

Lauderdale County Schools

Superintendent Acknowledgment

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

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MODEL SUMMARY

Teacher Leader Model

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



7

schools in the district

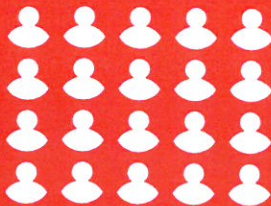


4,722

student population

346

teachers in the district



\$ 8,722.00

per pupil expenditure

RATIONALE

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

Teacher leaders believe:

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

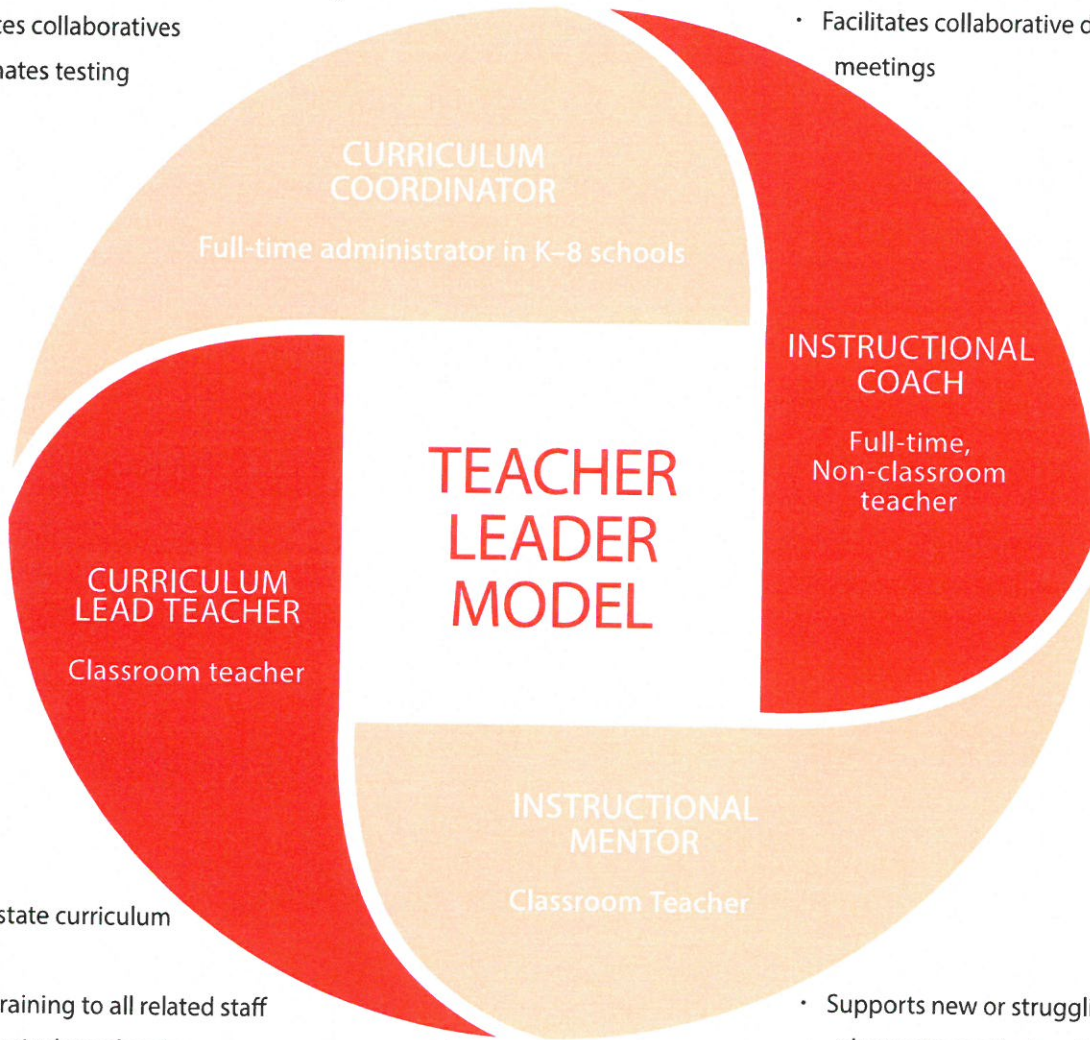
Teacher leaders have capacity to:

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

ROLES & RESPONSIBILITIES

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

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



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

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

STRATEGIES FOR SUCCESS

1 > IDENTIFY

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

2 > SELECT

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

3 > RETAIN

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



BUILDING CAPACITY FOR TEACHERS TO LEAD

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

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



IMPLEMENTATION TIMELINE

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



APRIL 2015

Communicate opportunity, job description, and application requirements



EARLY MAY 2015
Panel interviews



LATE MAY 2015
Notify selected teacher leaders



JULY 2015

Summer training and planning session



AUGUST 2015 - MAY 2016
Specific identified duties carried out



OCTOBER, DECEMBER 2015
FEBRUARY, APRIL 2016
Teacher leader collaborative sessions



MAY 2016

Evaluation review and reflection

COMMUNICATION STRATEGY

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

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

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



BEST PRACTICES

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

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

District and School Supports

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

Evaluation of the Teacher Leader Model

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

Pre-Existing Capacity in District

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



COST & SUSTAINABILITY

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

