaboration with families and community stakeholders

- Coach and mentor new and struggling teachers
- Provide professional development sessions of best practice strategies and techniques
- Liaise between administrators, coordinators, and staff

Strategies

1 ▷ Teacher Leader Identification

Haywood County uses these strategies to identify and attract teacher leaders:
- Fellow teachers and building administrators nominate teacher leaders.
- Nominees receive teacher leader definition and rationale.
- Staff receive nominated teachers' names so that they can select those teachers who can fulfill the responsibilities of a teacher leader based on the standards.

2 ▷ Teacher Leader Selection

Haywood County selects teacher leaders using these strategies:
- A mandatory informational session is required of all faculty and staff members in the district. This meeting includes an overview of the teacher leader standards and the roles and responsibilities.
- The selection process includes an application process with a focus on the teacher leader standards. Applicants, according to the TIF grant, must have opted into the TIF grant, scored a TEAM composite score of 3, 4, of 5, and worked in their current buildings for at least a year.
- An interview team conducts a round of two interviews to select candidates for specific roles.

3 ▷ Teacher Leader Retention

Haywood County retains teacher leaders through:
- Monetary compensation
- Ongoing professional learning opportunities to reinforce teacher leader expectations
- Annual action plan to support teacher leader success
- Survey for current teacher leaders to evaluate effectiveness of the teacher leader initiative

Implementation

January-February 2016

The teacher Leader Network meets; the district conducts informational surveys on the current model.

March 2016

The board of education reviews the teacher leader framework; each school hosts teacher leader information sessions.

April-May 2016

Nominees learn about specific roles; the application process, which includes two rounds of candidate interviews, begins.

May 2016

Teacher leader selection is completed, and all applicants who completed interviews receive notification letters.

June 2016

The district collaborates with school administrators to identify school needs and determine teacher leader roles.

July 2016

The district hosts a three-day teacher leader institute.

August 2016-May 2017

Monthly teacher leader meetings occur throughout the year.

Cost & Sustainability

Teacher leaders are compensated with a stipend. The majority of funds will initially come from the Teacher Incentive Fund (TIF). The sources used to maintain the availability of these offerings for teacher leaders include general purpose and Title I funds. Based on the needs of the district, the number of available teacher leader roles may change from year to year.

3	leadership	x $3,000 per position =	$9,000
3	instruction	x $3,000 per position =	$9,000
3	collaboration	x $3,000 per position =	$9,000

9 teacher leaders	**$27,000**

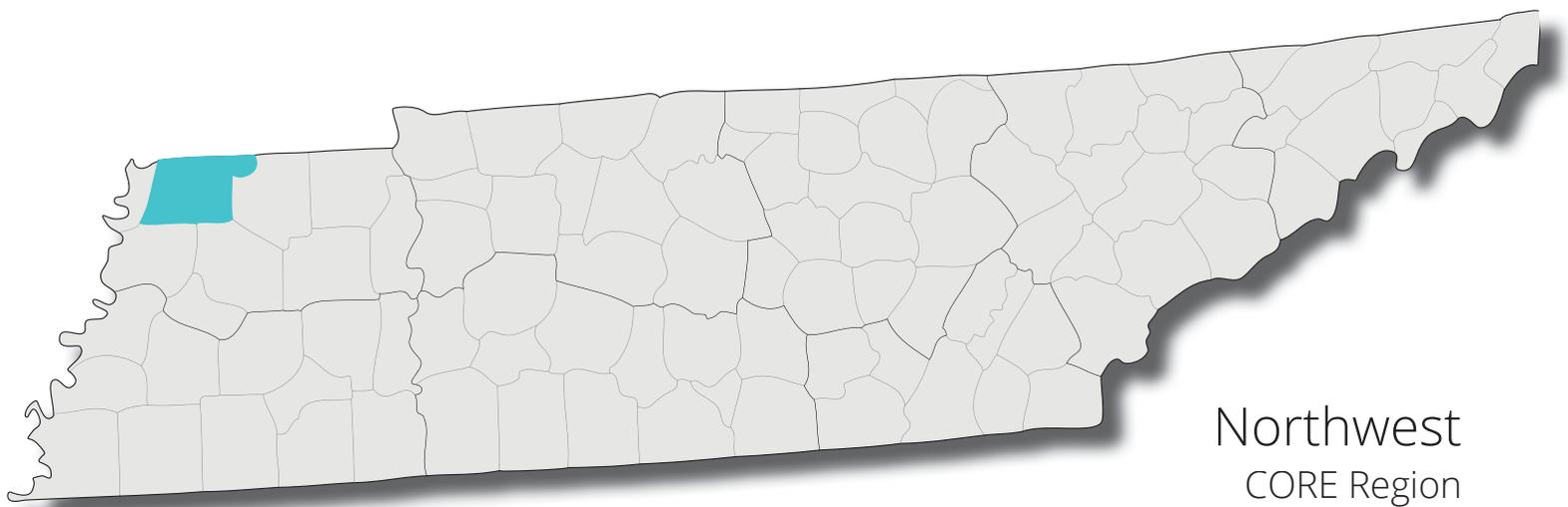**total teacher leader budget**

Sustainability Strategies

- Clearly define roles and expectations of the selected teacher leaders through the teacher leader institute
- Use alternate funds to provide ongoing professional development in coaching adult learners

OBION COUNTY

Obion County Schools

Northwest
CORE Region

Lead the Change!

The Obion County Schools teacher leader model is designed to improve teacher effectiveness and student achievement, promote a positive school culture and climate, and prepare teachers for future leadership roles. The model has been created using feedback from all teachers that described the needs in each grade, subject, and school. The district team will create a competitive application path to select teachers to coach others in the areas of literacy, math, RTI[2], and technology. Teacher leaders will have opportunities to share knowledge and strategies with other teachers, collaborate with other teacher leaders across the district, and provide district and school-level professional development with the goal of improving teacher capacity and student achievement.

By the numbers . . .

3,435
students

238
teachers

Obion County Schools

7
schools

41
teacher leader positions

$207,450
teacher leader budget

$8,731.70
per pupil expenditure

Competencies & Beliefs

Obion County teacher leaders believe...

- in student learning as the primary goal of their work.
- in a growth mindset.
- in utilizing the strengths of teachers to best serve students.
- that peer collaborations, goal-setting, feedback, and self-reflection are essential.
- in alternate paths to leadership for those who want to remain in the classroom.

Obion County teacher leaders can...

- promote high expectations for teachers and students.
- communicate effectively with teachers, students, and administrators.
- influence others by sharing best practices, taking risks, and building relationships.
- demonstrate a positive, professional attitude and an ability to work together.
- analyze and use data to improve student achievement.
- plan and lead PLCs.
- use research to improve practice and promote professional learning to improve student achievement.

Roles & Responsibilities

Includes the following district-level positions:
- new teacher mentor and instructional leader
- literacy leader

- Find and share resources, strategies, and best practices for Tier I instruction
- Plan, model, and help to implement lessons
- Assist in analyzing classroom data
- Conduct informal peer observations

*8 literacy and 8 math school-level positions

District Instructional Leader
2 positions on partial contract

Instructional Leader
16 positions*
full-time teacher

RTI² Leader
15 positions
full-time teacher

Teacher Leaders
41 positions

Design and facilitate professional development and act as a liaison between administrators and staff

Technology Leader
7 positions
full-time teacher

District Data, RTI², Tech Leader
1 full-time position

- Interpret universal screener data
- Determine tier placement of students
- Possess a working knowledge of purchased intervention programs
- Train and assist teachers using intervention programs
- Lead data team meetings

- Search for software, apps and websites
- Model the use of technology in classrooms
- Assist with minor on-site technology issues
- Assist teachers with creating online assessments

Strategies

1 ▷ Teacher Leader Identification

Obion County uses these strategies to identify and attract teacher leaders:
- The district team will develop a teacher leader selection process in partnership with the Teacher Leader Network, district teacher leader team, and system administrators.
- The leadership team will identify teachers who are committed to the Obion County Schools' mission and vision, who are respected by peers and administration and who exhibit a positive attitude and collaborative nature.
- The district team will communicate the importance of the teacher leader program to stakeholders by utilizing flyers, website postings, and informational meetings.

2 ▷ Teacher Leader Selection

Obion County selects teacher leaders with these criteria:
- Ability to develop and maintain positive, professional relationships
- Demonstrated effective classroom practices and positive TEAM results related to their content areas
- Effective communication skills with parents, students, administrators, and colleagues
- Willingness to grow and learn
- Effective oral and written communication skills

A team consisting of teachers, building administrators, and central office staff will interview teacher leader candidates.

3 ▷ Teacher Leader Retention

Obion County retains teacher leaders through:
- Allocating and providing monetary compensation and/or release time for teacher leaders
- Training school administrators on how to utilize teacher leaders, provide ongoing professional learning for teacher leaders, and develop a teacher leader program evaluation method
- Recognizing and celebrating teacher leader successes, both formally and informally
- Providing opportunities for future school leadership roles

Implementation

October-November 2015
Obion County joins Teacher Leader Network, creates rationale, and conducts needs assessment.

December 2015
The district team surveys teachers to determine individual school needs, analyzes data, and creates teacher leader roles.

January-February 2016
The district team refines teacher leader roles and responsibilities, determines funding sources, and develops a marketing strategy.
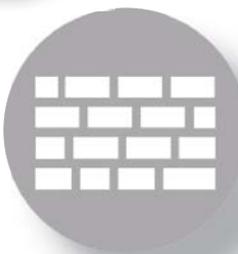
March-April 2016
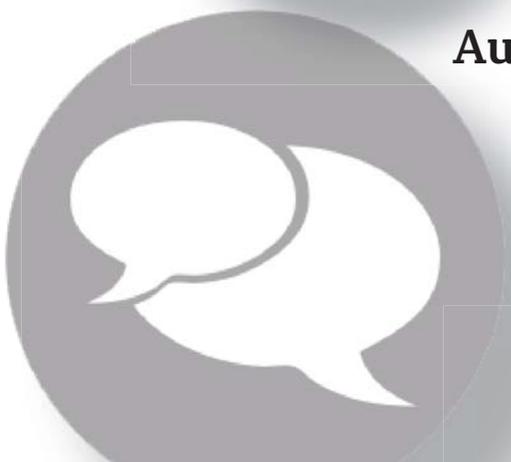The district team develops a teacher leader hiring process. Marketing and the selection process begin.

May-July 2016
Selection and hiring is complete, and teacher leaders attend the Teacher Leader Academy and training designed for selected roles.

August-September 2016
Teacher leaders describe their roles to school faculties and attend the first monthly meeting.

December 2016
The district team evaluates program effectiveness and adjusts as necessary.

Cost & Sustainability

The Obion County School District has developed a model for teacher leadership that will be sustained using funds from various funding sources. Budget allocations from general purpose, differentiated pay, CTE, Title IIA, and technology funds will be utilized to sustain the cost for each leadership role. Through a needs assessment, specific roles have been designed and stipends have been determined based on the time required to effectively implement each position. Teacher leaders in individual schools maintain their classroom positions and receive stipends to compensate for the additional responsibilities. District roles are full-time positions funded primarily through the general purpose budget.

|			
15	**RTI² leaders**	x average $2,752 per position =	**$41,280**
16	**instructional leaders**	x $2,920 per position =	**$46,720**
7	**technology leaders**	x $1,400 per position =	**$9,800**
2	**district instructional leaders**	x average $21,825 per position =	**$43,650**
1	**district data, RTI², tech leader**		**$66,000**
41 teacher leaders			**$207,450**

total teacher leader budget

Sustainability Strategies

- The teacher leader program must be communicated in a manner that ensures transparency of the purpose, roles and responsibilities, eligibility requirements, and compensation guidelines to ensure candidates are clear about the position.
- The sources used to fund each role are recurring to ensure the ability to continue the program in the future.
- In order to make sure the program is successful, teacher leaders must be Supported by creating time for professional learning and collaboration with other teacher leaders.

STEWART COUNTY

Stewart County Schools
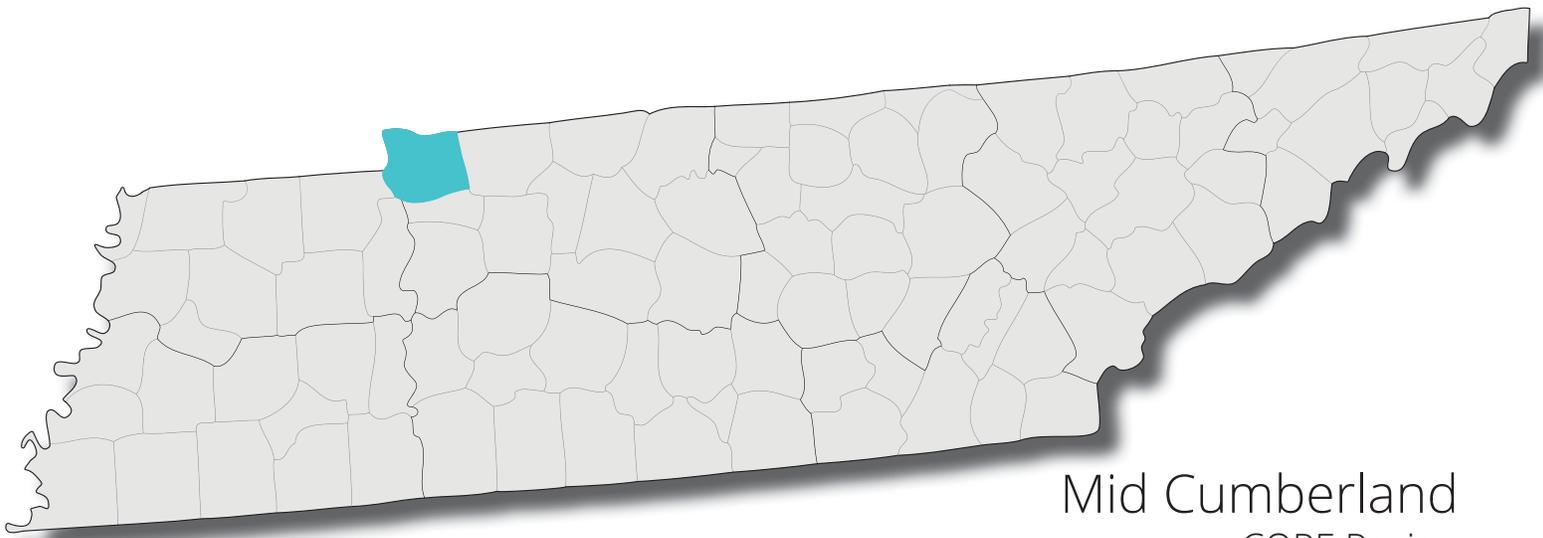
Mid Cumberland
CORE Region

Stewart County Teacher Leader Model

The expectations of students and teachers have increased significantly. Teachers need support to meet the demands of society and the needs of students to prepare for an ever-changing world. Teacher leaders provide the support system for teachers by communicating, mentoring, and coaching using data and research-based practices to improve instruction and promote student growth.

By the numbers . . .

1,950
students

126
teachers

5
schools

22
teacher leader positions

$54,000
teacher leader budget

$9,003.30
per pupil expenditure

Competencies & Beliefs

Stewart County teacher leaders believe...

- all students can learn at high levels with the correct level of support.
- great teachers reflect and continually try to improve through data collection and professional development.
- instructional decisions should be based on students' individual needs.
- data should drive instruction.
- all teachers have strengths that can be shared within their learning community.
- all teachers can continue to grow and learn.

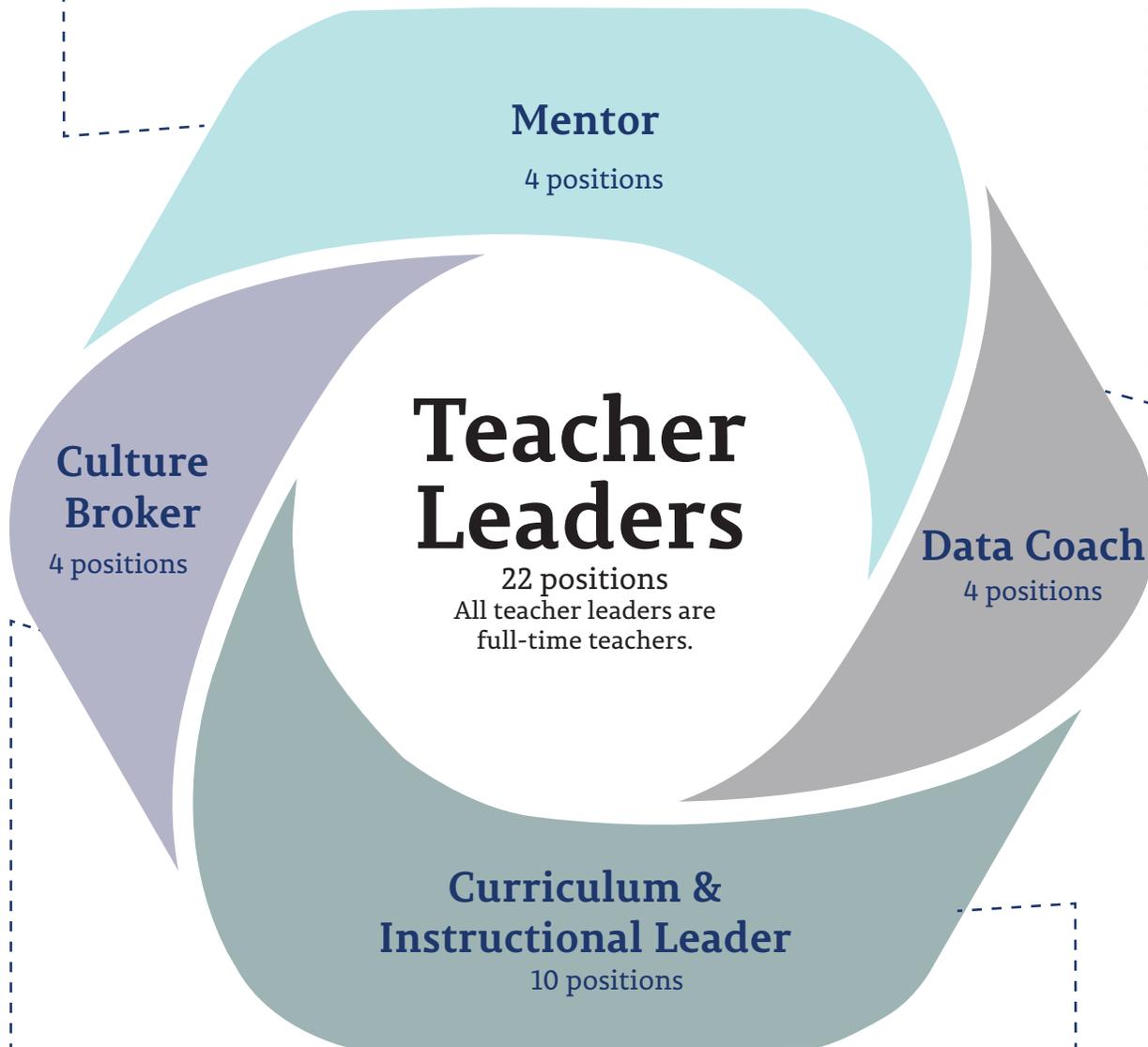## Stewart County teacher leaders can...

- plan and lead collaborative meetings and professional learning sessions with teachers and administrators.
- be strong collaborators, instructors, mentors, coaches, and positive leaders within the school.
- make instructional decisions based on what is most impactful for students.
- select appropriate interventions based on data.
- advocate for student learning and teacher support.

Roles & Responsibilities

- Participate in three-year mentoring program with a novice teacher
- Support novice or struggling teachers with classroom instruction
- Serve as a model teacher by providing classroom-based instructional mentoring
- Encourage and support beginning teachers to demonstrate leadership

- Analyze data and work with administration and faculty to generate effective responses to school and student needs
- Work with teachers on analyzing their own data, including benchmarks, and using it to enhance and engage student learning
- Consolidate data and generate graphic visualizations
- Collaborate with instructional leaders on RTI^2 data management and training

Mentor
4 positions

Culture Broker
4 positions

Teacher Leaders

22 positions
All teacher leaders are full-time teachers.

Data Coach
4 positions

Curriculum & Instructional Leader
10 positions

- Support improving school culture by encouraging positive student behavior
- Track and monitor student behavior data and make recommendations on what interventions could remedy identified issues
- Serve as chairperson of the PBS council
- Reach out to the community in an effort to provide student incentives to reward a positive culture

- Collaborate with data coaches on RTI^2 data management, training, and student placement
- Monitor the development of RTI^2, balanced assessment, and classroom assessments for student learning
- Work with teachers to develop and maintain content-specific pacing charts
- Provide coaching and assistance to all staff to improve student achievement

Strategies

1 ▷ Teacher Leader Identification

Stewart County uses these strategies to identify and attract teacher leaders:
- Identify the needs of the school and place teacher leaders where they will effectively meet those needs in the content areas and the school improvement plan
- Identify the appropriate number of teacher leaders for district
- Identify teachers who have a positive working relationship with faculty and administration, who fully understand the culture of the school and community, who are eager to embrace the school and district missions, and who skillfully demonstrate instructional strategies, assessment, and data analysis
- Communicate roles and responsibilities of teacher leaders to all faculty and administration

2 ▷ Teacher Leader Selection

Stewart County selects teacher leaders with these criteria:
- Have three years classroom teaching experience
- Have a TEAM or TVAAS composite score of three or above
- Be an effective communicator to parents, faculty, and administration
- Be able to analyze data
- Be highly respected and deemed an instructional leader by colleagues
- Demonstrate skills specific to the posted role
- Be willing to grow and learn professionally
- Be able to provide support to teachers and administrators
- Receive final approval from the director of schools

3 ▷ Teacher Leader Retention

Stewart County retains teacher leaders through:
- Conducting annual surveys to monitor each teacher leader's effectiveness and to provide feedback on ways to improves each position
- Using district data to prove effectiveness of teacher leaders to present to stakeholders
- Maintaining funding by continuing to align stipends with the district's differentiated pay scale
- Providing teacher leaders with ongoing opportunities and incentives to continue teacher leader training and professional development
- Preparing teacher leaders for additional leadership roles

Implementation

May 2016

The district presents the teacher leader model to the local school board for final approval.

May-June 2016

Teacher leader applications are available to teachers. District leaders conduct interviews and fills positions.

July-August 2016

Teacher leaders participate in professional learning opportunities and meet with faculties in their respective schools.
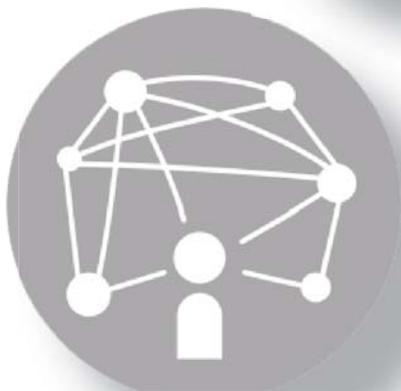
September 2016-May 2017

The teacher leader model is fully implemented, and teacher leaders conduct monthly meetings.

May 2017

The peer survey and self-assessment reflections provide data for reflection on the program; all teacher leaders attend the district meeting.

June 2016

The district analyzes assessment data and teacher effectiveness scores to determine effectiveness of teacher leader program.

Cost & Sustainability

The teacher leader positions in Stewart County Schools have been incorporated into the district's differentiated pay plan. The funding for teacher leader positions will be sustained through local extended contract, general purpose, and Title I funds. These funds have been allocated to various positions in past years, but will now be shifted toward funding newly formed teacher leader positions.

4	**mentors**	x $1,500 per position =	**$6,000**
4	**data coaches**	x $3,000 per position =	**$12,000**
10	**curriculum & instructional leader**	x $3,000 per position =	**$9,000**
4	**culture brokers**	x $1,500 per position =	**$6,000**

22 teacher leaders   **$54,000**
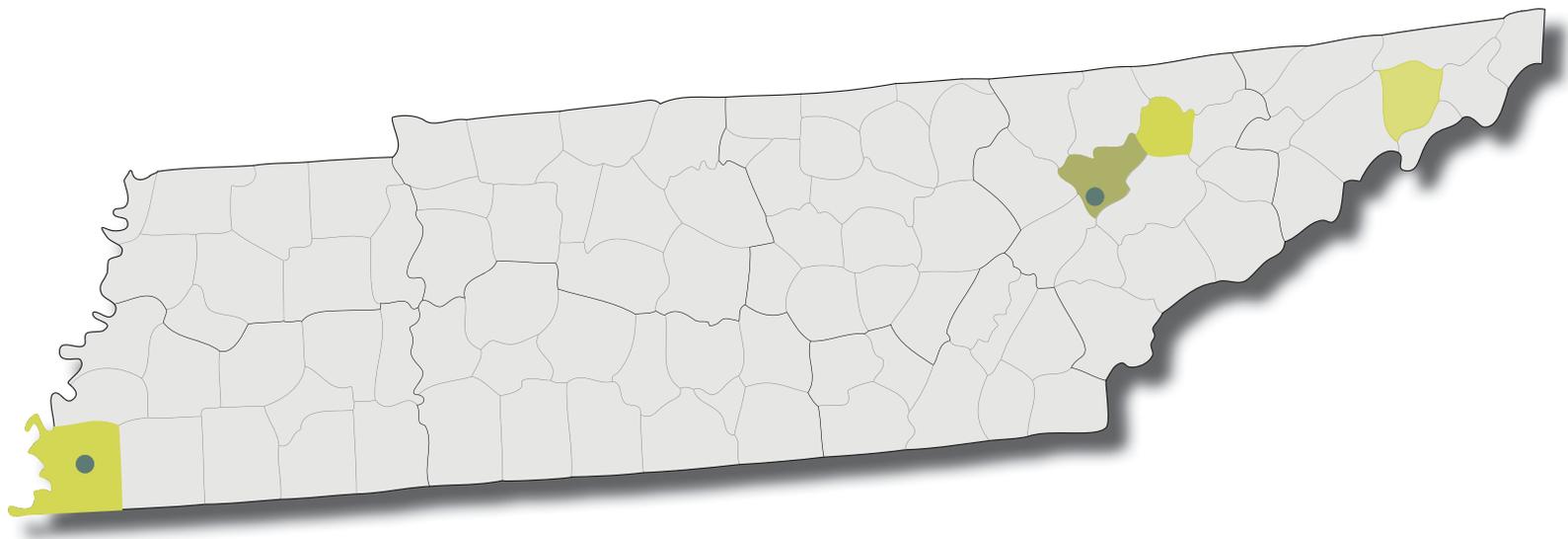
total teacher leader budget

Sustainability Strategies

- Teacher leaders plan, organize, and facilitate building-level professional learning.
- Positions are adjusted to align with established roles and responsibilities of newly-created teacher leader positions.
- Each teacher leader maintains their status as a full-time classroom teacher.

MID-SIZED DISTRICTS

4,000-8,000 students ADM

Bartlett City Schools

Oak Ridge City Schools

Union County Schools

Washington County Schools

By the numbers . . .

25,306
total students

211
total teacher leader positions

1,597
total teachers

45
total schools

Common Practices

The following best practices for building capacity, program evaluation, and communication are common throughout most or all small districts' teacher leader models. Additionally highlighted below are notable elements within individual district teacher leader models.

Building Capacity
How districts expand leadership capabilities to teachers

- Develop clear **vision and goals** for teacher leaders
- Develop formal, clearly-defined teacher leader **roles and responsibilities**
- Create **short- and long- term goals**, aligned to district vision, to support and develop teacher leaders
- Provide **initial training and team building** for teacher leaders
- Provide ongoing, monthly **professional development**
- Train teacher leaders in **state initiatives** to be implemented at the school level
- Establish **district- and school-level supports**, including opportunities for teacher leaders to meet with building administrators
- Build in time for **evaluating the effectiveness** of the teacher leader model through self-evaluation, reflection, and capacity for immediate feedback

Noteworthy Practices

Bartlett: Offer **leadership opportunities** for formal and informal teacher leaders and refine content of academy for aspiring leaders and administrators
Oak Ridge: Provide continuing professional development through **book studies, one-to-one coaching, conferences, and workshops**
Union: Create **individualized professional development** specific to individual positions
Washington: **Identify pre-existing capacity** in the district early in the process

Communication
How districts communicate teacher leader model rationale, structure, application process, and results

Media (the how)
- District coaching institute
- Administrative meetings
- 60-second "commercial"
- Job posting
- School-level meetings
- Brochures
- Online applications
- Daily emails

Audience (the who)
- Administrators
- Principals
- Assistant principals
- Teachers
- Current and potential teacher leaders
- District-level supervisors
- Community members
- School board members
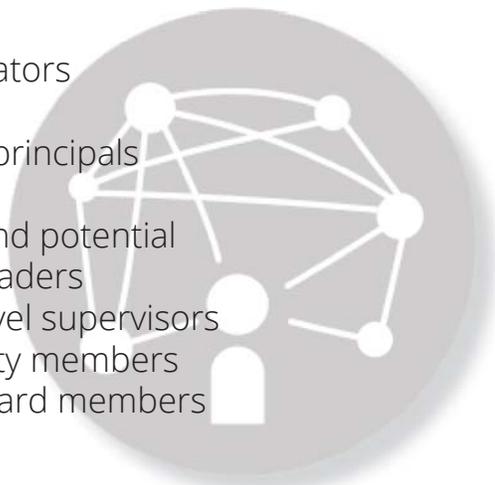
Across Mid-Sized Districts

Pre-existing Capacity & District Supports
How districts utilize existing structures, policies, and mindsets for teacher leadership

- District personnel committed to providing in-depth training and support to teacher leaders
- Commitment to provide flexible scheduling and substitute pay days to provide release time for teacher leader positions
- Extensive training for teacher leaders
- Administrative teams who understand and support the roles
- Data-driven, technology-focused professional development
- Peer observation and PLC processes
- Pre-existing budget items for professional learning and stipends for teacher leadership roles
- Differentiated pay plan
- Quarterly needs assessments
- Built-in time for collaboration - monthly, quarterly

Noteworthy Practices

Bartlett: Growth mindset culture focused on feedback and continuous learning in every school building
Oak Ridge: Established community coordinator for teacher leaders
Union: Established English language arts and math formative assessment systems and school- and district-level data collection systems
Washington: District guidance on reliable selection processes that include school-level participation

Program Evaluation
How districts evaluate the teacher leader model

- Teacher leader self-reflection inventory
- Teacher, parent, student surveys
- Informal administrator and teacher feedback
- District assessment and end-of-course data
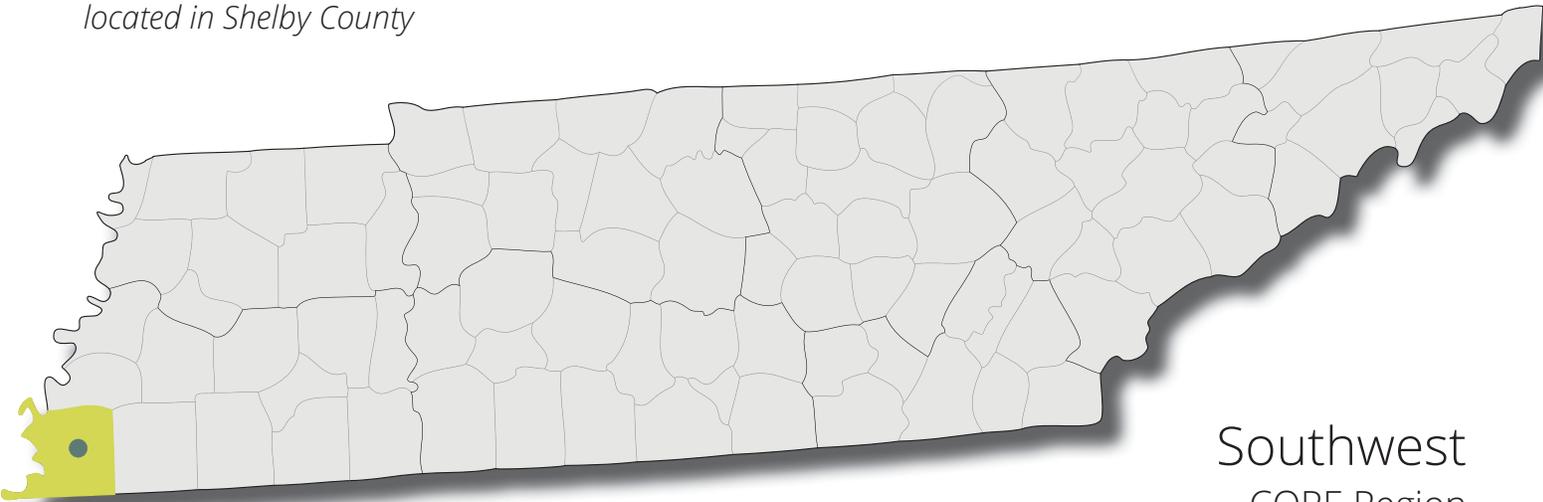- Time logs and observation notes
- TEAM data analysis

Noteworthy Practices
Bartlett: Teacher and teacher leader retention data

BARTLETT CITY

Bartlett City Schools

located in Shelby County

Southwest
CORE Region

Bartlett Teacher Leaders

Research consistently confirms the single greatest influence on student learning is an effective teacher. Bartlett City Schools is committed to retaining and growing teachers by utilizing the talent of our people. Creating a culture of partnerships that allows teachers the opportunity to strengthen their professional skills by collaborating, observing, and learning from one another is believed to be the driving force behind increased student learning. Whether these roles are assigned formally or shared informally, they solidify the need to invest in teachers leading teachers and build the entire school's capacity to improve.

By the numbers . . .

8,235
students

466
teachers

11
schools

75
teacher leader positions

$1,145,000
teacher leader budget
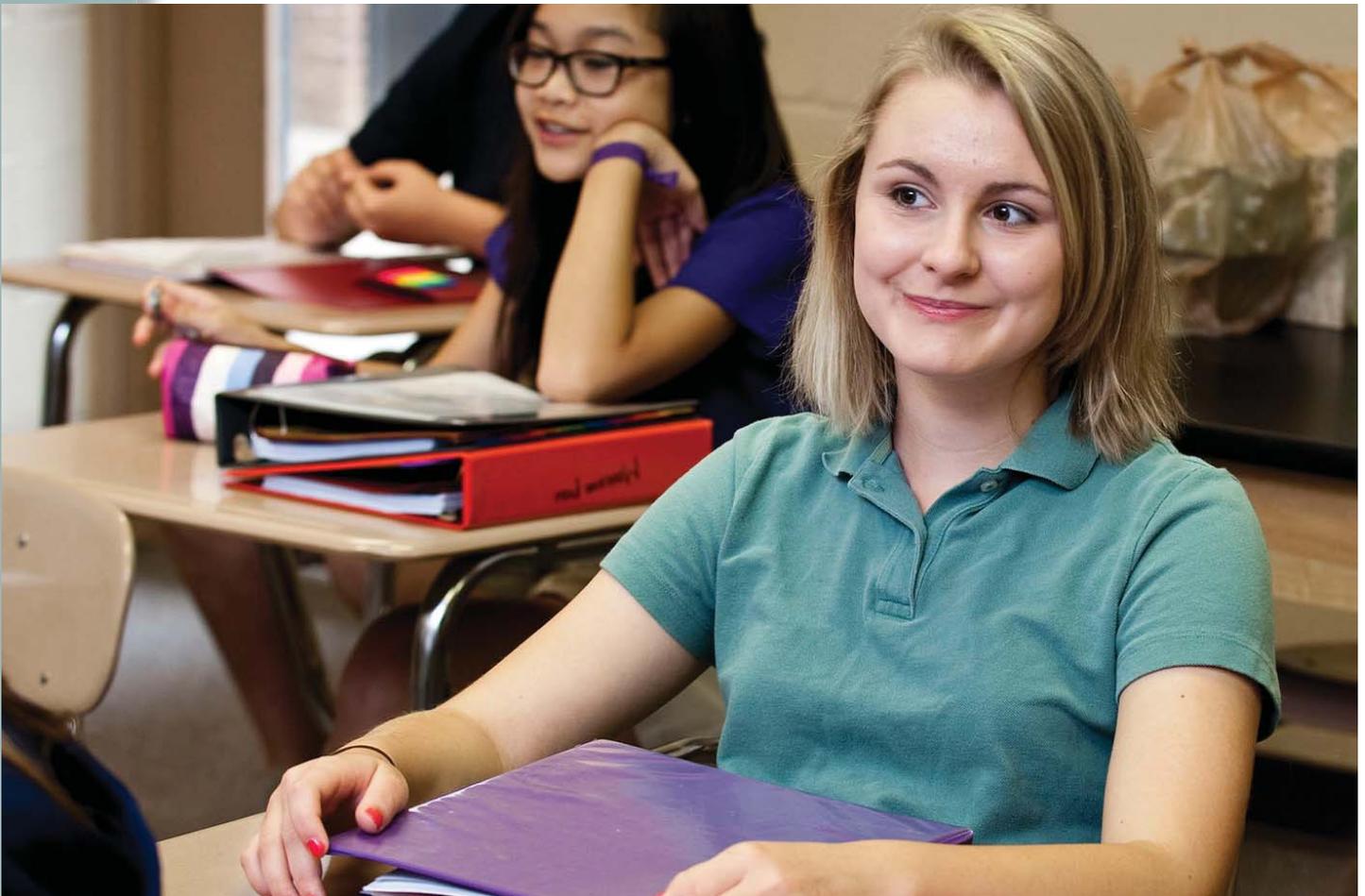
$8,857.70
per pupil expenditure

Competencies & Beliefs
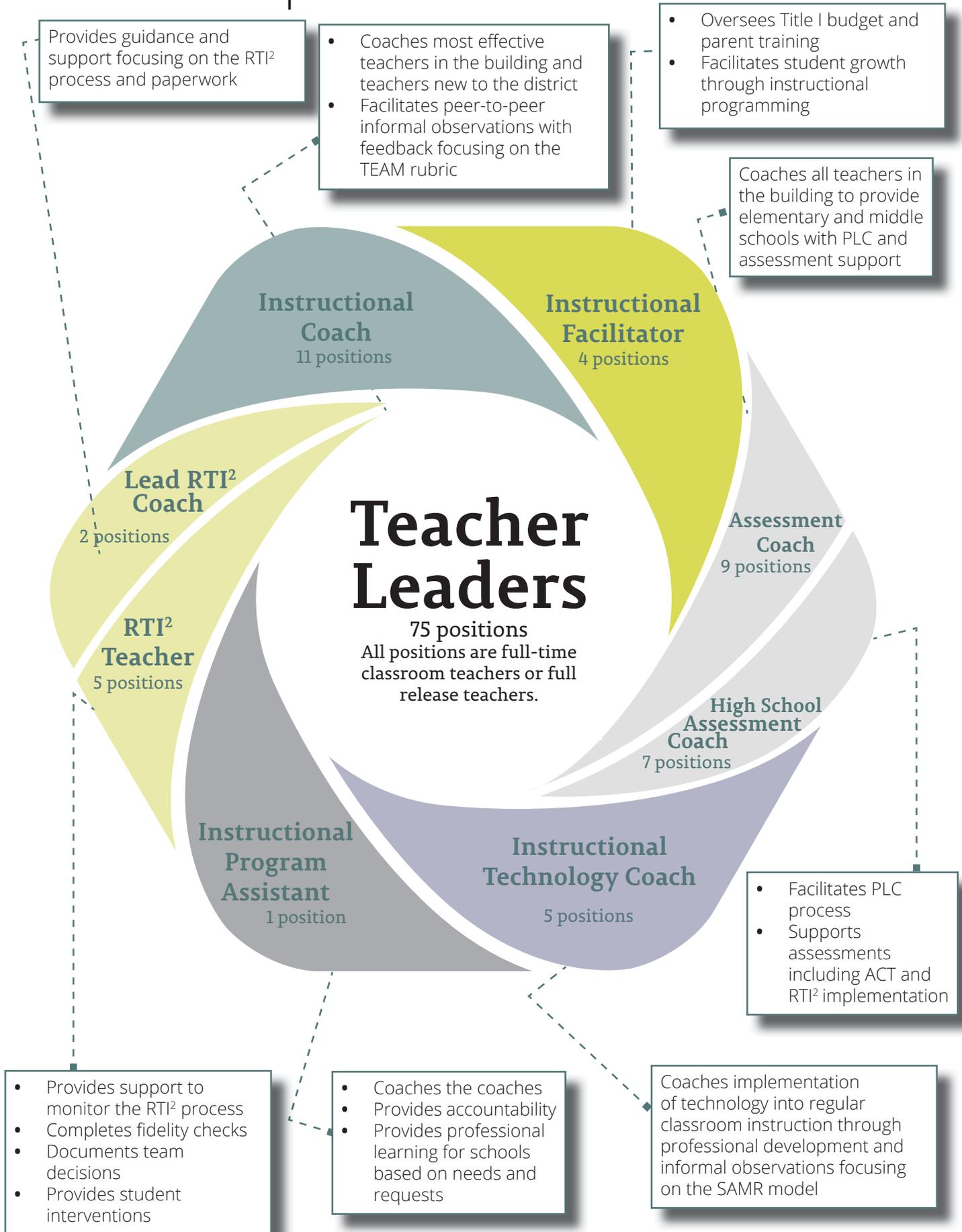
Bartlett City teacher leaders believe...

- in being a purpose-driven instructional leader.
- in being an agent for change.
- in having a growth mindset and fostering a growth mindset in those around them.
- in building relationships based on trust and mutual feedback.

Bartlett City teacher leaders can...

- use observation data and student data to create a plan for growth based on research-based instructional strategies and work to create goals for themselves and other teachers in an effort to grow student achievement.
- share with all teachers in the building how feedback from others and observing others has grown their own practice, and seek out others to observe their teaching practices, observe other teachers, and accept feedback to grow.
- embody the thinking that all teachers are learners and know that developing a growth mindset creates motivation, productivity and strengthens relationships.
- expand their own learning and are willing to practice pedagogy daily.
- respect and care for the professional well-being for all teachers in their building by being trustworthy, supplying best practice strategies, being willing to practice, and maintaining confidentiality.

Roles & Responsibilities

Provides guidance and support focusing on the RTI^2 process and paperwork

- Coaches most effective teachers in the building and teachers new to the district
- Facilitates peer-to-peer informal observations with feedback focusing on the TEAM rubric

- Oversees Title I budget and parent training
- Facilitates student growth through instructional programming

Coaches all teachers in the building to provide elementary and middle schools with PLC and assessment support

Instructional Coach
11 positions

Instructional Facilitator
4 positions

Lead RTI^2 Coach
2 positions

RTI^2 Teacher
5 positions

Teacher Leaders
75 positions
All positions are full-time classroom teachers or full release teachers.

Assessment Coach
9 positions

High School Assessment Coach
7 positions

Instructional Program Assistant
1 position

Instructional Technology Coach
5 positions

- Facilitates PLC process
- Supports assessments including ACT and RTI^2 implementation

- Provides support to monitor the RTI^2 process
- Completes fidelity checks
- Documents team decisions
- Provides student interventions

- Coaches the coaches
- Provides accountability
- Provides professional learning for schools based on needs and requests

Coaches implementation of technology into regular classroom instruction through professional development and informal observations focusing on the SAMR model

Strategies

1 ▷ Teacher Leader Identification

Bartlett City uses these strategies to identify and attract teacher leaders:
- Share role expectations with principals and district supervisors
- Email teacher leader applications to schools via Search Soft platform
- Identify teachers who demonstrate strong leadership skills, have three or more years of effective teaching experience, are respected by peers and administrators, and have a Level 4 or 5 rating as measured by overall TEAM observation scores

2 ▷ Teacher Leader Selection

Bartlett City selects teacher leaders using the following process:
- Teachers apply for desired positions based on job descriptions.
- Panel interviews are conducted for full-release positions.
- Principals select school teacher leaders with final approval given by the professional learning and evaluation supervisor.

After selection:
- Teacher support hours are documented before, during, and after school.
- Teacher leaders attend additional development sessions.
- Teacher leaders present professional development sessions to grow and develop teachers in the district.

3 ▷ Teacher Leader Retention

Bartlett City retains teacher leaders by providing:
- Ongoing professional learning for teacher leaders
- Additional leadership opportunities and experiences for teacher leaders
- Stipends for full-time classroom positions
- Release time from classroom duties provided for full-time teachers to complete additional responsibilities
- Time for regular meetings with other teacher leaders to collaborate and celebrate success

Implementation

Early April 2016
District staff learn about teacher leader roles and expectations.

Late April 2016
Teachers receive teacher leader applications via email or the Search Soft platform.

May-June 2016
The selection team notifies applicants and administrators of teacher leader selections and next steps.

July 2016
The district hosts coaching institute and new teacher orientation.

September 2016-March 2017
Quarterly group meetings occur to collaborate, reflect, practice effective strategies, and plan future implementation.

March-April 2017
Surveys help the district identify the effectiveness of programs.

Cost & Sustainability

District-level leadership and the majority of the teacher leaders roles are funded out of Title II. Title I provides funding for the supports unique to Title I schools. Instructional technology coaches are funded out of the general fund. Materials and supports for teacher leader learning are funded out of Title II.

11 instructional coaches	x $2,500 per position =	**$27,500**
9 assessment coaches	x $2,500 per position =	**$51,000**
1 high school assessment coach		**$73,000**
5 instructional technology coaches	x $73,000 per position =	**$365,000**
1 instructional program assistant		**$73,000**
2 lead RTI² coaches	x $29,000 per position =	**$58,000**
5 RTI² teachers	amount varies per position	**$233,000**
4 instructional facilitators	x $73,000 per position =	**$292,000**
materials budget		**$1,000**

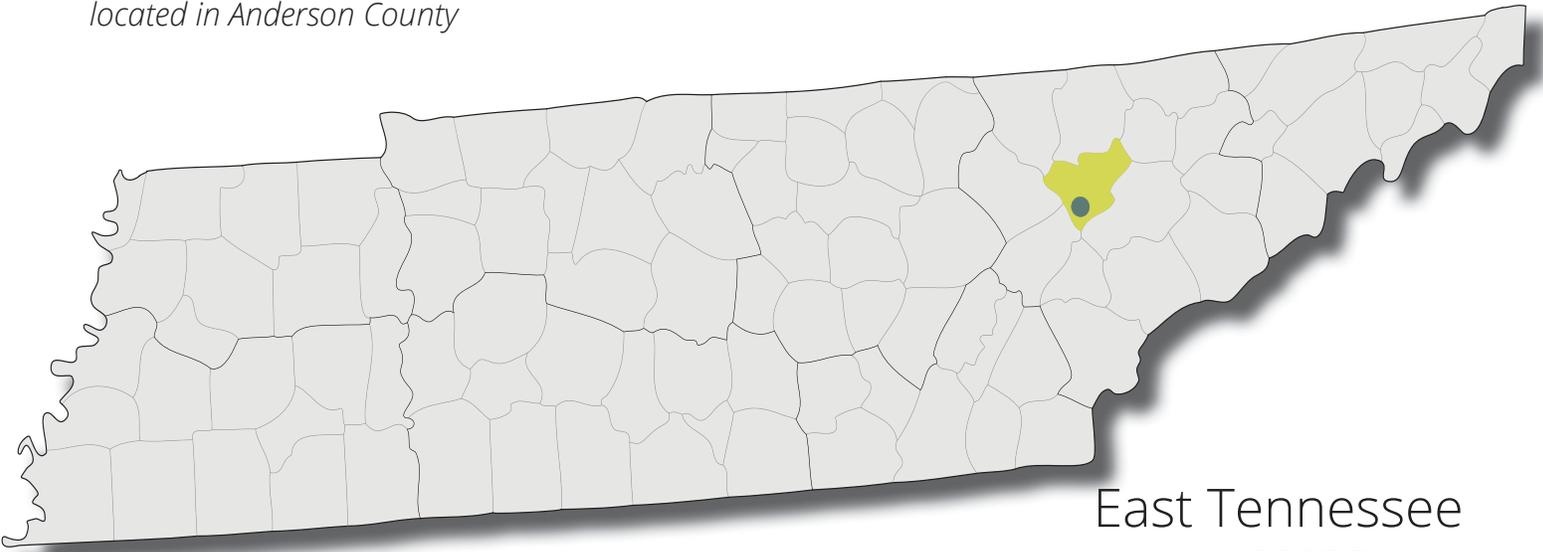|	
38 teacher leaders	**$1,145,000**
	total teacher leader budget

Sustainability Strategies

- Teacher leader positions have been incorporated into the differentiated pay plan.

OAK RIDGE CITY

Oak Ridge City Schools

located in Anderson County

East Tennessee
CORE Region

Teacher Leadership Community

The primary goal of all teacher coaching positions is to serve as a guide, resource, and support to grow effective, data-driven PLCs that are focused on student achievement, with an emphasis on STEM problem-based learning.

By the numbers . . .

4,326
students

322
teachers

7
schools

33
teacher leader positions

$61,250
teacher leader budget

$12,355.50
per pupil expenditure

Competencies & Beliefs

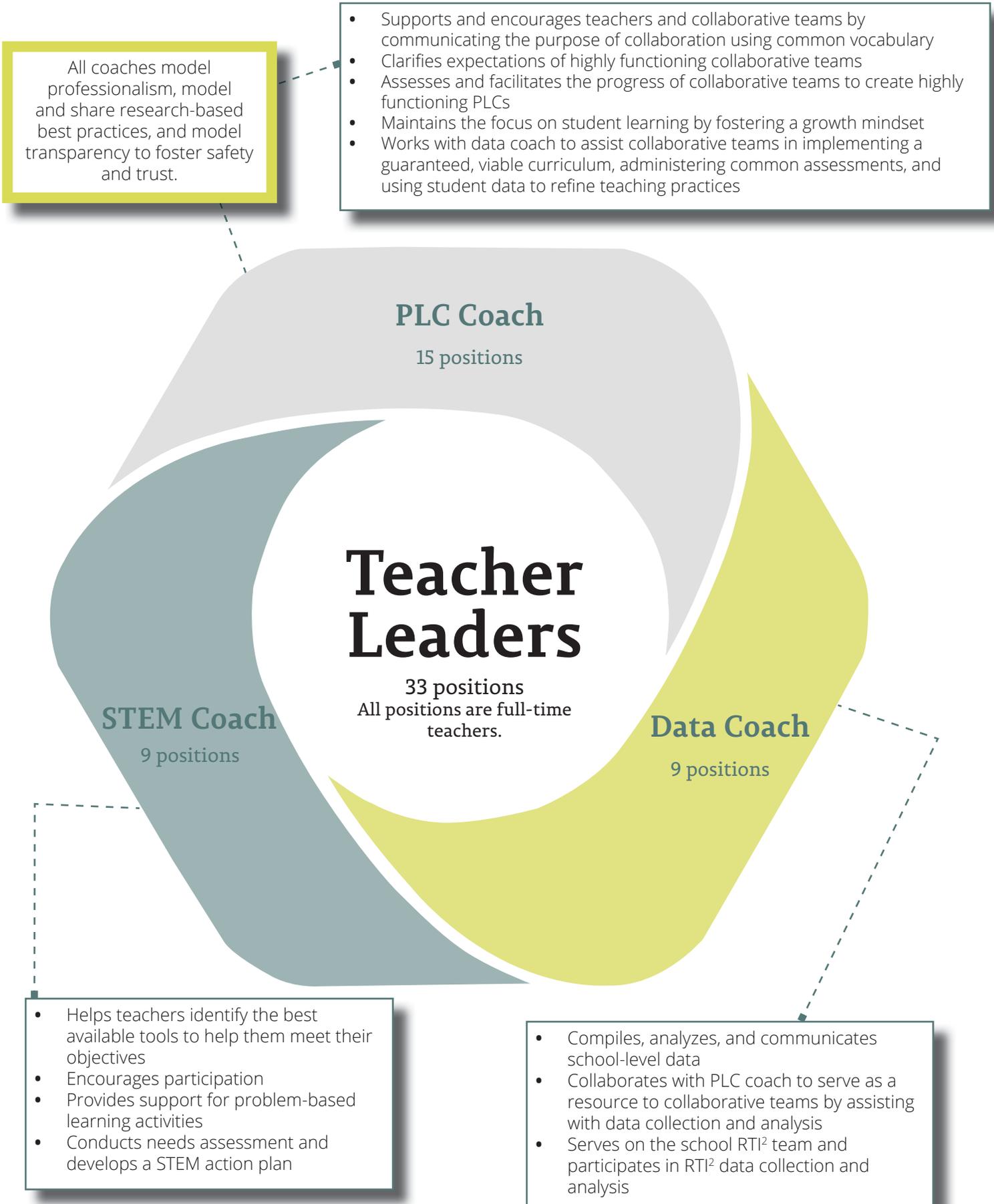## Oak Ridge teacher leaders believe..

- professional learning communities will help foster a growth mindset, focusing on student learning.
- compiling, analyzing, and communicating data is essential to drive instruction and focus student learning.
- utilizing best practices and instructional activities are essential for student growth.

Oak Ridge teacher leaders can...

- model professionalism.
- model and share research-based best practices.
- model vulnerability and humility to foster safety and trust.

Roles & Responsibilities

All coaches model professionalism, model and share research-based best practices, and model transparency to foster safety and trust.

- Supports and encourages teachers and collaborative teams by communicating the purpose of collaboration using common vocabulary
- Clarifies expectations of highly functioning collaborative teams
- Assesses and facilitates the progress of collaborative teams to create highly functioning PLCs
- Maintains the focus on student learning by fostering a growth mindset
- Works with data coach to assist collaborative teams in implementing a guaranteed, viable curriculum, administering common assessments, and using student data to refine teaching practices

PLC Coach
15 positions

Teacher Leaders
33 positions
All positions are full-time teachers.

STEM Coach
9 positions

Data Coach
9 positions

- Helps teachers identify the best available tools to help them meet their objectives
- Encourages participation
- Provides support for problem-based learning activities
- Conducts needs assessment and develops a STEM action plan

- Compiles, analyzes, and communicates school-level data
- Collaborates with PLC coach to serve as a resource to collaborative teams by assisting with data collection and analysis
- Serves on the school RTI[2] team and participates in RTI[2] data collection and analysis

Strategies

1 ▶ Teacher Leader Identification

Oak Ridge City identifies and attracts teacher leaders by providing all certified staff with a description of each teacher coaching position. Interested staff are required to write a letter of intent to their building principal, include a resume and submit answers to the following questions:
- How do you see the (PLC, Data Analyst, STEM) position functioning in your school?
- Describe how you plan to work with adult learners?
- How would you handle a teacher unwilling to work with others?
- How do you see the use of technology in the position for which you are applying?
- Would you be willing to attend mandatory professional development on instructional coaching throughout the year? Why?

2 ▶ Teacher Leader Selection

Oak Ridge City selects teacher leaders using these strategies:
- Principals review applicant information and schedule interviews.
- An interview team consisting of building administration, executive director of school leadership, and executive director of teaching and learning conduct interviews.
- The interview team finalizes staffing decisions and building administration notifies applicants.

3 ▶ Teacher Leader Retention

Oak Ridge City retains teacher leaders using these strategies:
- Teacher coaches receive extensive training.
- A system-wide Teacher Leadership Community coordinator is available to provide guidance and support.
- Building administration work closely with teacher coaches to assure the process is one of collaboration.
- Teacher coaches have the opportunity to communicate specific needs which result in additional training.
- A minimum of four meetings are held for training purposes and to assess current performance and needs.
- Teacher coaches, teachers, and administration have the opportunity to assess the program to assure it meets teacher instructional needs.

Implementation

March 2016

Current teacher coaches communicate their intent to continue the position for 2016-17.

March 2016

The district discusses teacher coach staffing is with building administrators.

March 2016

The district announces teacher coach vacancies, and the application period opens.

April 2016

Applicants submit applications and participate in interviews.

May 2016

The district selects and announces teacher coaches for 2016-17.

Summer 2016

Teacher coaches attend training.

Cost & Sustainability

State funding to implement a differentiated pay plan will be used to support the Teacher Leadership Community. The total available funding is $65,000. The cost for all community position stipends is $61,250; funding will be dispersed as follows, with the remaining $3,750 going to supplies, professional learning, and substitutes as needed.

15	PLC coaches	x $1,750 per position =	**$26,250**
9	data coaches	x $1,750 per position =	**$15,750**
9	STEM coaches	x $1,750 per position =	**$15,750**
1	teacher leadership coordinator	x $3,500 per position =	**$3,500**

75 teacher leaders	**$65,000**
	total teacher leader budget

Sustainability Strategies

- Incorporate teacher coach trainings into professional development days to absorb extra costs
- Utilize veteran teacher coaches to lead training and onboarding for new teacher coaches
- Document and openly communicate successes of teacher coaching model to garner buy-in and financial support from the community

UNION COUNTY

Union County Schools

East Tennessee
CORE Region
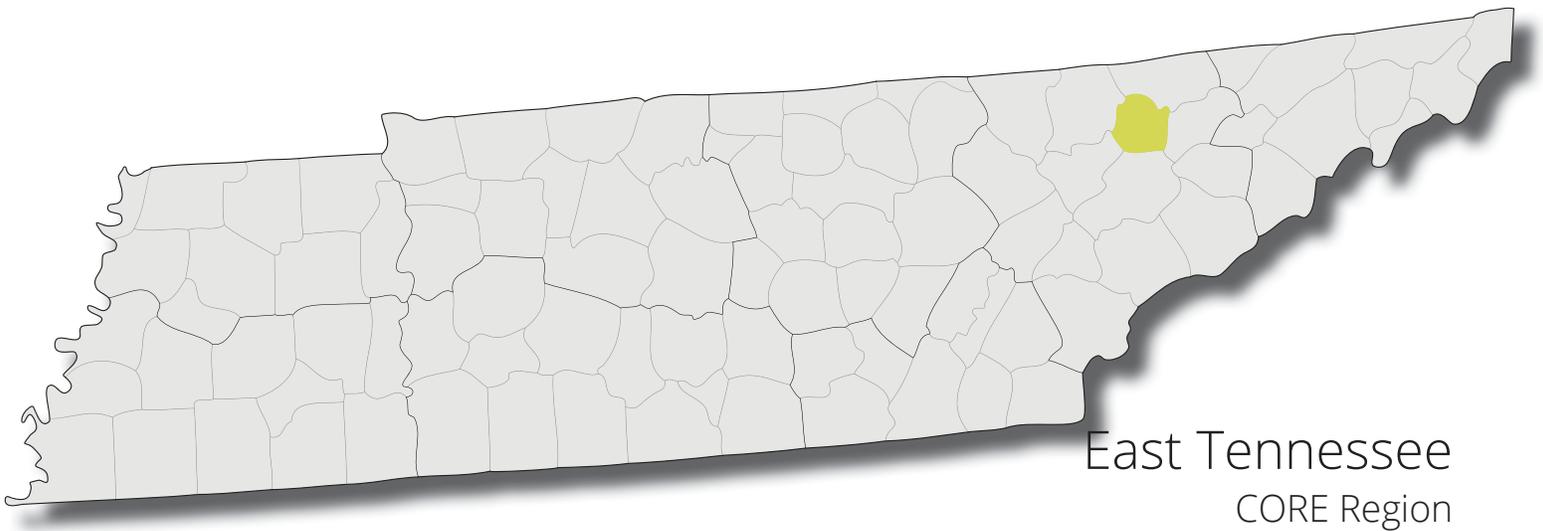
TLI: Teacher Leadership Initiative

Expectations continue to increase for students and teachers alike, and resources are more readily available than any other time in the history of education. In many ways, teachers are overwhelmed with the enormous amount of responsibilities and tasks placed on their plates. The Teacher Leadership Initiative (TLI) is designed to provide teachers with necessary classroom supports in order to improve student achievement through the empowerment of teachers. Teacher leaders weave together the expectations, resources, and professional development to allow teachers more time and attention to place on where it matters: classroom instruction.

By the numbers . . .

4,199
students

276
teachers

10
schools
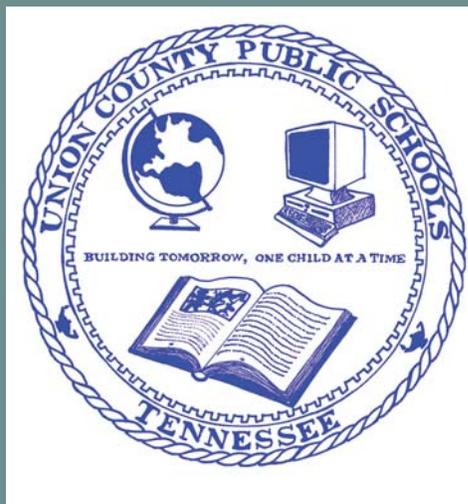
75
teacher leader positions

$127,080
teacher leader budget

$8,802.50
per pupil expenditure

Competencies & Beliefs

Union County teacher leaders believe...

- all students can learn.
- all teachers can learn.
- one-size-fits-all approaches do not work for children or adults.
- high expectations can result in high achievement.

Union County teacher leaders can...

- promote instructional best practices.
- acquire, deconstruct, and deliver curriculum expectations to peers.
- be well versed in data to improve instruction.
- facilitate meaningful and actionable professional development.

Roles & Responsibilities

Coordinates with classroom support coaches to select students for standards-based remediation. Each school has one tutor per grade level. Student progress is measured and reported back to classroom support coaches on a 4.5 week basis.

A curriculum leader is an exemplary educator who demonstrates a working knowledge of skills and standards, has a positive rapport with colleagues, and is a life-long learner.
- Creates common assessments
- Plays active role in data
- Facilitates collaboration with peers
- Provides professional learning opportunities

Curriculum & Instructional Support Coach
17 positions, district-level

Academic Tutor
42 positions

Teacher Leaders
75 positions
All positions are full-time teachers.

Classroom Support Coach
7 positions

Digital Learning Support Coach
9 positions

A technology leader is an exemplary educator with knowledge of assessment and various technology-related programs. These leaders have a good rapport with colleagues and demonstrate effective use of technology within the classroom.
- Conducts technology-specific professional learning
- Facilitates building-level assessment practice
- Meets monthly to build technology PD curriculum

A teacher leader is an exemplary educator with at least three years of teaching experience who demonstrates best practices within their classroom and knowledge in using data to promote student learning.
- Conducts monthly PLC meetings
- Mentors new teachers
- Plays active role in data
- Monitors academic tutors

Strategies

1 ▶ Teacher Leader Identification

Union County uses these strategies to identify and attract teacher leaders:
- Teacher leader program brochure
- Subject-level meetings to discuss available positions
- Teacher applications for individual positions
- Principal disposition feedback for each candidate
- Gathering feedback from curriculum and instructional facilitators

2 ▶ Teacher Leader Selection

Union County selects teacher leaders with these criteria:
- Previous data (TVAAS, achievement, and district-level assessments)
- Pre-existing informal grade level leaders
- Dedication to on-going professional development

3 ▶ Teacher Leader Retention

Union County retains teacher leaders by providing:
- Initial and ongoing specific professional development
- Survey results three times during 2016–17 to adjust program when necessary
- Monthly support meetings to ensure team building and support

Implementation

April 2016
Teachers receive the TLI application electronically; applications are due.

May 2016
Teacher leaders are informed of their acceptance.

June-July 2016
Teacher leaders attend summer training with current teacher leaders; current teacher leaders complete term of service.
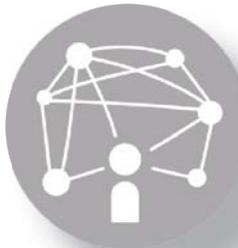
August 2016
Teacher leaders begin performing assigned tasks.

September 2016-March 2017
Teacher leaders attend ongoing professional learning; effectiveness surveys occur in November and February.

October 2016 & March 2017
Formal coordinator and facilitator evaluations occur.
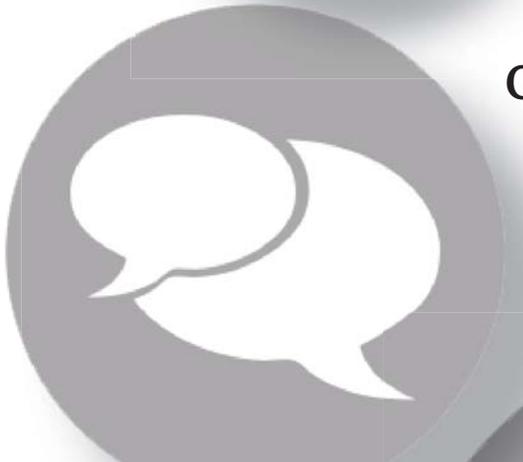
April 2017
Teachers receive the TLI application electronically; applications are due.

Cost & Sustainability

In order to provide the necessary support for increased rigor in regards to standards and assessments, Union County Schools has dedicated the majority of its allotment of state differentiated pay plan funds toward building a strong teacher leader program. The program, in its second year in 2015-16, has provided school-level and district-level successes. Moving forward, Union County will fund a total of 75 positions for a total of $127,080. The district will continue to use state allotted differentiated pay funds to continue this program. The number of positions and terms of positions may vary depending on state allotments.

17	**curriculum & instructional support coaches**	x $3,000 per position =	**$51,000**
7	**classroom support coaches**	x $3,000 per position =	**$21,000**
42	**academic tutors**	x $990 per position =	**$41,580**
9	**digital learning support coaches**	x $1,500 per position =	**$13,500**

75 teacher leaders	**$127,080**
	total teacher leader budget

Sustainability Strategies

- Teacher leaders are utilized to provide professional development throughout the school year.
- Teacher leaders are trained during the current school year allowing for excess funds to be used appropriately.
- After preparing the foundation, it may be possible to scale back the number of hours moving forward.
- Given the opportunity, teacher leaders will take part in state and regionally provided trainings.

WASHINGTON COUNTY

Washington County Schools
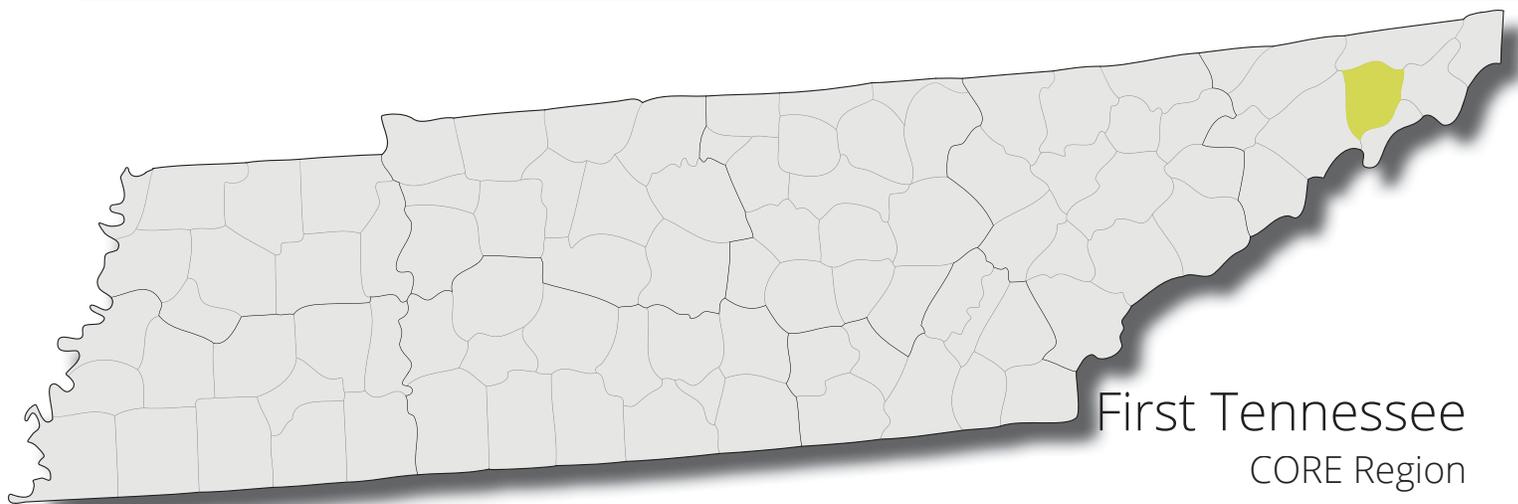
First Tennessee
CORE Region

Data, Curriculum, and Instruction Teacher Leader Initiative (DCI)

Washington County strives to respond to the rapidly changing educational landscape. Teacher leaders are necessary to meet student needs, provide support for the 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 shared leadership, teacher leaders have the opportunity to strengthen the necessary skills to become effective instructional leaders, thereby building leadership capacity in the district and in schools.

By the numbers . . .

8,546
students

533
teachers

17
schools

28
teacher leader positions

$52,000
teacher leader budget

$8,500.90
per pupil expenditure

Competencies & Beliefs

Washington County teacher leaders believe...

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

Washington County teacher leaders can...

- develop a more accurate understanding of the Tennessee State Standards.
- study, analyze, and evaluate curriculum resources to share with colleagues.
- 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

- Facilitates grade-level and subject-area data meetings
- Analyzes student performance data and make recommendations
- Assists in identifying learner needs and making modifications
- Assists in the development of benchmark assessments

Data

Teacher Leaders

28 positions
All teacher leaders have the same responsibilities and are full-time teachers.

Instruction

Curriculum

- Facilitates professional learning communities
- Holds conferences with professional staff to enhance the quality of instruction
- Provides information to teachers both individually and through workshops on current research in education
- Works collaboratively to ensure cohesion of the big picture

- Provides direct service to classroom teachers to improve quality instruction and strategies
- Mentors new teachers to determine ways to improve instruction and classroom management
- Demonstrates teaching techniques, skills, and new concepts

Strategies

1 ▷ Teacher Leader Identification

Washington County uses these strategies to identify and attract teacher leaders:
- Communicate the importance of a DCI Leader Program to stakeholders
- Distribute applications that outline eligibility requirements, expectations, and responsibilities
- Host informational meeting for teachers interested in applying for a DCI role
- Identify teachers who are committed to the mission and core values of Washington County School District

2 ▷ Teacher Leader Selection

Washington County selects teacher leaders with these criteria:
- Effective TEAM evaluation results of 3 or higher are strongly considered in the selection process
- Ability to develop and maintain positive, professional relationships
- Demonstrated effective classroom practices related to their content area

The district team makes final selections based on a comprehensive interview process.

3 ▷ Teacher Leader Retention

Washington County retains teacher leaders by:
- Providing ongoing professional learning activities for DCI teacher leaders
- Recording and communicating successful experiences to stakeholders
- Compensating with money allocated in system's differentiated pay plan
- Developing and implementing a model for administrators, teachers, and DCI teacher leaders to evaluate the DCI Program
- Recognizing and celebrating successes throughout the year

Implementation

October 2015
District team conducts needs assessment to determine potential teacher leader roles and responsibilities.

November 2015
The district team analyzes identified district and school needs to develop a teacher leader rationale.

February 2016
District team presents rationale and goals to director of schools for approval and budget support.

March-April 2016
District team presents teacher leader initiative to principals and interested educators. With school level leaders, district team selects and hires DCI teacher leaders.

Summer 2016
District and school-level leaders, along with DCI teacher leaders, engage in professional learning experiences.

August 2016-March 2017
Monthly teacher leader meetings occur. District team evaluates the initial year of the district's DCI teacher leader initiative.

April 2017
Hiring process begins for year two.

Cost & Sustainability

Washington County Schools' Data, Curriculum, and Instruction Leader Initiative (DCI) is funded through Tennessee's differentiated pay plan. During the initial year of implementation, the school system will identify a maximum of 28 leaders, and compensate each professional with a $1,500 stipend for the additional responsibilities. The teacher leader budget also covers the Instructional Coaching Academy through Lipscomb University's Ayers Institute.

28 DCI teacher leaders	x $1,500 per position =	$42,000

Ayers Institute coaching	$10,000

28 teacher leaders	**$52,000**

total teacher leader budget
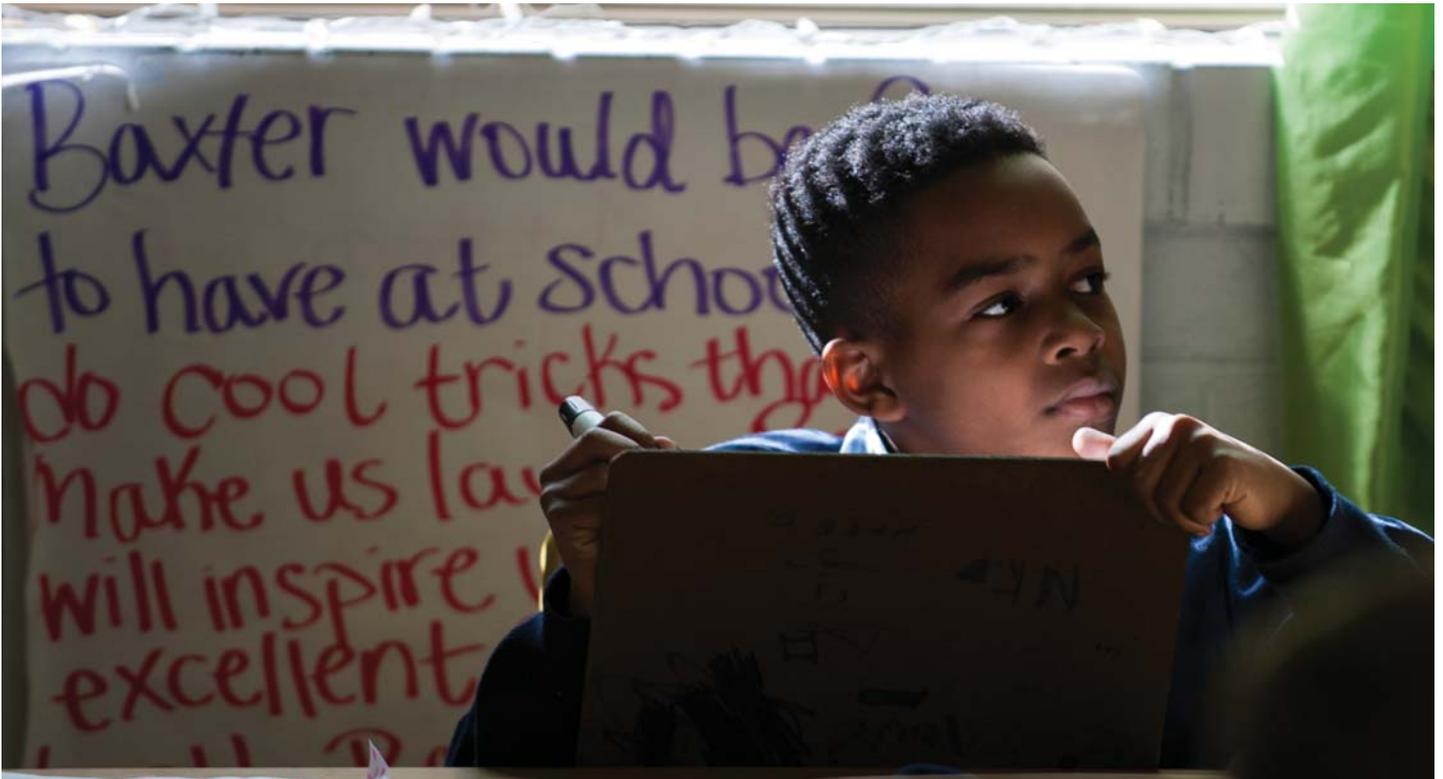
Sustainability Strategies

- Incorporate teacher leader trainings into professional development days to absorb extra costs

LARGE DISTRICTS

>8,000 students ADM
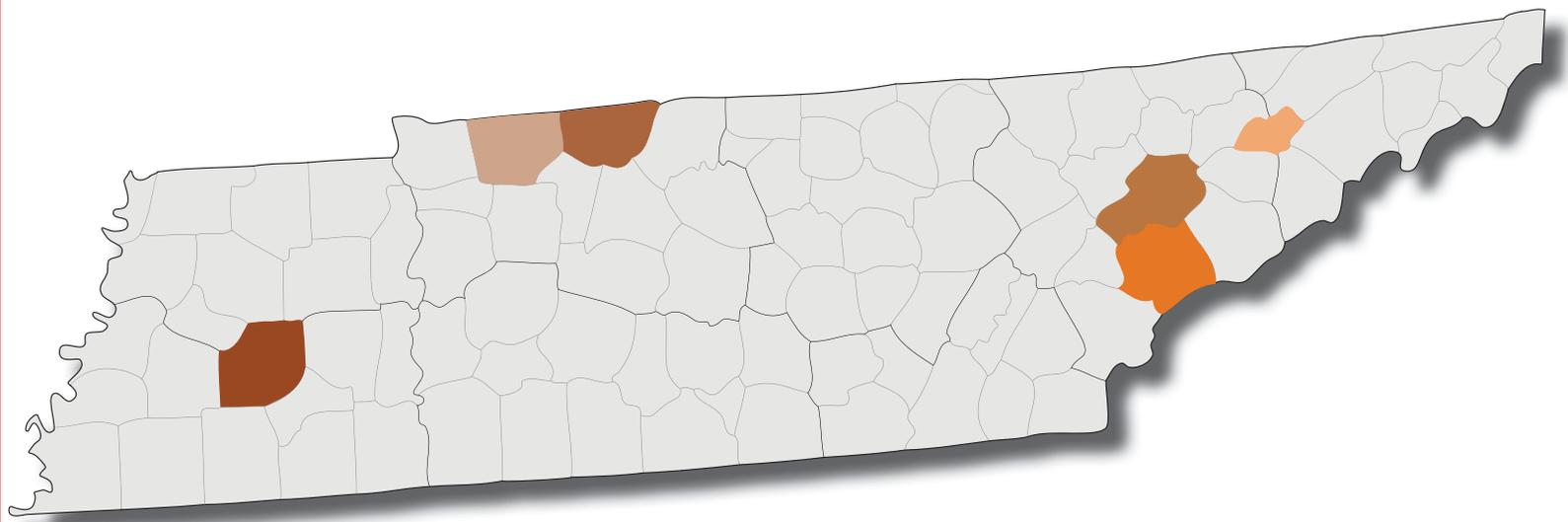
Blount County Schools

Clarksville-Montgomery County Schools

Hamblen County Schools

Jackson-Madison County Schools

Knox County Schools

Robertson County Schools

By the numbers . . .

130,751
total students

892
total teacher leader positions

8,638
total teachers

213
total schools

Common Practices

The following best practices for building capacity, program evaluation, and communication are common throughout most or all small districts' teacher leader models. Additionally highlighted below are notable elements within individual district teacher leader models.

Building Capacity
How districts expand leadership capabilities to teachers

- **Define roles and responsibilities** with a clear vision for teacher leadership in alignment with teacher and student need
- Develop **orientation and professional learning** for teacher leaders to gain knowledge and resources to effectively implement their roles
- Include a specific **focus on teacher leadership** as an aspect of the district-wide professional learning framework
- Provide regular school- and district-level support through **built-in time for collaboration**
- **Evaluate program effectiveness** with input from administrators, faculty, and staff to make adjustments as needed
- Establish **protocols for professional learning** and other associated programming

Noteworthy Practices

Hamblen: Utilize a **common language** in all trainings to support communication between teacher leaders and schools; establish a network of communication sources to share and collaborate among teacher leaders

Jackson-Madison: Encourage schools to **empower teachers** to take on leadership roles within their schools and in the district

Knox: Identify **core competencies** essential to current or future teacher leaders and develop pathways for teachers to engage in competency-based professional learning to attain needed skills

Robertson: Identify a **district-level coordinator** to oversee the teacher leader work and provide ongoing communication with school administrators

Communication
How districts communicate teacher leader model rationale, structure, application process, and results

Media (the how)
- Dedicated work sessions
- Faculty meetings
- Emails
- Teacher leader guidebook
- Teacher leader applications
- Informational meetings
- Press releases
- News articles
- Presentations
- District and school websites
- Videos
- Brochures

Audience (the who)
- District executive and technology teams
- Administrators
- School board members
- Local press
- Teachers
- District staff
- Instructional coaches
- Interested teachers
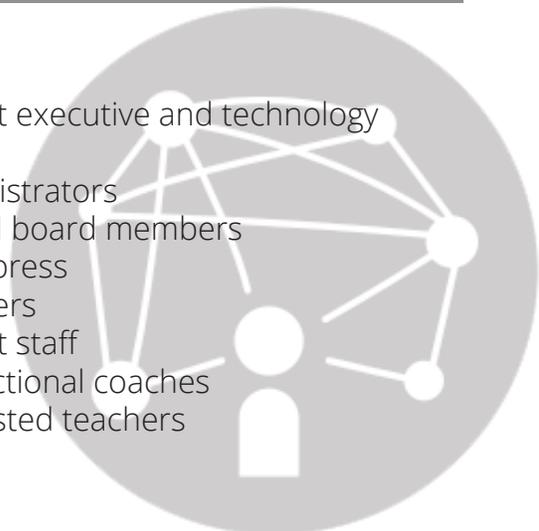
Pre-existing Capacity & District Supports
How districts utilize existing structures, policies, and mindsets for teacher leadership

- Shared vision of teacher leadership among district and school leaders
- Clearly defined teacher leader roles
- Capable and experienced training staff
- Existing teacher leader positions; teachers placed in informal leadership positions including team leader, PLC leader, etc.
- Stipends and/or contract extensions for teacher leaders and instructional coaches
- High-quality, prescriptive professional learning activities at the school and district levels
- Network that connects teacher leaders with other district leaders
- Substitutes and flexible scheduling to allow for release time for collaboration

Noteworthy Practices

Blount: Budget allocation for technology equipment; technology is highly integrated with instruction
Clarksville-Montgomery: Compensation for teacher leaders included within the district differentiated pay structure
Robertson: Budget allocation for stipends that address curricular development and teacher-led training opportunities; mentors assigned to new teachers

Program Evaluation
How districts evaluate teacher leaders within the model

- Teacher and administrator feedback
- Teacher leader self-reflections
- District-wide survey
- Fulfillment of defined roles
- Student growth data
- Monthly feedback sessions
- TEAM evaluation data
- Formative and summative data analysis
- Teacher retention rate

Noteworthy Practices
Hamblen: Qualitative survey data including school climate and culture data
Robertson: Teacher retention rate

BLOUNT COUNTY

Blount County Schools

East Tennessee
CORE Region
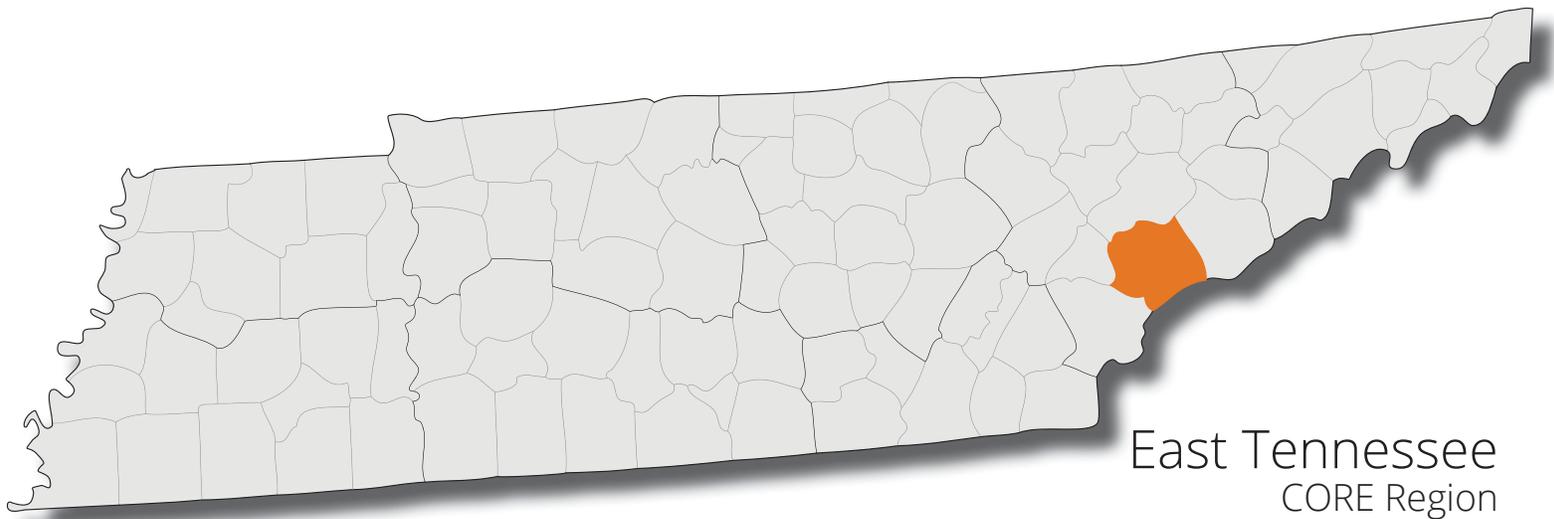
BCS 1: World Tech Teacher Leader Plan

As the world experiences changes more rapidly than any time in human history, serious thought and consideration should be given to the world our students will encounter as they complete their educational experience. Most vocations require a significant amount of training–long after high school is completed–with a focus on the application of technology in the workplace. Preparing students for this environment requires all teachers have access to on-going, practical training and support every day to make the shift to teaching effectively using technology. To provide this crucial training and support, Blount County Schools has designed a Tech Teacher Leader model. These teacher leaders have experience using technology in their classrooms and a desire to coach others. As they continue to teach, they will play a vital role in the successful implementation and continuation of the digital conversion process.

By the numbers . . .

10,500
students

689
teachers

20
schools

40
teacher leader positions

$371,000
teacher leader budget

$8,866.90
per pupil expenditure

Competencies & Beliefs

Blount County teacher leaders believe...

- all students have the right to a high-quality education, including access to relevant technology.
- all students can achieve at high levels with the right instruction and supports.
- maintaining effective communication and collaborating with all stakeholders is a key component to growth and development.
- learning is a lifelong process; modeling lifelong learning is a professional responsibility.
- teachers who engage in high-quality professional learning can positively impact student learning.
- relationships are fundamental for learning to take place–a collaborative culture builds trust, which is vital to relationships.

Blount County teacher leaders can...

- engage in continual learning to deepen pedagogical knowledge in technology integration.
- foster a culture of collaboration with and support the development of colleagues, TTL peers, and administrators.
- understand and respond to the needs of adult learners.
- hold self and others accountable for student learning.
- influence others to achieve results while building strong relationships through mutual respect.
- value the importance of digital citizenship in the education of each student.

Roles & Responsibilities

- Participates in on-going tech training
- Designs, develops, implements, and evaluates tech-rich professional learning experiences for adult learners

Learning

Leading

Teaching

Tech Teacher Leaders

40 positions
All teacher leaders are
full-time teachers.

- Designs and models tech-enhanced learning experiences
- Provides resources and digital tools for other teachers
- Embeds training and support for each staff member

- Collaborates to develop ongoing support for tech instruction
- Communicates the value and mission of using technology as an instructional tool
- Works with other teacher leaders to evaluate and refine the TTL program

Strategies

1 ▷ Teacher Leader Identification

Blount County uses these strategies to identify and attract teacher leaders:
- Digital conversion plan delivered and explained to school board, administrators, and school faculties
- Recruitment posters and emails framing the Tech Teacher Leader program distributed
- Informational meetings held twice to accommodate schedules
- Each applicant must have their principal complete a disposition assessment

2 ▷ Teacher Leader Selection

Blount County selects teacher leaders using these steps:
- Information about the Tech Teacher Leader program is available to applicants
- Current administrator completes a candidate disposition form
- Interview process with independent administrative team includes a formal interview by two independent administrators graded on a rubric, and an electronic, short-answer written response portion assessed by rubric by the director and assistant director of schools
- A possible total of 40 teacher leaders will be selected; intended allocation is one or two teacher leaders per school; however, actual allocation is dependent on individual school need and applicant selection

3 ▷ Teacher Leader Retention

Each Tech Teacher Leader will be reviewed at the end of each school year by the BCS Tech Leadership Team and the building-level administrator. Input from the staff will also be a key part of this evaluation process.

Compensation for each Tech Teacher Leader:
- $1,500 stipend and ten release days
- Training and feedback at monthly meetings with the BCS Tech Team
- The teacher leader and BCS Tech Team determine additional trainings and conferences
- A class set of Chromebooks and teacher device
- Ongoing support and assistance from the BCS Tech Team

Implementation

February-March 2016
The district team presents to the board and school faculty; media receives press releases.

March 2016
The district team releases applications and guidebook and hosts informational meetings. Applications are due.

April 2016
Candidates attend interview night, and final teacher leader selections made.

May 2016
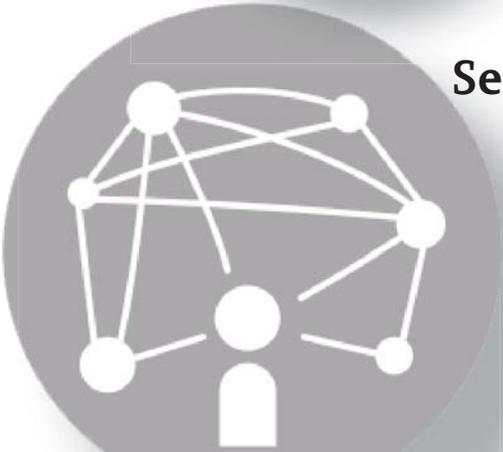Teacher leaders attend the Initial teacher leader goal-setting and expectations meeting. Teachers receive Chromebooks.

June-July 2016
Teacher leaders attend training for coaching adults; district team plans initial school training sessions.

September 2016-May 2017
Monthly Tech Teacher Leader meetings occur, with program evaluation in May.

Cost & Sustainability

Identifying, training, and placing Tech Teacher Leaders in each Blount County school offers an effective and fiscally efficient means of providing teachers training and on-site support integrating technology into their classrooms. These leaders are identified by an application process, trained in focused areas including coaching and tech skills, provided one-to-one devices for their classrooms, and act as liaisons between the BCS Tech Team and their respective school communities. They will be the first to implement the digital conversion project and will be instrumental in leading the complete transformation at the most important level-in the classrooms of their peers.

40 tech teacher leaders	x $2,700 per position =	**$108,000**
710 teacher and student chromebooks	x $300 per computer =	**$213,000**
400 total teacher leader release days	x $60 per day =	**$24,000**
training expenses	x $300 per computer =	**$26,000**

40 teacher leaders   **$371,000**

total teacher leader budget

Sustainability Strategies

- Funding for the Tech Teacher Leader program would be sustained through the local budget process. The only ongoing expenses would include the stipend, release days, and training.

CLARKSVILLE-MONTGOMERY COUNTY

Clarksville-Montgomery County Schools
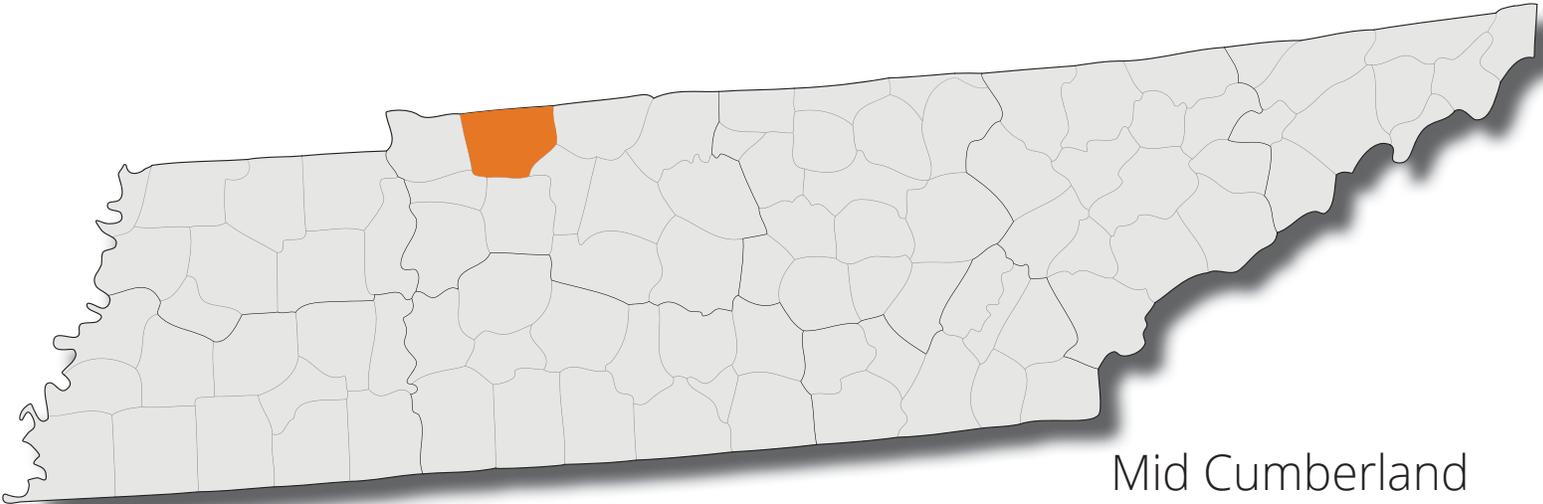
Mid Cumberland
CORE Region

CMCSS Teacher Leader Framework

The focus of the Clarksville-Montgomery County School System (CMCSS) Teacher Leader Framework is to improve student achievement so all students graduate college and/or career ready. Building teacher leader capacity reduces the variability in teaching and learning experiences for all students. The CMCSS Teacher Leader Framework builds teacher effectiveness through a community of collaboration. The district is committed to improving the quality of instruction, which is the single greatest determinant for learning. Learning from colleagues builds the support teachers need to continue their strong efforts in improving academic outcomes for all students.

By the numbers . . .

30,670
students

2,000
teachers

38
schools

135+
teacher leader positions

$3,461,200+
teacher leader budget

$8,675.50
per pupil expenditure

Competencies & Beliefs

Clarksville-Montgomery teacher leaders believe...

- students deserve superior classroom instruction.
- continuously improving instructional practice is a professional responsibility.
- a collaborative culture builds trust.
- peer observation and modeling of best practices help teachers grow.
- analysis of formative data is integral to teacher and student success.
- teachers are the defining difference in students' college and/or career readiness.

Clarksville-Montgomery teacher leaders can...

- cultivate a collaborative community with all stakeholders, with emphasis on colleague collaboration.
- serve as a catalyst for positive change to best meet the needs of teachers and students.
- use their content expertise to expand teacher knowledge through professional learning.
- analyze data and assist colleagues in making instructional decisions to improve student achievement.

Roles & Responsibilities

- Develops, selects, monitors, and evaluates curriculum and resources
- Plans, conducts, and evaluates professional learning
- Researches and models effective teaching strategies
- Leads teachers in improving the quality of instruction

- Supports planning of integrated curriculum
- Creates and curates digital resources and strategies
- Provides professional learning
- Models integrated lessons

- Facilitates PLCs
- Demonstrates and provides content-specific strategies, materials, and resources
- Assists teachers in analyzing and using multiple data sources

- Assists in the development of curriculum and resources
- Facilitates professional learning
- Demonstrates and provide content-specific strategies
- Assists colleagues in improving the quality of instruction

Teacher Leaders

135+ total positions

Curriculum Consulting Teacher
12 positions, full-time, district-level

Technology Integration Coach
7 position, full-time, district-level

Learning Coach
60 positions full-time teachers

Teacher Leader
60 positions, full-time teachers

Content Specialist
60 positions, full-time teachers

District Teacher Leader
65 position, part-time, district-level

Site-Based Induction Specialist
60 positions, part-time, dual level

Academic Coach
37 positions full-time, dual level

- Models effective teaching strategies
- Conducts classroom/peer observations and provides constructive feedback to teachers
- Facilitates professional learning, collaborative planning, and data chats

Performs duties as specified by building-level administration based on assigned teacher leader roles and responsibilities

- Mentors new hires in support of district induction program
- Supports collaborative cohorts in sharing ideas and resources
- Facilitates reflection and problem-solving activities to support teacher improvement

- Assists teachers in improving the quality of instruction
- Provides content and planning support
- Models effective lessons
- Assists in evaluation, assessment, and curriculum development
- Creates and shares curriculum resources

Strategies

1 → Teacher Leader Identification

Clarksville-Montgomery County identifies teachers for the program who:
- Are high quality, Level 4 and 5 teachers (per the state's evaluation process) skilled in content knowledge
- Have above average student scores
- Are skilled in using data analysis to drive instruction and student learning
- Are respected by peers and administration
- Demonstrate leadership aptitude and abilities

2 → Teacher Leader Selection

Clarksville-Montgomery County selects teacher leaders using these strategies:
- Developing clearly defined job descriptions and expectations for teacher leader roles
- Developing technical, behavioral, and role-specific competencies for teacher leader roles
- Developing selection-screening tools
- Developing a plan to communicate teacher leader opportunities to identified teachers

3 → Teacher Leader Retention

Clarksville-Montgomery County retains teacher leaders through:
- Creating a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition
- Developing foundational and role-specific professional learning activities to build capacity
- Creating ways for teacher-leaders to broaden impact on school improvement
- Creating a process to provide useful feedback to teacher leaders
- Providing opportunities for teacher leaders to share best practices in job-like learning communities
- Providing high-quality professional learning activities and appropriate resources for teachers and administrators to support teacher leader development

Implementation

April-June 2016

District team finalizes teacher leader framework and begins initial communications plan. Existing roles continue.

July-December 2016

District team reviews existing funding and teacher leader roles, and explores additional funding sources and roles as needed. District team designs appropriate professional learning activities for newly-created roles.

January-June 2017

District team selects staff to fill additional and newly identified teacher leader roles. Teacher leaders begin training.

July 2017-June 2018

District team conducts ongoing review of staffing needs and budgeting process for teacher leader positions, and continues training staff for all roles.

Cost & Sustainability

Costs for the pre-existing positions have been established for 2016-17. Costs for the remaining roles identified are to be determined for 2016-17 as these positions are building-level teacher leaders. Schools have the autonomy to create and fund these positions based on their specific needs or through the district's standard budgeting process. These positions will be established and budgeted during the action planning process based on on-going assessment of teacher leader roles and responsibilities and the number of teachers needed for each role. Funding is allocated from the general purpose fund, Title I and II funds, and DoDea funding.

12	**curriculum consulting teachers**	x $72,000 per position	**$864,000**
37	**academic coaches**	x $53,000 per position	**$1,961,000**
65	**site-based induction specialists**	x $1,830 per position	**$118,950**
7	**technology integration coaches**	x $71,000 per position	**$497,000**
14	**school-specific teacher leaders**	x $1,500 per position	**$21,000**
	all other roles		**tbd**

135 teacher leaders	**$3,461,200+**

total teacher leader budget

Sustainability Strategies

- Expand explicit connections to existing teacher leader roles
- Provide high-quality supports for teacher leaders
- Establish a support network among teacher leaders
- Create processes to identify, select, and retain high-quality candidates
- Incorporate teacher leader trainings into professional development days to absorb extra costs
- Provide professional development and other supports to teacher leaders based on identified needs
- Monitor impact of teacher leader framework; adjust as necessary

HAMBLEN COUNTY

Hamblen County Schools

First Tennessee
CORE Region

Hamblen County Learning Leaders

Every teacher, by definition, is a leader. Some will develop into exceptionally capable leaders able to organize, inspire, and lead their peers. These learning leaders relate well with their colleagues and are able to accomplish team goals oriented toward improving student success. By utilizing the process of professional learning communities, effective learning leaders can impact school culture and student outcomes. To that end, Hamblen County Schools will focus on developing learning leaders who will maximize the benefits of professional learning community processes, promote ethical behavior, and model professional judgment. Through this process, learning leaders will lead schools and the district in building teacher capacity, promoting positive change, and achieving student success.

By the numbers . . .

9,917
students

614
teachers

18
schools
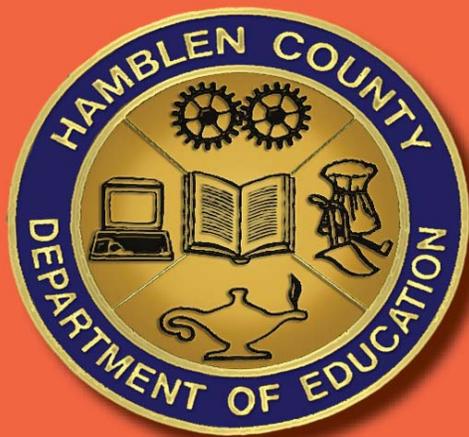
30
teacher leader positions

$46,000
teacher leader budget

$8,109.20
per pupil expenditure

Competencies & Beliefs

Hamblen County teacher leaders believe...

- in the power of collaboration to enhance student learning.
- in shared leadership as a vital to school improvement.
- in school-wide accountability.
- in using assessments and data for learning to drive and individualize instruction.
- in internalizing the four questions of a PLC so that they become how we approach teaching and learning.

Hamblen County teacher leaders can...

- connect mission and shared vision to a moral purpose.
- inspire others to exceed their own expectations.
- solve complex problems collaboratively.
- build highly effective teams focused on improving student learning.
- serve as catalysts for positive change of the culture and climate of their schools.

Roles & Responsibilities

- Are advocates for data-driven instruction
- Are able to lead peers in the common formative assessment process and the collection, analysis, and use of data to enhance student learning

Lead, facilitate, and advocate for highly effective and collaborative PLCs

Professional Learning

Learning Leaders

30 positions
All teacher leaders are full-time teachers.

Data

Community Building

Culture Building

- Encourage and model a shared school-wide approach to teaching and learning, and a collective responsibility for school-wide challenges and team planning
- Serve as catalysts for positive change of the culture and climate of a school through mentoring and sharing best practices

Represent their respective schools on community and district-wide committees

Strategies

1 ▷ Teacher Leader Identification

Teachers apply by completing an application answering five questions directly related to the teacher leadership roles and the PLC process. Application will be online and linked from the district web page.

Prerequisites:
- Level 3 or higher for three consecutive years
- Demonstrated leadership ability
- Demonstrated sound professional judgment
- Positive attitude and collaborative nature
- Commitment to school-wide mission, vision, and values
- Commitment to continuous school and individual improvement

2 ▷ Teacher Leader Selection

Hamblen County selects teacher leaders using these steps:
- Principal reviews applications and makes recommendations based on prerequisites, school needs, ability to work well with administration, and ability to lead peers
- District administrators review applications, interview recommended candidates, and select applicants
- Selected learning leaders are assigned to positions based on the needs of the individual school

3 ▷ Teacher Leader Retention

Hamblen County retains teacher leaders by providing:
- Meaningful and dynamic professional development focused on PLC processes and teacher leadership
- Compensation that recognizes the importance of the work learning leaders do for students and for school improvement
- School and district-level support

Implementation

April-May 2016
The district team opens applications for learning leader positions, and selects learning leaders.

May-June 2016
The district completes the PLC alignment survey, and the budget is approved.

July 2016
Learning leaders attend a three day training workshop.

August 2016
Teacher leaders attend a professional learning day. Monthly district-wide learning leaders meetings and administrator feedback sessions begin.

December 2016
The district completes the PLC alignment survey administration. The teacher leader committee meets to evaluate program implementation.

March 2017
Teacher leader committee meets to evaluate program and plan for 2017-18.

Cost & Sustainability

The primary cost of the program will be the annual supplements learning leaders will receive for their additional work as PLC leaders and trainers. In order to sustain this expense, it will be incorporated into the general budget. This cost will incrementally increase over the first three years of the program until the number of trained PLC leaders needed district-wide reaches approximately 85 positions. Training will initially be supplemented by outsourcing, which will be phased out over the first two years of the program as district trainers, primarily instructional coaches and learning leaders, take over these important responsibilities.

30 learning leaders	x $1,200 per position =	**$36,000**

professional learning		**$10,000**

30 teacher leaders	**$46,000**

total teacher leader budget

Sustainability Strategies

- Incorporate teacher leader trainings into professional development days to absorb extra costs
- Incorporate the learning leader program into the general budget under the department of instruction
- Over the next two years, transition the learning leaders training program entirely to district instructors

JACKSON-MADISON COUNTY

Jackson-Madison County Schools
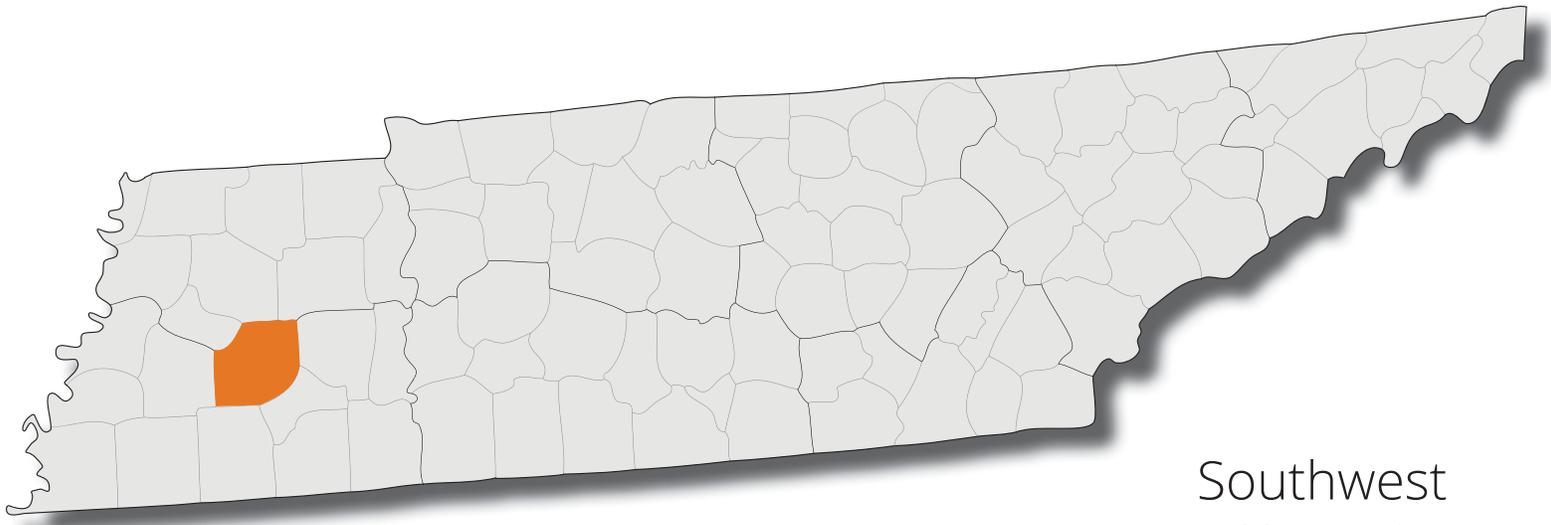
Southwest
CORE Region

JMCSS Teacher Leadership Pathway

Quality instruction is the most influential factor in improving student achievement and growth. When afforded the opportunity, teachers learn best from one another. Therefore, forming and fostering a network of teacher leaders throughout JMCSS is key to strengthening instruction and improving student achievement. Utilizing highly effective teachers will strengthen the quality of instruction by creating a culture of ownership and shared leadership and by providing readily accessible support for all teachers. The culture a teacher leader network creates will also allow JMCSS to attract and retain highly effective teachers from across the state.

By the numbers . . .

12,280
students

877
teachers

27
schools

131
teacher leader positions

$483,500
teacher leader budget

$9,489.40
per pupil expenditure

Competencies & Beliefs

Jackson-Madison teacher leaders believe...

- all students can learn.
- the effective use of data can lead to improved instructional practice.
- teachers who engage in high-quality professional learning can positively impact student achievement.
- a collaborative, respectful learning environment is essential.
- true leadership involves modeling lifelong learning, effective teaching strategies, and sound professional practices.

Jackson-Madison teacher leaders can...

- demonstrate the ability to attain excellent student results in their classrooms.
- communicate effectively with students, teachers, and school- and district-level administrators to create a positive and trusting culture.
- analyze formative assessment data, communicate results to all stakeholders, and plan for future instruction and appropriate professional learning.
- engage, motivate, and inspire students and colleagues.
- monitor programs for success and make adjustments accordingly.

Roles & Responsibilities

- Schedules and guides student intervention
- Helps with RTI[2] implementation and fidelity checks
- Provides progress monitoring to students
- Consults with teachers to identify students needing intervention
- Collaboratively plans with teachers

- Attends teacher leader trainings and coaching institutes
- Collaboratively plans with teachers
- Models best practices

Interventionist
Optional based on school need and funding

Teacher Leader
60 positions, full-time teachers

Teacher Leaders
131+ total positions

Data Coach
Optional based on school need and funding

Teacher Support Coach
6 positions, district-level

Learning Coach
65 positions, full-time teachers

- Compiles data to inform instruction
- Meets with teachers to review data and make recommendations for future practice
- Assists with organization and implementation of the standardized testing program
- Helps with RTI[2] data collection

- Mentors new/struggling teachers
- Provides peer coaching
- Models best practices
- Attends teacher leader trainings and coaching institutes
- Facilitates new teacher orientation

- Provides professional development support
- Assists school administrators with evaluations and observations
- Guides and provides support to learning coaches at each assigned building

Strategies

1 ▷ Teacher Leader Identification

Jackson-Madison County uses these strategies to identify and attract teacher leaders:
- Communicate purpose and vision of teacher leadership with all stakeholders
- Distribute teacher leadership roles, responsibilities, requirements, and applications to teachers
- Hold informational meeting for teachers interested in applying

2 ▷ Teacher Leader Selection

Jackson-Madison County selects teacher leaders using these strategies:
- Post jobs on district website for two weeks
- District office send all eligible applications to building level administrators
- Building administrators review applicants and hold interviews
- Make selections and notify teachers

3 ▷ Teacher Leader Retention

Jackson-Madison County retains teacher leaders through:
- Ongoing professional learning
- Teachers compensated for their roles
- Release time for teachers selected to completed assigned tasks
- Monthly coaching sessions with teacher leadership team

Implementation

April 2016
District team communicates teacher leader opportunities, job descriptions, and application requirements.

Early May 2016
District team identifies teacher leaders through application process.

Late May 2016
District team notifies selected teacher leaders.

July 2016
Teacher leaders attend training, coaching institute, and new teacher orientation.

September 2016-March 2017
Teacher leaders attend monthly meetings and trainings.

May 2017
District team evaluates and reviews the program.

Cost & Sustainability

Title I & II funds currently provide the bulk of funding for the JMCSS Teacher Leadership Pathway. As the process progresses, the goal is to move the program to general purpose funds to ensure it becomes a part of district culture and an approach that the district firmly stands behind for sustainability. Teacher Support Coach roles receive current salary with a 1.07 index addition; numbers below are estimates.

65 learning coaches	x $2,500 per position	**$162,500**
6 teacher support coaches	x $53,500 per position, estimated	**$321,000**
60 teacher leaders		no associated costs
data coaches		positions and cost at the discretion of each school
interventionists		positions and cost at the discretion of each school

131+ teacher leaders	approx. **$483,500**
	total teacher leader budget
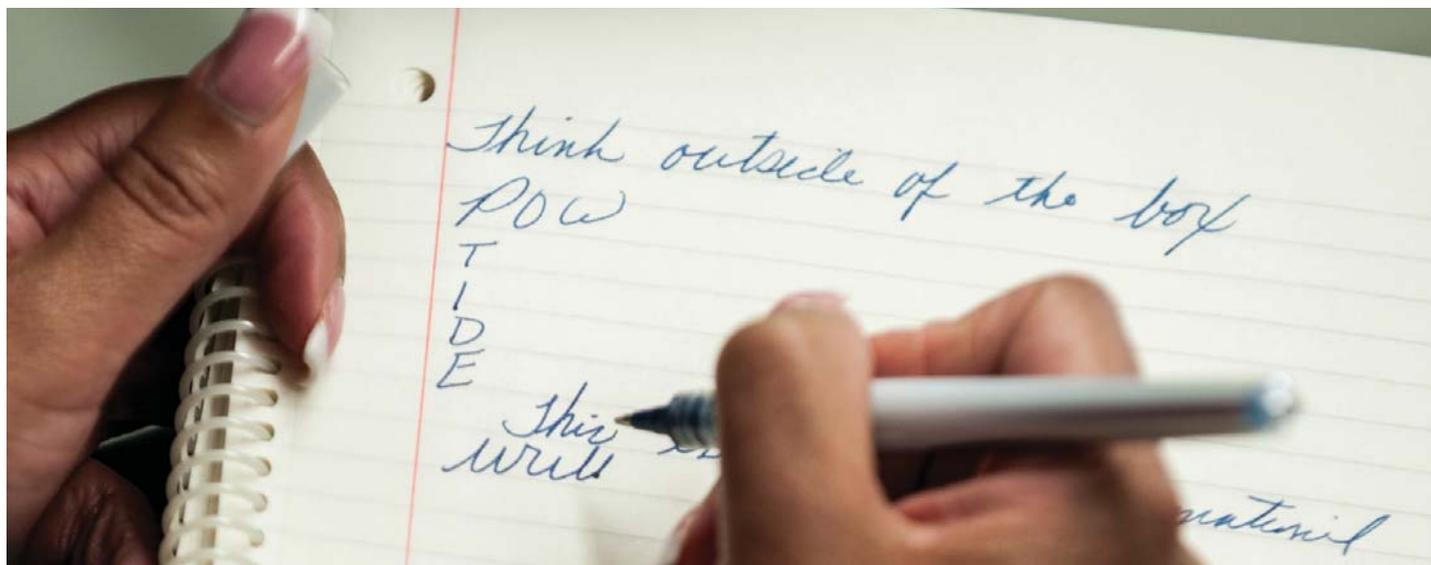
Sustainability Strategies

- Move program funding to general purpose funds
- Utilize human capital already in schools

KNOX COUNTY

Knox County Schools
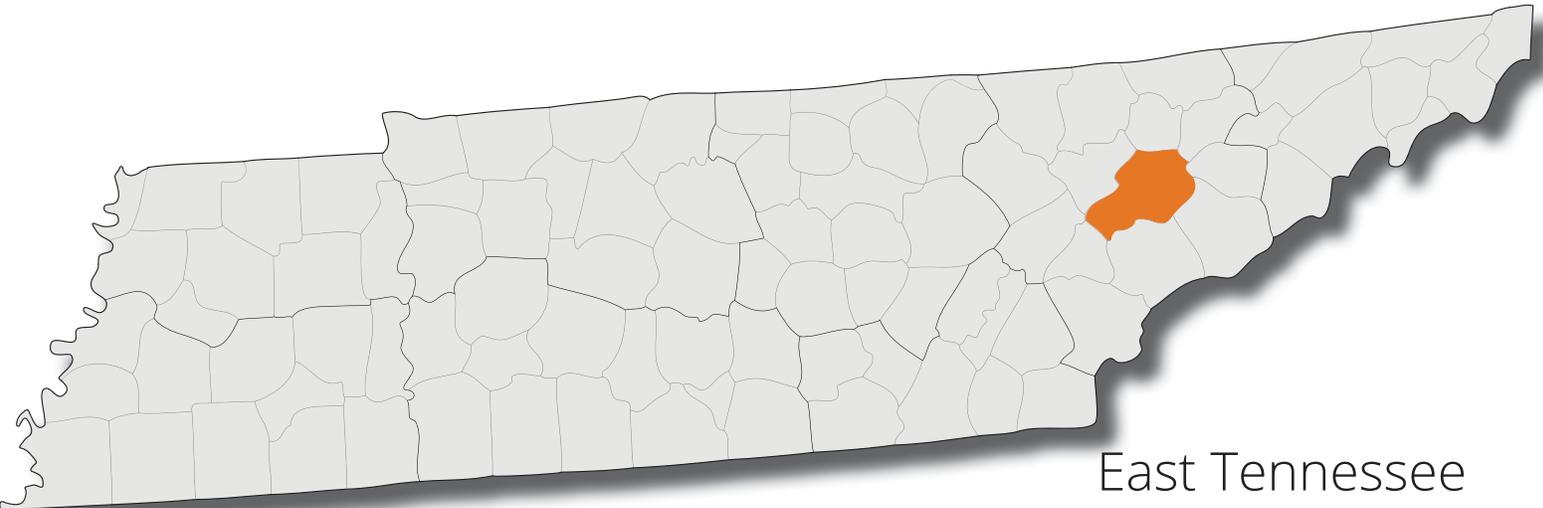
East Tennessee
CORE Region

Knox County Teacher Leaders

Students can only achieve at the highest level when teachers and leaders excel in their work. Knox County's investment in developing professional pathways for teachers that expand the reach and impact of their expertise is a crucial step in realizing a culture of excellence. The Knox County schools have a tradition of leveraging teacher leadership to accomplish the strategic goals of the district. The district is currently engaged in the process of developing a more relevant and coherent framework for professional learning. Because of the Knox County schools' history with instructional coaches, TAP, and other teacher-led initiatives, the district recognizes the pivotal role that teacher leaders will play in implementing this new framework and in supporting alignment between district priorities, school-based initiatives, and personalized learning experiences for the 4,000+ certified employees in the district. Intentional development, support, and utilization of teacher leaders are crucial steps to increase each student's access to well-trained, supported, and highly-capable teachers.

By the numbers . . .

56,383
students

3,670
teachers

90
schools

520+
teacher leader positions
approx.

$10,960,000
teacher leader budget

$9,034.90
per pupil expenditure

Competencies & Beliefs

Knox County teacher leaders believe...

- every student deserves an excellent educational experience.
- a growth mindset is essential to professional improvement.
- building trusting and honest relationships are a core responsibility of the teacher leader.
- teacher instructional practices are the primary factor impacting student outcomes.

Knox County teacher leaders can...

- support teachers in aligning their practices to district and school goals through effective communication and data-based decision-making.
- model effective instructional practices to support improvements in teaching and learning.
- provide coaching support for teachers to develop reflective classroom practices.
- develop and lead effective targeted professional development to address teacher and student needs.

Roles & Responsibilities

- Aligns by role to specific district priorities in early literacy, numeracy, technology and personalization, RTI^2, etc.
- Coordinates directly with curriculum and instruction supervisors
- Strategically deployed to support the needs of individual schools

- Supports lead teachers and administrators across the district with evaluation and conferencing practices
- Provides district and school-level professional learning opportunities tied to the TEAM instructional practices

Teacher Leaders
520+ total positions

Instructional Coach
160 positions, district-level

Lead Teacher
336 positions, full-time teachers

District Lead Teacher
4 positions, district-level

Master Teacher
20 positions, part-time teachers
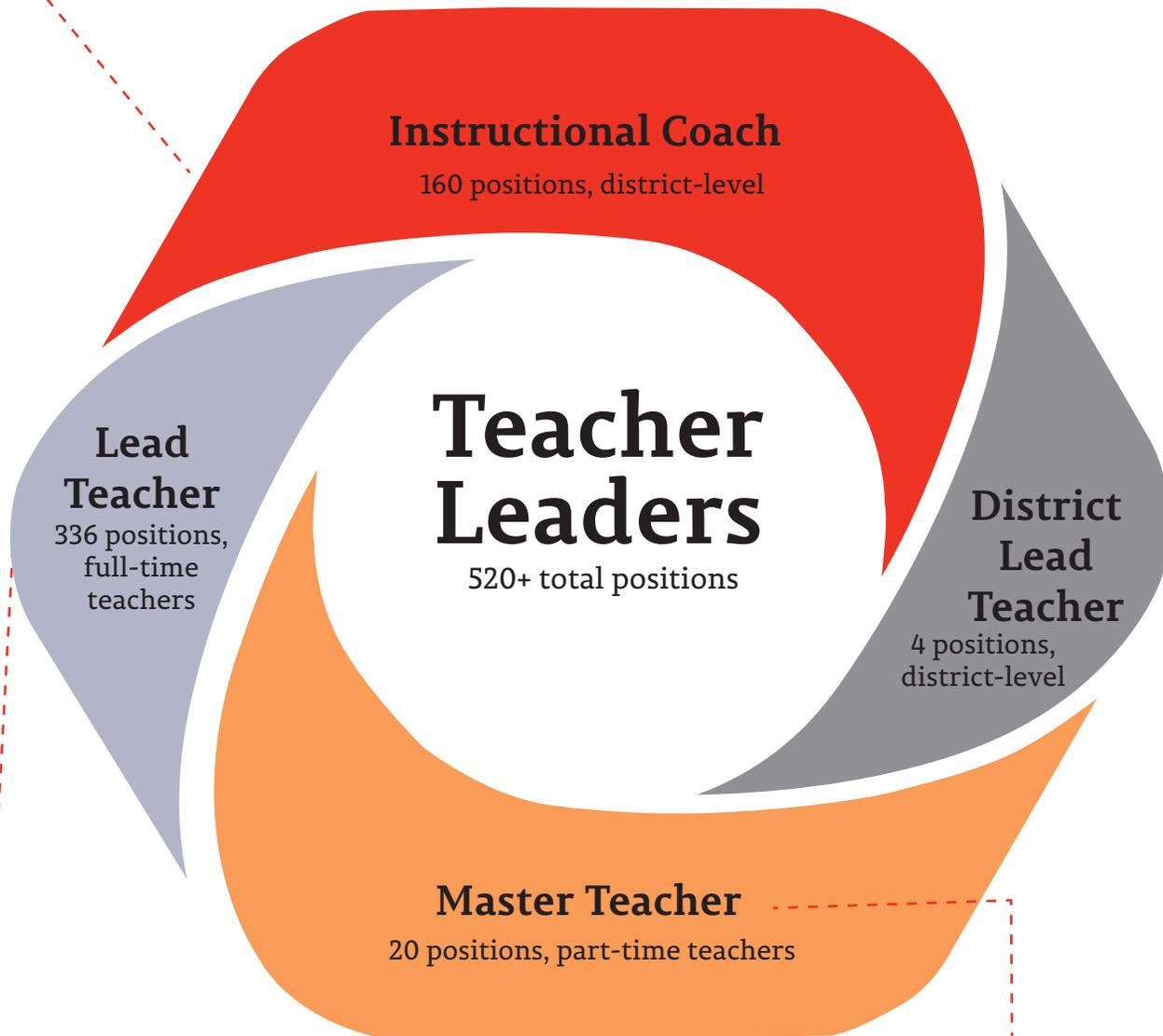
- Serves as peer evaluators within the TEAM evaluation structure
- Leads professional development and provides follow-up support at the school level depending on schedule, availability and building-level expectations

- Provides building-level support to effective instructional practices through peer evaluation, coaching, and professional development
- Works directly with students to model effective instruction and field-test instructional strategies within the school setting

Strategies

1 ▷ Teacher Leader Identification

Knox County uses these strategies to identify and attract teacher leaders:
- Establish clear expectations and guidelines (years of experience, degrees, minimum performance standard) for each role
- Communicate competencies for teacher leaders
- Support school administrators to identify pathways for teacher leaders in their schools

2 ▷ Teacher Leader Selection

Knox County selects teacher leaders using these strategies:
- Develop a centralized pool from which to choose master teachers and instructional coaches
- Include performance tasks during the selection process for teacher leader candidates
- Educate principals in the role of the teacher leader to ensure a complete vetting process

3 ▷ Teacher Leader Retention

Knox County retains teacher leaders by:
- Protecting teacher leaders' time to ensure they have the opportunities to effectively fulfill their roles
- Providing quality, timely, and relevant professional learning for teacher leaders
- Providing ongoing support and recognition for teacher leaders

Implementation

August 2016
District team communicates the professional learning framework redesign to school administrators, including teacher leadership as a critical component.

Fall 2016
District team conducts investigation of professional learning structures for trial implementation, then identifies lessons learned and district needs regarding teacher leader competencies and support.

Spring 2017
District team formalizes competencies and standards that will be used to hone teacher leader roles and positions in alignment with finished professional learning framework.
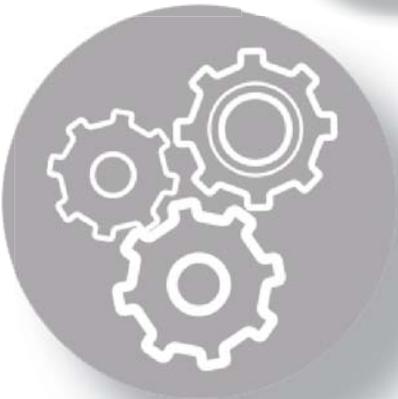
Summer 2017
District team identifies professional learning pathway and curricula for teacher leader development and ongoing support in competency development.
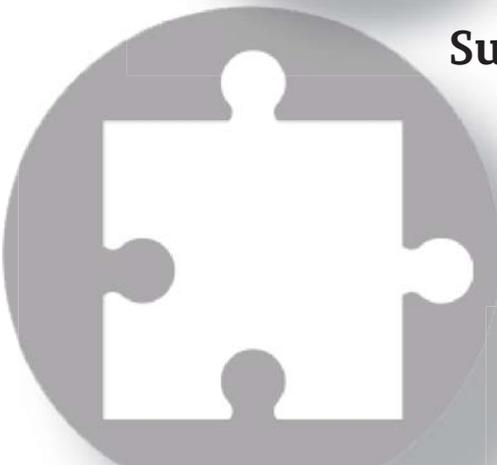
Cost & Sustainability

The budget amount is not set in stone from year to year. Funding comes primarily from the district's general purpose budget and Title I in combination. However, over the last few years the district has increasingly placed the decision to fund teacher leadership positions on the school principal. Lead teacher funding is provided to each school based upon the number of classroom teachers. Where instructional coach allocations are not made directly through the staffing formula, administrators make decisions related to the instructional coach positions they will choose to fund through the school level budget. Creative budgeting at the school level allows administrators to also supplement their number of provided lead teachers or potentially add master teachers through the allocation of classroom positions or the use of Title I funds.

160 instructional coaches	x $55,000 per position	**$8,800,000**
20 master teachers	x $55,000 per position, estimated	**$1,100,000**
336 lead teachers	x $2,500 per position	**$840,000**
4 district lead teachers	x $55,000 per position, estimated	**$220,000**

520+ teacher leaders	approx. **$10,960,000**

total teacher leader budget

Sustainability Strategies

- Continue to push school leaders to align staffing and budget allocations to school priorities by placing ownership of the decisions related to the funding and staffing of teacher leader positions at the school level
- Support principals in developing leadership capacity within the teaching staff through building-level leadership and professional learning structures
- Examine various school-level models for impact of teacher leader and job-embedded supports and identify pockets of excellence with high returns on the investment into these positions and structures to inform practices across the district

ROBERTSON COUNTY

Robertson County Schools
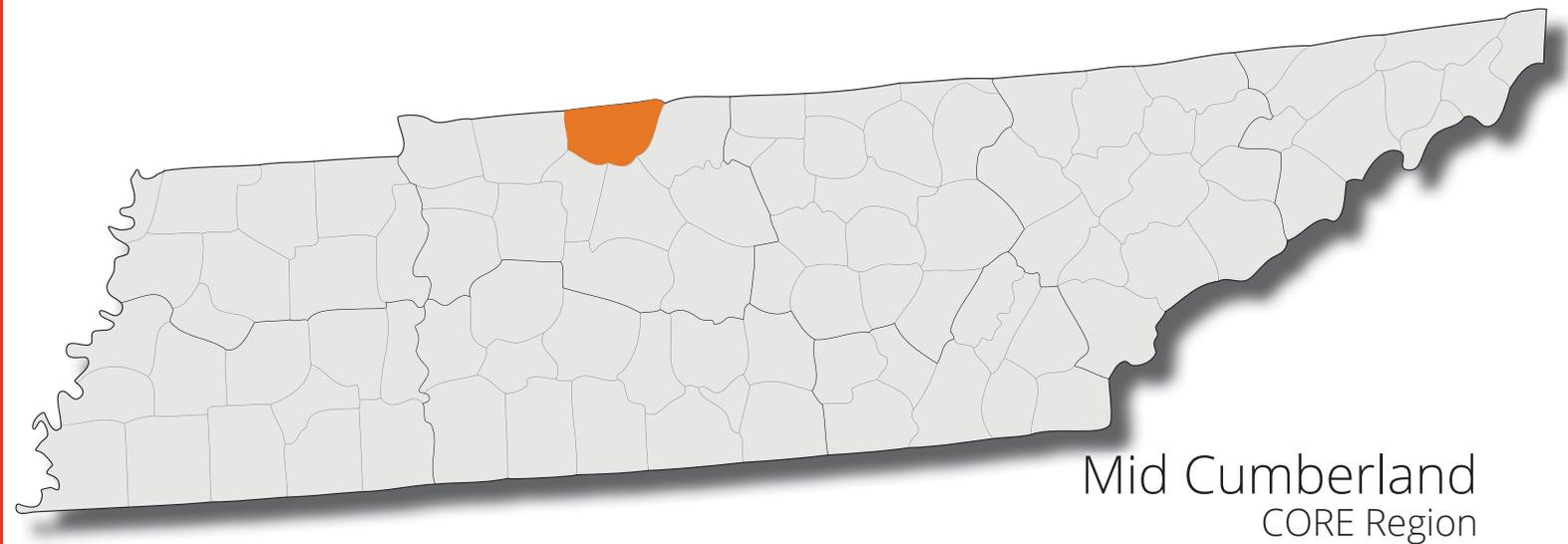
Literacy Leader Initiative

The mission of Robertson County educators is to enable students to reach and exceed high academic and career standards. The Robertson County School district celebrates steady student growth in reading. However, proficiency rates demand the attention of immediate and future actions for improving student learning in reading. The first goal of the district's strategic plan states that the percentile rank of the number of students scoring proficient or advanced and the four subgroup gaps will be maintained or improved in comparison to other districts in the state. The utilization of Literacy Leaders will allow the district to target support and resources to teachers, our greatest asset, for increasing the proficiency rate of students in reading.

By the numbers . . .

11,001
students

761
teachers

20
schools

36
teacher leader positions

$72,000
teacher leader budget

$8,077.10
per pupil expenditure

Competencies & Beliefs

Robertson County teacher leaders believe...

- reading is an attainable skill for all students.
- foundational literacy skills are key to successful reading development.
- literacy is an integral component of all content areas.
- establishing a respectful, engaging learning environment is essential.

Robertson County teacher leaders can...

- model effective literacy instruction.
- support colleagues through collaboration.
- employ professional growth opportunities.
- serve as content specialists.
- demonstrate a positive and professional attitude.

Roles & Responsibilities

- Collaborates with colleagues to ensure instructional practices are aligned with literacy initiatives (reading model, foundational literacy skills, vocabulary, and writing)
- Establishes connections between reading, writing, and comprehension across the content areas
- Develops and delivers training to colleagues at both the school and district levels
- Collaborates with administration and instructional coach(es) in school-level decisions
- Serves on school and district leadership teams
- Assists in developing, promoting, and evaluating district and school professional development plans

Promoting Refined Tier I Instruction

Literacy Leaders

36 positions
All teacher leaders are full-time teachers.

Pursuing Professional Growth

Hosting a Model Classroom

- Demonstrates sound instruction, following the Explicit Direct Instruction well-designed, well-taught lesson
- Models best practices/instructional strategies highlighted in training and/or discussed during collaborative sessions
- Engages colleagues in reflective dialogue based on observation of instruction
- Shares resources aligned to areas of literacy focus

- Commits to confidentiality and fidelity in all roles
- Attends required literacy training (reading model, foundational literacy skills, vocabulary, and writing) and training on district initiatives
- Sharpens knowledge of literacy standards and learning targets
- Assists in cross-curricular alignment of standards
- Hones skills in presentation of material to peers
- Seeks to understand the nuances of adult learning

Strategies

1 ▶ Teacher Leader Identification

To identify and attract teacher leaders, the Robertson County district team will:
- Support the district-level coordinator in overseeing the work of Literacy Leaders and providing ongoing communication to school administrators
- Communicate the rationale to stakeholders
- Share the Literacy Leaders plan to district- and school-level administrators
- Convey roles, responsibilities, and application process to teachers

2 ▶ Teacher Leader Selection

Robertson County selects teacher leaders with the following strategies:
- Distribute applications that outline eligibility requirements and inform the interview process
- Host an informational meeting for teachers interested in making application
- Communicate application deadline and interview process in multiple ways
- Establish an interview team
- Conduct interviews

3 ▶ Teacher Leader Retention

Robertson County retains teacher leaders through:
- Developing a training plan that increases the knowledge base for curricular development, presentation skills, and adult learning
- Securing a grade-range specific training plan in the areas of reading model, foundational skills, vocabulary, and writing
- Providing a stipend upon completion of responsibilities as outlined in the application along with expanded leadership opportunities.
- Surveying leaders in October and February for the purpose of providing opportunity for their reflection and suggestions of improvements
- Scheduling district meetings regularly for the purpose of collaboration and clarification of responsibilities
- Celebrating exceptional contributions and successes

Implementation

February 2016
District team presents rationale for literacy leaders program to the board and district and school.

March 2016
District team communicates literacy leaders plan to district; develop training plan for literacy leaders.

April 2016
District team communicates literacy leaders plan to teachers. Candidates complete application and interview process, and literacy leaders are selected for 2016-17.

May-July 2016
District team notifies selected literacy leaders, and hosts training for selected literacy leaders.

September 2016-February 2017
District team hosts bi-monthly trainings for literacy leaders, and surveys literacy leaders in Oct. and Feb.
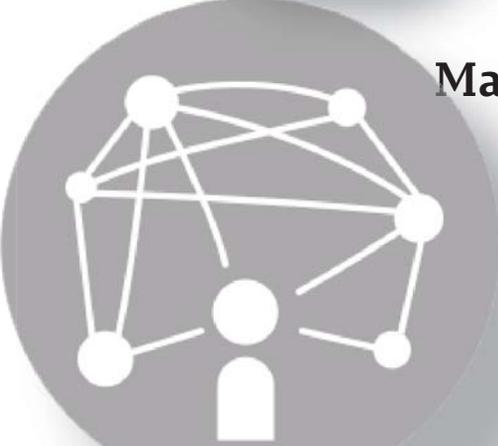
March 2017
District team evaluates literacy leaders initiative.

Cost & Sustainability ───────

In Robertson County, the Literacy Leader Initiative will be funded through Title II allocations not to exceed $72,000. A targeted number of 36 Literacy Leaders will be paid a stipend of $2,000 to fulfill expectations as described in the model.

| **36** literacy leaders | each receives a stipend of | **$2,000** |

36 teacher leaders $72,000

total teacher leader budget

Sustainability Strategies

- Monitor and evaluate effectiveness of the Literacy Leader model–a positive impact will promote the need for sustained funding
- Investigate the feasibility of differentiated pay as an alternate funding source

Glossary

Common terms across two or more districts

Average Daily Membership (ADM)
The average number of students enrolled in a school or district over a given time period

Professional Learning Community (PLC)
A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students

Response to Instruction and Intervention Framework (RTI²)
Framework for teaching and learning that allows for an integrated, seamless problem-solving model that addresses individual student needs

Science, Technology, Engineering, and Mathematics (STEM)
Focus for many districts to increase student achievement in science, technology, engineering, and mathematics in schools

Teacher Incentive Fund (TIF/TIF 4)
Grant from the United States Department of Education that supports the use of performance-based compensation in order to increase student access to effective educators in high-needs schools; utilized in Chester County Schools and Haywood County Schools

Tennessee Educator Acceleration Model (TEAM)
Teacher and administrator evaluation model chosen for use in many school districts across Tennessee; see http://team-tn.org/

Tier I instruction
High-quality, differentiated core instruction delivered to all students

Bartlett City Schools

Cultivating Leaders Academy
Yearlong program based on McRel's *21 Leadership Characteristics* to grow aspiring administrators and leaders. This program is open to teachers, teacher leaders, assistant principals, and supervisors who meet the eligibility requirements and commit to the year-long requirements.

SAMR Model
Substitution, Augmentation, Modification, and Redefinition in regards to making changes to current practices

Search Soft
Recruitment, selection, and hiring software program that houses current jobs, descriptions, and application process

Clarksville-Montgomery County Schools

Dual Level
Teacher leader roles that support both individual schools and district-level work

Decatur County Schools

PAWS²
Promoting Achievement with Staff and Students

Peer Observation
Teachers collaboratively observing each other for professional growth opportunities in a confidential and non-evaluative manner

Hamblen County Schools

Learning Leader
Those who possess the ability to lead and guide peers in a professional learning community

Jackson-Madison County Schools

1.07 Index
Teacher's current salary based on years of experience multiplied by 1.07 for a teacher leader role salary

Knox County Schools

Adaptive Schools
Seminars that present a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning; see www.thinkingcollaborative.com

Cognitive Coaching
Research-based model that capitalizes upon and enhances teachers' cognitive processes, providing teacher leaders with strategies to increase teacher capacity to reflect upon and improve instructional practices; see www.thinkingcollaborative.com

Individual Learning Cycle (ILC)
A facilitated cycle of learning in which a teacher identifies a goal for improvement, works with a coach or team to address the goal through specific action steps, and evaluates for improvements in performance

Professional Learning Framework Redesign
District initiative to increase the coherence and relevance of professional learning provided to teachers and administrators

Teacher Advancement Program (TAP)
Comprehensive reform effort for teacher and student advancement with a 10-year history in Knox County Schools. Master teacher and lead teacher roles were derived from the district's experiences with the implementation of this program that connects peer support to evaluation and job-embedded professional development

Robertson County Schools

Explicit Direct Instruction (EDI)
Supports teachers in delivering well-crafted, well-taught lessons to improve instruction and achievement for every student, with components based on brain research for effective learning

McRel Balanced Leadership
Provides research-based leadership knowledge and skills for increasing educator effectiveness in improving student achievement

Washington County Schools

DCI Teacher Leader
Certified classroom teacher with regular classroom duties who supports and mentors educators around data, curriculum, and instruction

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