

# Clarksville-Montgomery County Schools

## Superintendent Acknowledgment

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

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## MODEL SUMMARY

3 + 1 TLM

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

Curriculum Focus – Curriculum Specialist and Resource Provider

Instruction Focus – Instructional Specialist and Site-based Induction Specialist

Innovative Focus – Catalyst for Change and Learning Facilitator

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



**37**

schools in the district

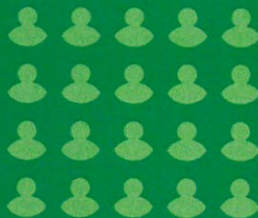


**30,621**

student population

**2,011**

teachers in the district



**\$ 8,829.32**

per pupil expenditure



# RATIONALE

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

## Teacher Leaders Believe:

- In their professional responsibility to improve their instructional practice.
- Students deserve superior classroom instruction.
- A collaborative culture builds trust.
- Peer observation and modeling of best practices helps teachers grow.
- Evaluation of formative data is integral to teacher and student success.
- Teachers must be lifelong learners if all students are to graduate college and/or career ready.

## Teacher Leaders Have Capacity To:

- Attain superior results within their own classrooms.
- Engage adult learners in meaningful professional development and learning experiences.
- Effectively communicate with students, teachers, and administrators.
- Collect and analyze data linking student achievement to instructional practices.
- Work with their school administrators to help implement effective change initiatives.
- Help teachers manage their personal transitions through building- and district-level change.

# ROLES & RESPONSIBILITIES



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## STRATEGIES FOR SUCCESS

### 1 IDENTIFY

- Identify high quality, level four and five teachers (per the state's evaluation process), skilled in content knowledge.
- Identify high quality teachers who have above average student scores.
- Identify teachers who are skillful in the use of data analysis to drive instruction and student learning.
- Identify teachers who are respected by peers and administration.

### 2 SELECT

- Develop clearly defined job descriptions for each of the six teacher leader roles.
- Develop technical, behavioral and role specific competencies for all teacher leader roles.
- Develop a selection screening tool.
- Communicate teacher leader opportunities to identified teachers.

### 3 RETAIN

- Create a structure involving intrinsic and extrinsic rewards, as well as formal and informal recognition.
- Develop foundational and role specific professional learning activities to build capacity.
- Create ways for teacher leaders to broaden impact on school improvement.
- Provide useful feedback to teacher leaders on strengths and opportunities for improvement.
- Ensure adequate resources are in place to support teacher leaders.
- Provide opportunities for teacher leaders to share best practices in similar job sessions.

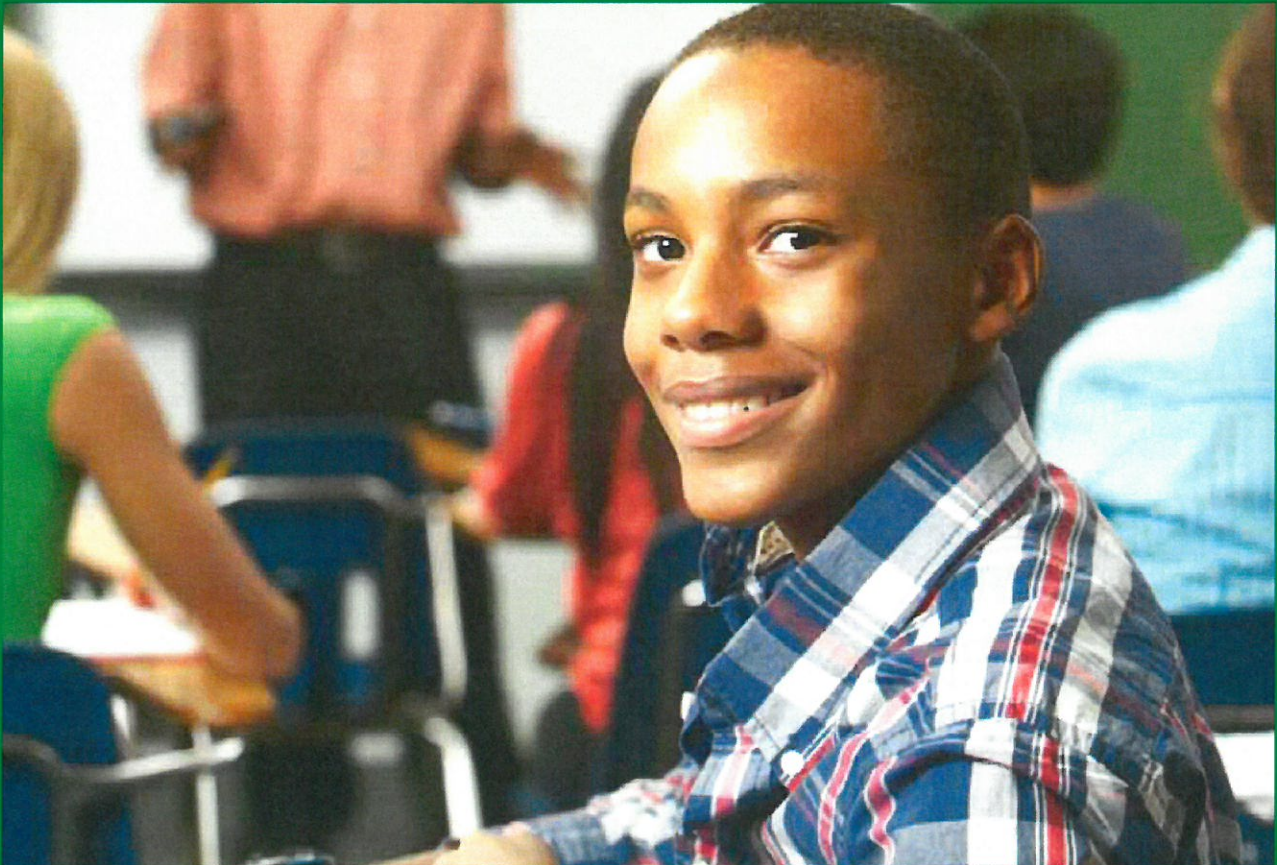




## BUILDING CAPACITY FOR TEACHERS TO LEAD

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

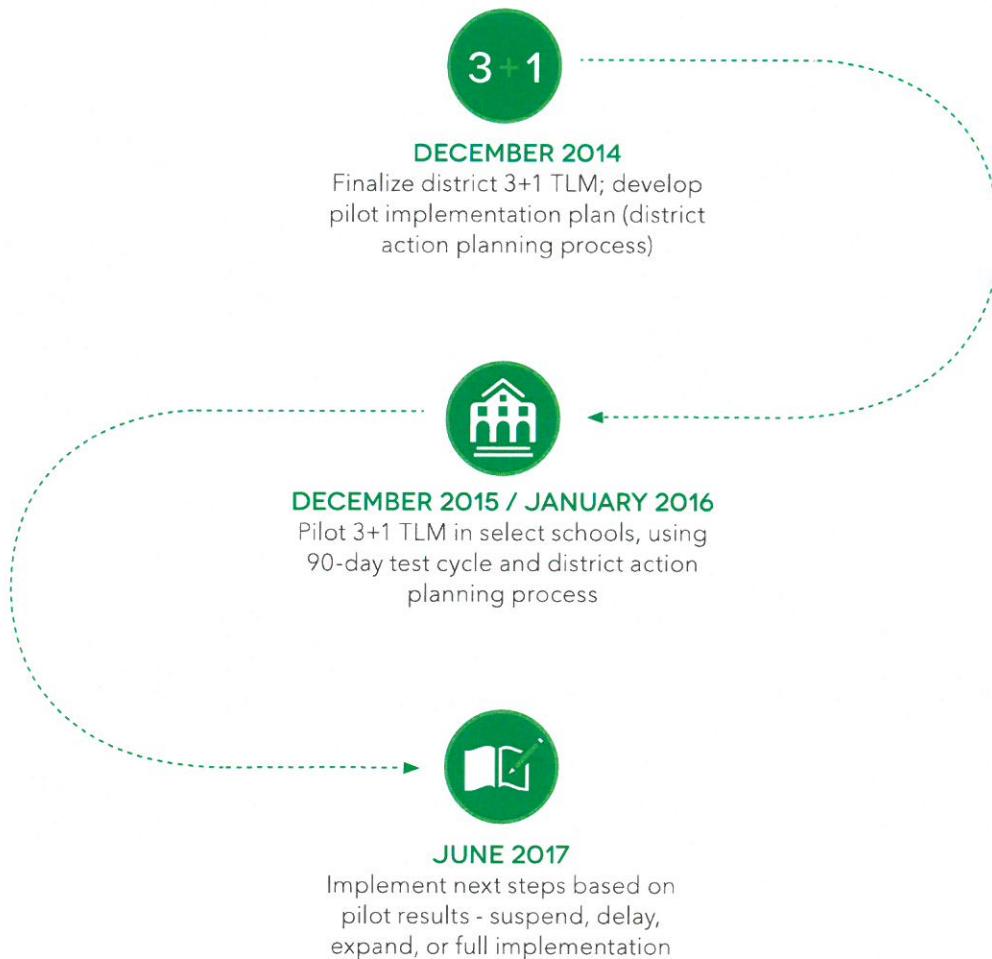
- Develop clearly defined roles and responsibilities for teacher leader roles
- Create ways for teacher leaders to broaden their impact on school improvement
- Develop communications plan detailing the model's purpose, process, and protocols
- Develop professional learning activities to support teacher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



# IMPLEMENTATION TIMELINE

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

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



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## COMMUNICATION STRATEGY

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

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

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





# BEST PRACTICES

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

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

## District and Building Supports

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

## Evaluation of Individual Teacher Leader Model & Model Effectiveness

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

## Pre-Existing Capacity in District

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



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## COST & SUSTAINABILITY

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

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

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

### SITE-BASED INDUCTION SPECIALIST



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$$\begin{array}{r} 65 \\ \text{POSITIONS} \end{array} \times \begin{array}{r} \$1,830 \\ \text{PER POSITION} \end{array} = \boxed{\$118,950}$$