

Cleveland City Schools

Superintendent Acknowledgment

I, Martin Ringstaff, as director of Cleveland City 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

Teacher Leader Program

Cleveland City Schools' Teacher Leader Program will increase instructional capacity by providing opportunities for teachers to collaboratively plan to improve student achievement in core content areas. Working in partnership with administrators and instructional facilitators, teacher leaders will focus on identifying curriculum resources, analyzing student data, and conducting professional development to ensure students' academic growth in English language arts, math, science, and social studies. The district will identify teacher leaders to serve at each grade span (K-2, 3-5, 6-8, and 9-12). To promote the district's technology initiatives, the Teacher Leader Program will include two technology teacher leaders to support secondary level teachers in the implementation and usage of a new learning management system.



9

schools in the district

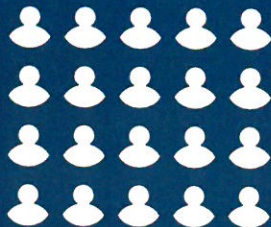


5,303

student population

348

teachers in the district



\$ 9,356.00

per pupil expenditure

RATIONALE

The Cleveland City School System believes teachers are more likely to accept feedback, constructive criticism, and change initiatives from their peers than from superiors. Teacher leaders can bridge this gap between teachers and administrators in order to improve student achievement. These leaders are a voice for teachers and a liaison for administrators. These teachers support administrators in decisions about curriculum and instruction. As they actively and successfully perform their responsibilities, Teacher Leaders will strengthen leadership skills to support their professional growth goals.

Teacher leaders believe:

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

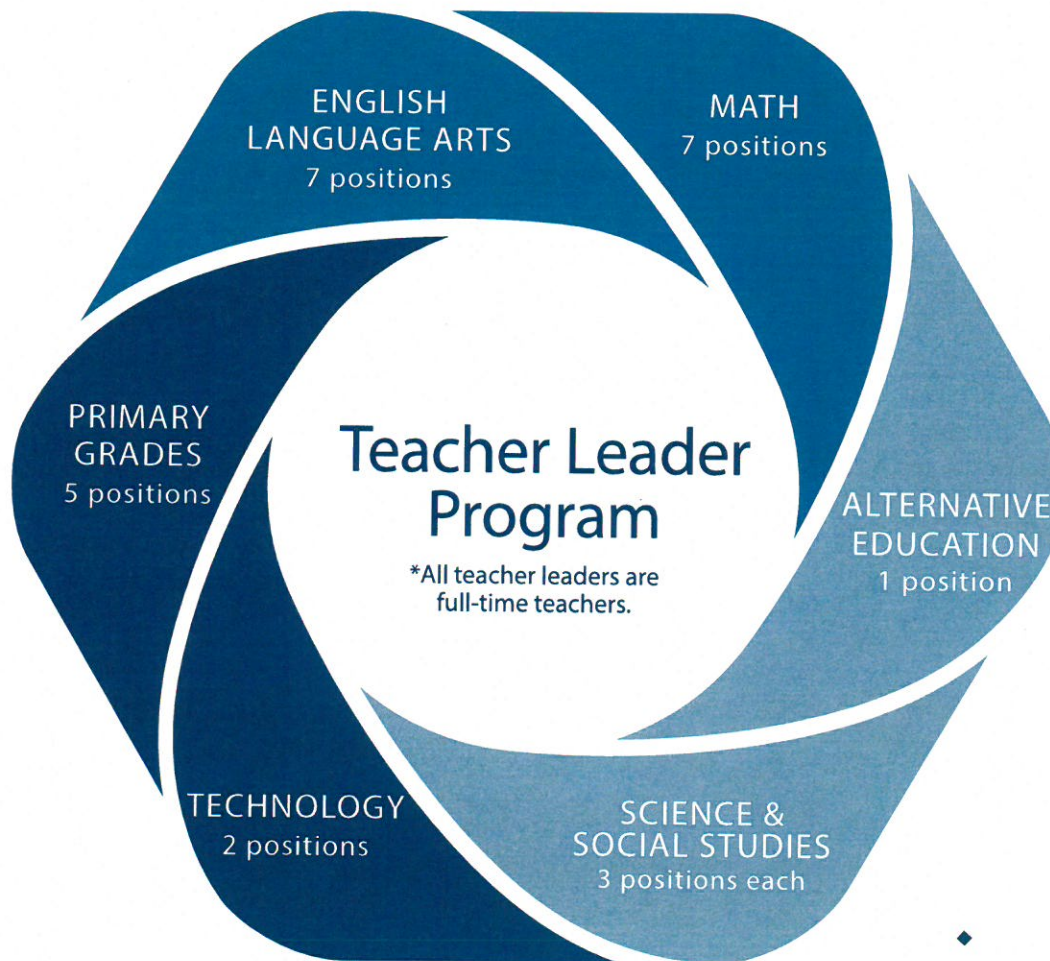
Teacher leaders have capacity to:

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

- Create benchmark assessments
- Analyze data
- Facilitate professional learning
- Develop curriculum resources
- Serve on school leadership team/system curriculum team

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- Create benchmark assessments
- Analyze data
- Facilitate professional learning
- Develop curriculum resources
- Serve on school leadership team/system curriculum team
- Troubleshoot issues inside online programs
- Help teachers develop classroom procedures for blended learning

- Create end-of-year assessments
- Analyze data
- Facilitate professional learning
- Develop curriculum resources
- Serve on school leadership team/system curriculum team

- Help teachers add content to Blackboard
- Show teachers how to develop master courses with other teachers in a content area or grade level
- Model lessons taught through Blackboard
- Troubleshoot issues inside of Blackboard
- Help teachers create tests, quizzes, and other assessments
- Work with teachers on the most effective ways of using Blackboard in the classroom
- Help teachers develop classroom procedures for blended learning

- Create benchmark assessments
- Analyze data
- Facilitate professional learning
- Develop curriculum resources
- Serve on school leadership team/system curriculum team

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Communicate the importance of a Teacher Leader Program to stakeholders
- Establish a sustainable budget to compensate teacher leaders
- Create a Teacher Leader Program that will lead to improved student achievement
- Develop a teacher leader selection process in partnership with Teacher Leader Network, personnel department, and system administrators
- Identify a professional learning plan to support system teacher leaders
- Promote the Teacher Leader Program through flyers, website postings, and informational meetings

2 SELECT

- The Teacher Leader Council and personnel department confirm the job descriptions and expectations for each position
- Effective TEAM Evaluation results are strongly considered in the selection process
- Teacher leader candidates must demonstrate the ability to develop and maintain positive, professional relationships
- Teacher leaders must demonstrate effective classroom practices related to their content area

3 RETAIN

- Provide ongoing professional learning activities for teacher leaders
- Record and communicate successful teacher leader experiences to stakeholders
- Compensate teacher leaders with money allocated in the system's differentiated pay plan
- Develop and implement a model for administrators, teachers, and teacher leaders to evaluate the Teacher Leader Program
- Recognize and celebrate teacher leader successes throughout the school year



BUILDING CAPACITY FOR TEACHERS TO LEAD

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

- Determine a clear vision and goals for teacher leaders.
- Train teacher leaders in state initiatives to be implemented at the school level.
- Clearly define and communicate roles and responsibilities.
- Identify pre-existing capacity in district.
- Provide district- and school-level supports.
- Evaluate the effectiveness of the Teacher Leader Program.



IMPLEMENTATION TIMELINE



NOVEMBER 2014

Conduct a needs assessment among district administrative team to determine potential teacher leader roles and responsibilities.



JANUARY 2015

Teacher Leader Network analyzes identified district and school needs to improve student achievement and develops rationale related to Tennessee's Teacher Leader Standards.



FEBRUARY 2015

School board approves a budget to support the development of a Teacher Leader Program.



MARCH 2015

Teacher Leader Network completes district plan.



APRIL 2015

Teacher Leader Network and personnel department determine hiring process, creates job descriptions, and posts teacher leader positions (website, flyers, email, etc.).



MAY 2015

District and school-level leaders select and hire teacher leaders.



SUMMER 2015

Teacher leaders engage in professional learning experiences.



SEPTEMBER 2015

Conduct the first monthly teacher leader meeting.



MARCH 2016

Evaluate the initial year of the district's Teacher Leader Program and provide report to the School Board.



APRIL 2016

Begin the hiring process for year two of the Teacher Leader Program.

COMMUNICATION STRATEGY

PHASE 1 & 2 COMPLETE

PHASE 1: Communication with Administrators, District Level Staff, and School Board

Prior to the initiation of the teacher leader concept, the Teacher Leader Network met with administrators and district-level staff to identify district-level needs to be addressed by the Teacher Leader Program. Each cluster (K-5, 6-8, 9-12) then identified school-level needs that could be addressed through the addition of a school level teacher leader.

PHASE 2: Communication with Teachers

After the initial meeting, principals shared with their staffs a brief description of the structure of the Teacher Leader Program and what to expect from the district and the Teacher Leader Network. They were given a timeline of events that would take place over the following months. Communication and transparency are important aspects of this model to ensure buy-in and cultivate a positive perception of the program.

PHASE 3b: Communication Between Teacher Leaders and School Administration

Teacher leaders will become a part of the leadership team within each local school. They will meet regularly with school administration to discuss school-level implementation of state and district initiatives. During these meetings, both school leaders and teacher leaders will communicate identified needs and work together to develop a plan to best meet those needs in the local school. School administrators will use information gathered in these meetings to shape future professional learning plans and resource allocations.

PHASE 4: Communication with Stakeholders

It is very important to assess the successes and shortcomings of the program and to adjust appropriately. Periodically, the school-based leadership team, comprised of teacher leaders, administrators, administrative support personnel, teachers, parents and other community stakeholders will meet and discuss the benefits of the program and determine the successes and opportunities of the program. In addition to the leadership meetings, the teacher leaders will regularly communicate with the administrator(s) within the school and at the district level about the successes and opportunities of the program. After the first year of implementation, the leadership team will evaluate the program and determine what adjustments need to be made.

PHASE 3a: Communication Among Teacher Leaders

Communication among teacher leaders will be vital to the implementation of the Teacher Leader Program. Teacher leaders will meet monthly to discuss district initiatives, program implementation, and school/district needs. Monthly meetings will ensure district alignment and function as a support program for new leaders. In addition, these teacher leaders will meet on a regular basis at each of their schools to address district and school initiatives. District supervisors will conduct the district-level meetings, while principals will facilitate meetings at the school level.

BEST PRACTICES

Using a set of guiding questions, Cleveland City 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

- Professional learning for teacher leaders
- Common time for collaborative planning at school and district level
- District guidance on a reliable selection process that includes school-level participation
- TEAM evaluation model

Evaluation of the Teacher Leader Model

- Teacher leaders' self-reflection inventory
- Principal and peer feedback surveys
- TEAM data analysis
- Test data analysis

Pre-Existing Capacity in District

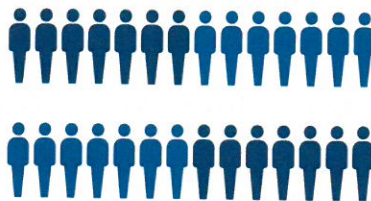
- District and school instructional leadership teams
- Professional learning budget to support teacher leader training
- School-level instructional facilitators
- District RTI² coordinator
- Pre-existing district and school data collection procedures

COST & SUSTAINABILITY

Cleveland City Schools' Teacher Leader Program will be funded through the state's differentiated pay plan at an annual cost of \$50,000. During the initial year of implementation, the school system will identify a maximum of 28 teacher leaders, and compensate each professional with a \$1,500 stipend for the additional leadership responsibilities. The district identified needs for teacher leaders to serve as school-district liaisons in the curriculum areas related to primary grades, English language arts, math, science, social studies, technology, and alternative education.

CLEVELAND CITY TEACHER LEADERS

ROLE	AVAILABLE POSITIONS	COST PER ROLE	FUNDING SOURCE
Primary Grades	5	\$1,500 + benefits	Differentiated Pay
English Language Arts	7	\$1,500 + benefits	Differentiated Pay
Math	7	\$1,500 + benefits	Differentiated Pay
Science	3	\$1,500 + benefits	Differentiated Pay
Social Studies	3	\$1,500 + benefits	Differentiated Pay
Technology	2	\$1,500 + benefits	Differentiated Pay
Alternative Education	1	\$1,500 + benefits	Differentiated Pay



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 \$1,500 \\
 \text{+ benefits} \\
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