

Paris Special School District

Superintendent Acknowledgment

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

Mike Brown

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MODEL SUMMARY

Teacher Leadership Model

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

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



3

schools in the district



1,768

student population

115

teachers in the district



\$ 8,678.80

per pupil expenditure

RATIONALE

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

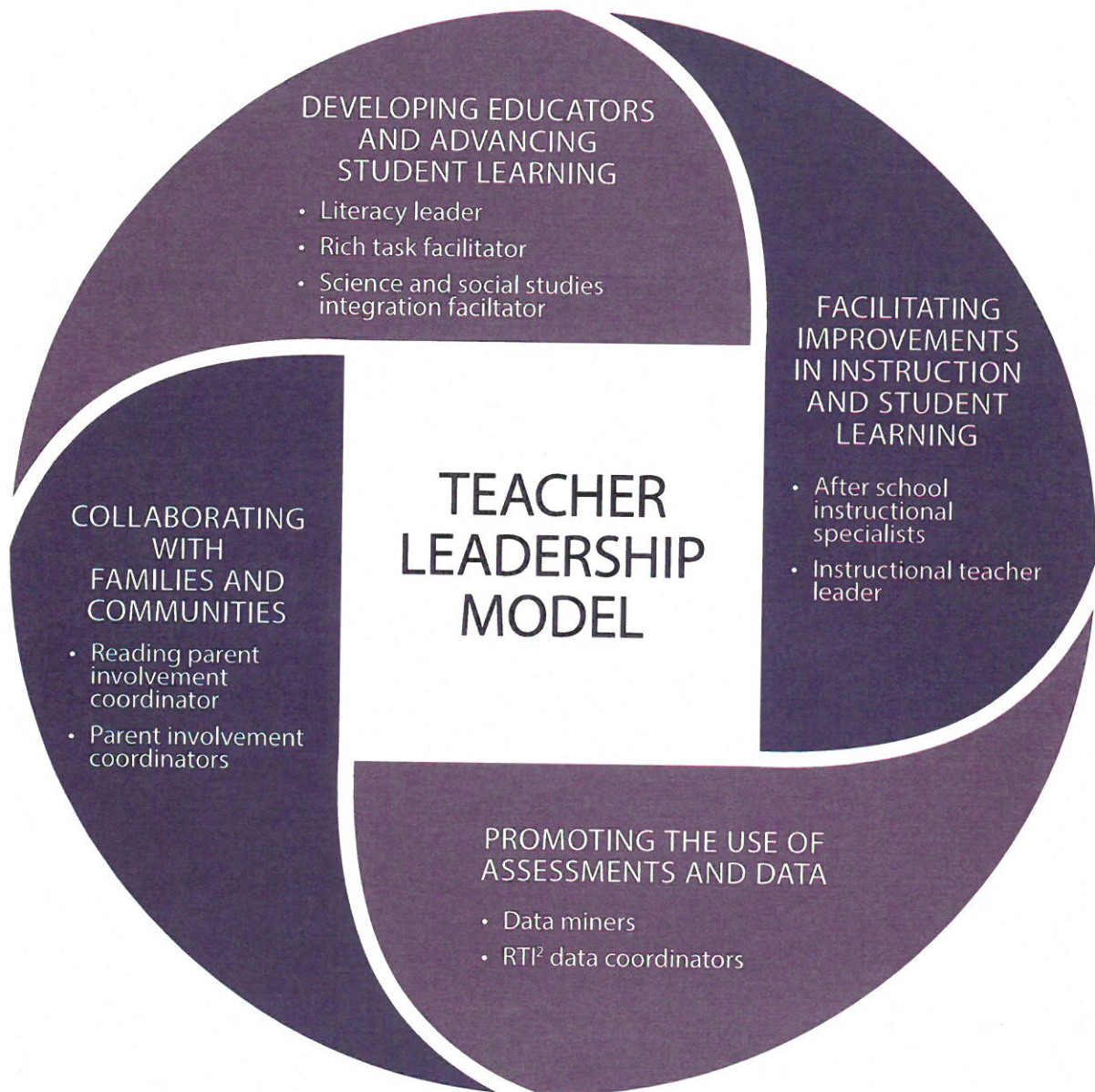
Teacher leaders believe:

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

Teacher leaders have capacity to:

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

ROLES & RESPONSIBILITIES



STRATEGIES FOR SUCCESS

1 IDENTIFY

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

2 SELECT

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

3 RETAIN

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



BUILDING CAPACITY FOR TEACHERS TO LEAD

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

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



IMPLEMENTATION TIMELINE

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



MAY 2015
Stakeholder survey
(faculty and parents)



JUNE – JULY 2015
Data analysis and needs
assessment



JULY 2015
Identification of the roles
needed for the upcoming year



JULY 2015
Recruitment and selection of
teacher leaders



AUGUST 2015
Orientation of teacher leaders



AUGUST 2015
Professional learning calendar and
awareness campaign of teacher
leaders



SEPTEMBER 2015 – MAY 2016
Teacher leader begins
leadership role and participates
in bimonthly professional
learning sessions

COMMUNICATION STRATEGY

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

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



BEST PRACTICES

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

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

District and School Supports

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

Evaluation of the Teacher Leader Model

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

Pre-Existing Capacity in District

- Teacher-directed learning
- Instructional teacher leader

COST & SUSTAINABILITY

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

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

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

AFTER SCHOOL INSTRUCTIONAL SPECIALISTS

$$13.5 \text{ positions} \times 14 \text{ icons} \times \$1,260 \text{ per position} = \$17,010$$

INSTRUCTIONAL TEACHER LEADER, PARENT INVOLVEMENT COORDINATOR

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

READING PARENT INVOLVEMENT COORDINATOR

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

DATA MINER

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

\$37,430

total budget amount