

Collierville Schools

Superintendent Acknowledgment

I, John Aitken, as director of Collierville Schools, 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.

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MODEL SUMMARY

School Support Teams

During the 2015-16 school year, Collierville Schools will implement School Support Teams, made up of approximately 54 teacher leaders across the district. These leadership roles have been established to provide support for all teachers to build capacity, increase teacher effectiveness, and raise student achievement.

The School Support Teams consist of three leadership positions in each of the eight Collierville Schools and 30 positions that span across multiple schools with teacher leaders serving as curriculum liaisons for the respected grade and content area, for a total of 54 positions. Educators meeting the outlined eligibility requirements may apply for School Support Team positions by completing an application for their desired role. School and district administrators will review the applications and make selections for the upcoming school year. All stipend positions on the School Support Team require a designated number of documented hours within the specific role. Also, School Support Team members will make up a Professional Learning Community that meets monthly to share resources and best practices to enhance their leadership skills. Upon completion of all outlined responsibilities, school-based instructional coaches and PLC leaders will earn a stipend of \$3,500, and district-wide curriculum support teachers will earn \$2,000.



8

schools in the district

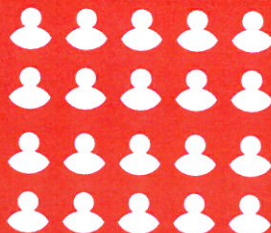


7,995

student population

504

teachers in the district



\$ 10,333.20

per pupil expenditure

RATIONALE

In order to ensure that every student is nurtured and challenged by a highly effective teacher in every classroom, Collierville Schools is committed to developing teacher leaders to multiply their impact across the district. Given the competitive marketplace for highly effective teachers and limited financial resources, we recognize the need to strategically allocate those resources to develop, retain, and leverage our most talented teachers across the district. In particular, we must provide teachers with leadership and advancement pathways beyond the traditional administrative roles that pull them out of the regular classroom. We believe that it is not enough simply to retain our most effective teachers; we must provide them with a framework, time, and resources to develop a similar capacity in their colleagues through peer-to-peer coaching, feedback, and a model for best practices. By investing in the resource that has the greatest impact on student learning – our teachers – we will continue the legacy of high student achievement in Collierville Schools.

Teacher leaders believe:

- all students can learn at high levels with the right support.
- great teaching is a process of continual, reflective inquiry, and it can be improved through dedication and hard work.
- collaboration, goal-setting, feedback and self-reflection are essential.



Teacher leaders have capacity to:

- collaborate and experiment to improve student learning.
- influence others beyond their classrooms by sharing best practices, taking risks, and building relationships.
- give and receive feedback in both formal and informal ways.
- engage, motivate, and inspire students and colleagues.
- analyze and use data to create short and long-term instructional plans.
- build consensus and commitment on issues related to improving student learning.

ROLES & RESPONSIBILITIES

INSTRUCTIONAL
COACH

- Conduct non-evaluative observations and coaching conversations
- Provide resources and research-based strategies
- Facilitate personal learning plans
- Model effective teaching
- Implement reflective practices
- Analyze data to determine teacher and student needs
- Assist with peer-to-peer observations
- Facilitate professional learning sessions
- Full-time teacher position provided release days

PLC
LEAD TEACHER

- Create and maintain PLC norms, agendas, and minutes
- Unpack and prioritize standards
- Create and score CFAs
- Track and analyze student data
- Facilitate professional learning sessions
- Serve as a member of SRTI team
- Full-time teacher position provided release days

CURRICULUM
SUPPORT
TEACHER

- Attend and redeliver local/state trainings
- Lead monthly, district-wide interscholastic PLCs for the respective grade/subject
- Serve as the liaison for the respective grade/subject regarding state standards, assessments, and instructional resources
- Model and share best practices with colleagues
- Provide model classroom for teacher visits
- Full-time teacher position provided release days

SCHOOL SUPPORT TEAMS

STRATEGIES FOR SUCCESS

1 > IDENTIFY

- Share the purpose and vision for School Support Teams with stakeholders
- Distribute teacher leader applications that outline eligibility requirements, expectations, and responsibilities
- Host informational meeting for teachers interested in applying for a teacher leader role
- Link teacher leader model and applications to district website for easy access

2 > SELECT

- Communicate the deadline for teachers to submit teacher leader applications to administrators and district office
- Notify School Support Teams when final selections have been made

3 > RETAIN

- Provide teachers with the opportunity to apply for teacher leader positions that build on their interests and leadership strengths
- Compensate teachers monetarily upon completion of the outlined leadership roles
- Provide release time throughout the year to complete teacher leader responsibilities
- Meet regularly with School Support Teams to collaborate and celebrate success
- Provide ongoing training for growth
- Recognize teacher leaders publically (e.g., school board meetings, monthly newsletters, etc.)



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.

- Identify a district-level coordinator to oversee the work of the School Support Teams and provide ongoing communication with school administrators.
- Identify and communicate a clear description of the teacher leader roles, including eligibility requirements, responsibilities, and stipend guidelines.
- Candidates sign teacher leader agreements to commit their confidentiality and fidelity to the established roles.
- School administrators and district coordinator make final selections for School Support Teams.
- Administrators meet with School Support Teams to establish goals and expectations for the upcoming year for the areas in which they serve.
- School Support Teams attend summer training to gain knowledge and resources to effectively implement their teacher leader roles.
- School Support Teams meet regularly to identify school- and teacher-specific needs and plan professional learning sessions in these areas.
- School Support Teams meet monthly with the district's coordinator and other School Support Teams to collaborate.
- School Support Teams attend all required professional learning opportunities.

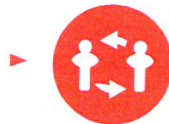
IMPLEMENTATION TIMELINE

The School Support Team model was designed to support teachers in identified areas of need and provide leadership opportunities for the most effective teachers. The model will be shared with all stakeholders during informational and administrative meetings. Teachers exhibiting leadership skills and demonstrated effectiveness apply for the leadership positions in May and are notified of selection in June. All School Support Team members will attend a summer training session and subsequent monthly trainings in order to collaborate and strengthen leadership skills. A mid-year survey will be implemented to assess the district's needs and the work of the School Support Teams. Professional learning opportunities will be provided throughout the year for instructional coaches, curriculum support teachers, and PLC lead teachers to increase their knowledge and sharpen their leadership skills. In March 2016, school, teacher, and student data will be reviewed to evaluate the School Support Team model, at which time necessary changes will be made for the following school year.



MARCH – APRIL 2015

Informational meetings to share the purpose and vision of School Support Team model



MAY – JUNE 2015

Teacher leader applications are released, and district and school leaders make School Support Team selections



JULY – AUGUST 2015

School Support Team training and new teacher orientation



SEPTEMBER – OCTOBER 2015

School Support Team monthly meetings, and new teacher quarterly training



NOVEMBER – DECEMBER 2015

School Support Team monthly meetings, new teacher quarterly training, and mid-year survey



JANUARY – FEBRUARY 2016

School Support Team monthly meetings, and new teacher quarterly training



MARCH – APRIL 2016

School Support Team monthly meeting, data review to evaluate School Support Team effectiveness, School Support Team recognition, and new teacher quarterly training

COMMUNICATION STRATEGY

Collierville Schools began the 2014-15 school year with three teacher leader positions in each of the eight schools. A team of educators, serving on the Teacher Leader Network, was charged with assessing the impact of these positions to determine if any changes needed to be made in future teacher leader roles to ensure identified needs are being met. The current positions, along with the teacher leadership model adopted by Collierville Schools, will continue to be refined to meet the needs of the district. All school principals and district staff recognize the importance of teacher leadership, and in addition to the aforementioned roles, have existing shared leadership structures in place, including leadership teams and a structure for Professional Learning Communities.

Moving forward, the district will implement the new School Support Team leadership model, which was created as a result of the work of the Teacher Leader Network from November through March 2014.

The blueprint of this model has been communicated throughout the development stages with input from stakeholders. The final School Support Team model was presented to and approved by district leadership pending budget approval. Additionally, the model will be rolled out at administrator meetings, teacher informational sessions, and presented to the Collierville School Board. Ongoing communication will take place through School Support Teams trainings, leadership meetings, administrator feedback, and peer surveys as the district strives to increase teacher effectiveness and build leadership capacity in Collierville Schools.



BEST PRACTICES

Using a set of guiding questions, Collierville 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

- Scheduling to include collaboration and extended planning time
- Flexible scheduling to include release time
- Professional learning for teacher leaders
- Budget allocations for additional teacher leader positions
- Principals' commitment to shared leadership

Evaluation of the Teacher Leader Model

- Teacher leader questionnaire and time log
- Analysis of individual teacher TEAM and TVAAS data
- Analysis of school- and grade-level TVAAS and achievement data
- Teacher retention data
- Peer-perception survey data

Pre-Existing Capacity in District

- Existing framework for school-based teacher leaders including building-level coaches and mentors
- Commitment to interscholastic, cross-school PLCs
- Budget allocations include stipends for existing teacher leader positions
- Site-based management of flexible scheduling

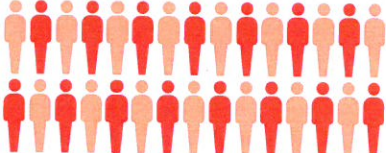
COST & SUSTAINABILITY

The teacher leader positions that make up the School Support Teams have been incorporated into Collierville Schools' differentiated pay plan.

INSTRUCTIONAL COACH

$$16 \times \$3,500 = \$56,000$$
The equation shows 16 multiplied by \$3,500 equals \$56,000. To the right of the number 16 are 16 person icons arranged in two rows of eight.

CURRICULUM SUPPORT TEACHER

$$30 \text{ positions} \times \$2,000 \text{ per position} = \$60,000$$
The equation shows 30 positions multiplied by \$2,000 per position equals \$60,000. To the right of the number 30 are 30 person icons arranged in three rows of ten.

PLC LEAD TEACHER

$$8 \text{ positions} \times \$3,500 \text{ per position} = \$28,000$$
The equation shows 8 positions multiplied by \$3,500 per position equals \$28,000. To the right of the number 8 are 8 person icons arranged in two rows of four.