

Dyersburg City Schools

Superintendent Acknowledgment

I, Neel Durbin, as Director of Dyersburg City 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

Operation Success

Operation Success is a framework that includes various teacher leader positions. These Teacher Leaders will exhibit a shared vision, a collaborative mind-set, and a focus on student achievement and growth. Increasing leadership capacity among staff along with teacher effectiveness will have a direct effect on teacher retention and school climate and culture. Research proves that highly effective teachers continually need support and opportunities for growth and leadership. Through this teacher leader model, schools will give these effective teachers opportunities to share their knowledge and expertise with other educators. With the implementation of this teacher leader model, the skill level of all staff should improve through peer driven professional development, providing great potential to increase student achievement.



4

schools in the district



2,908

student population

184

teachers in the district



\$ 9,836.74

per pupil expenditure



RATIONALE

Increasing student achievement and developing highly effective staffs frame the need for a Teacher Leader Model. If the Teacher Leader model can add to the collegiality, shared vision, and individual ownership of student outcomes, then it is worthwhile. If the program helps develop entire staffs and enables schools to retain highly effective teachers, it is worthwhile. If the Teacher Leader model increases achievement and growth among students, then it must be initiated.

Teacher Leaders Believe:

- In the school vision for continuous improvement.
- Collaboration is crucial when establishing goals and strategies.
- In research proven strategies to improve student learning.
- In the use of data to improve student achievement.

Teacher Leaders Have Capacity To:

- Communicate effectively.
- Focus on student achievement and growth.
- Effectively utilize data from multiple sources.
- Select appropriate interventions and programs to improve instruction and maximize learning.
- Monitor programs for both success and failure and make adjustments accordingly
- Help create and maintain a positive culture for staff and students while maintaining high expectations for school success.
- Establish positive, trusting relationships with stakeholders.
- Possess a strong sense of moral and ethical behavior.



ROLES & RESPONSIBILITIES

ACADEMIC MENTOR

- Assists in teacher planning and collaboration
- Gives positive specific feedback on pedagogy
- Assists in data analysis
- Develops classroom management strategies
- Uses school data from Tennessee Educator Acceleration Model (TEAM) report to increase teacher effectiveness

SUBJECT AREA COACH

- Effectively leads subject area PLCs
- Possesses a good working knowledge of area standards
- Provides support for areas of need
- Provides expertise on subject area teaching strategies

LEAD IN-HOUSE PROFESSIONAL DEVELOPER

- Develops and designs an effective PD session
- Effectively presents chosen topics to enhance staff effectiveness
- Evaluates PD sessions to determine ongoing support

INSTRUCTIONAL LEADERSHIP TEAM MEMBER

- Aids in school wide decision making
- Communicates school vision and expectations
- Enhances communication between staff and administration
- Assists in school wide data dissemination

R E S P O N S I B I L I T I E S

STRATEGIES FOR SUCCESS

1 IDENTIFY

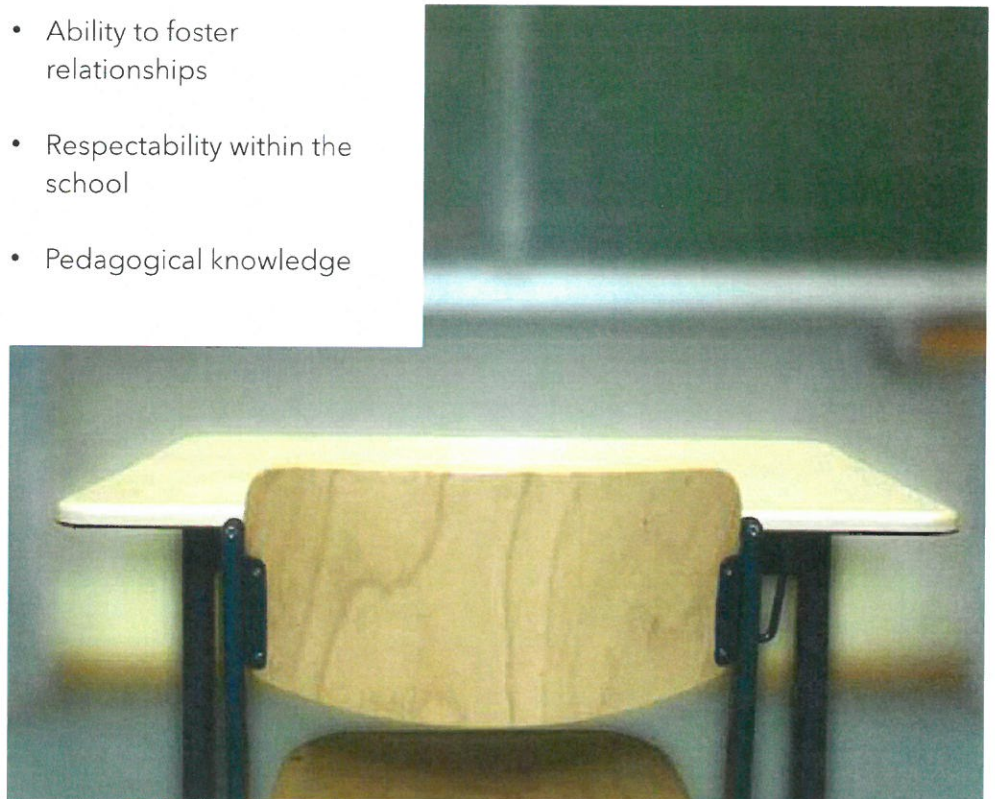
- Teachers apply for the positions
- TVAAS data
- Communication skills
- Ability to teach adults

2 SELECT

- Administrators will interview and select based on specific characteristics:
- Years of experience
- Previous student achievement
- Willingness to learn and communicate
- Vision of the school
- Ability to foster relationships
- Respectability within the school
- Pedagogical knowledge

3 RETAIN

- Monetary compensation
- Flex-time
- Specific professional development
- Building and district-level support
- Additional time to work with other teachers





BUILDING CAPACITY FOR TEACHERS TO LEAD

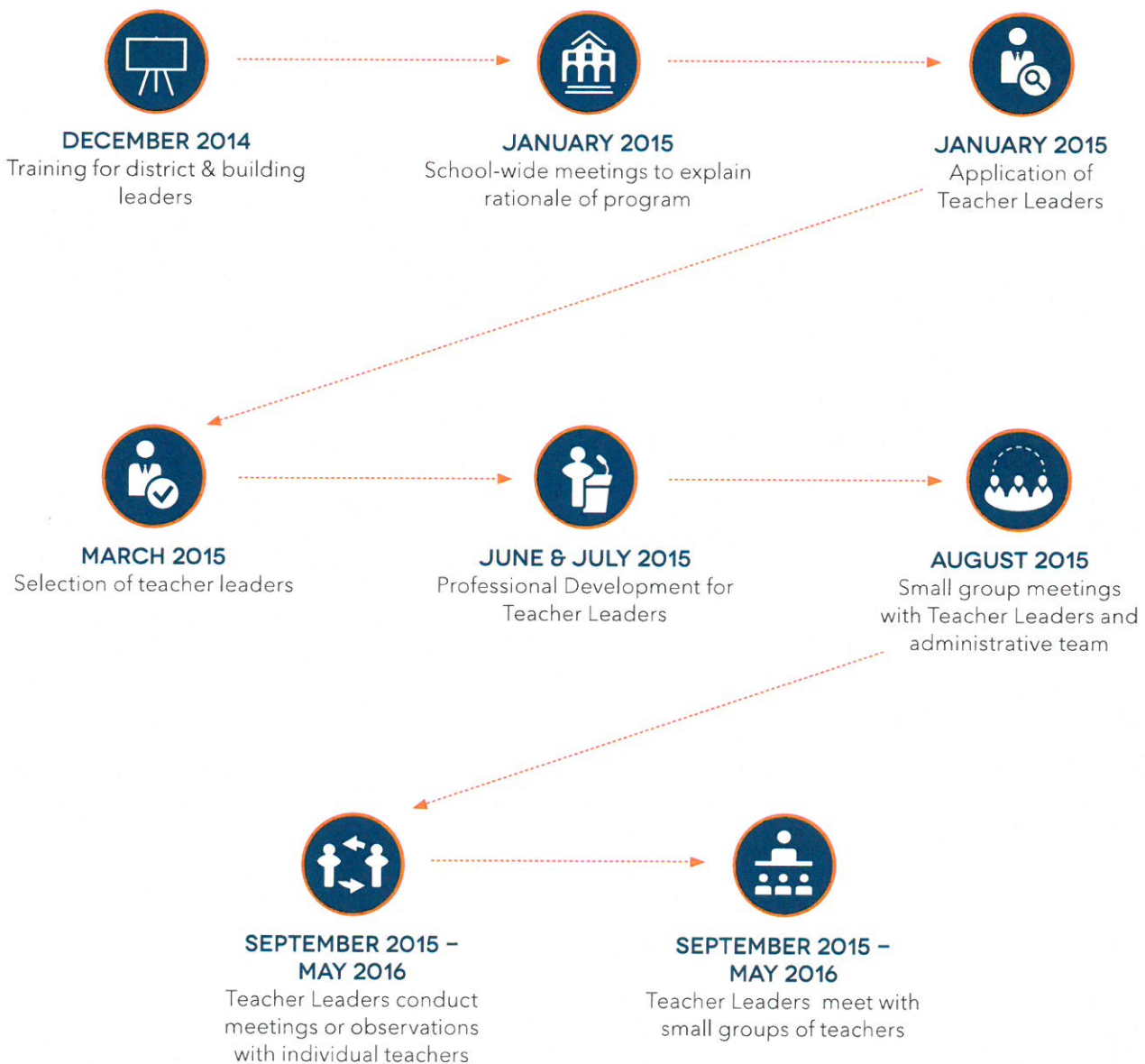
Implementation of this teacher leader model requires preparation for teacher leaders, building staff, and building / district leaders. The following are suggested best practices for effective implementation.

- Stakeholders must be prepared for any change within the building
- Dedicate time for initial professional development for Teacher Leaders
- Dedicate time to institute the implementation plan
- Design building schedule with collaborative time
- List specific goals for each team



IMPLEMENTATION TIMELINE

Dyersburg City Schools is committed to the implementation of a teacher leader model. While the district is currently utilizing some teacher leader positions, the comprehensive rollout of the model will not take place until the 2014-2015 school year.



COMMUNICATION STRATEGY

Communication is an essential element to the success of the model. The communication strategies to the various stakeholders should first encourage support of the model by explaining the rationale for implementation. Teacher leaders must understand the vision of the school and be able to make connections with their own personal visions. Making this connection will allow them to own the message and carry it to the other teachers in the building. The school's administrative team must ensure that the culture of collaboration continues and extends to all members of the faculty. All members must view this as a learning experience, not merely a mandate. By setting a positive tone in the school, the culture, strategies, and student achievement can soar.

The success of the model will require direct communication with the entire staff as well as clearly written steps in the process to give all involved the chance to participate and understand clearly what the model entails. There will be a need for individual conversations and adequate time given for those conversations to be meaningful. Ongoing updates about implementation as well as any changes should be communicated both written and orally as needs arise. Perceived transparency will be crucial to the integration of the model, especially in schools already experiencing success.



BEST PRACTICES

Using a set of guiding questions, Dyersburg City 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

- Collaborative time in master schedule
- Professional development for Teacher Leaders
- District-wide consistency in selection process with teacher input
- Training program from local industry for business leadership model

Evaluation of Individual Teacher Leader Model & Model Effectiveness

- TVAAS scores
- Achievement scores
- Retention of teachers

Pre-Existing Capacity in District

- Create a shared vision, tailored to each building
- Establish and empower Teacher Leaders in every building
- Reallocate resources as necessary to fund the Teacher Leader Models



COST & SUSTAINABILITY

Although the needs may be different in various grade levels or between buildings, the system is committed to supporting teacher efficacy. In supporting teacher effectiveness, the system has incorporated a differentiated pay plan which gives teachers an opportunity for growth. The funding for teacher leadership positions will be sustained through general purpose funds. The Director of Schools and school board have dedicated budgeted funds for teacher leadership positions.

MENTOR COACH

$$10 \text{ positions} \times \begin{array}{c} \text{10 icons} \\ \text{per position} \end{array} \times \$1,500 = \$15,000$$

IN-HOUSE PROFESSIONAL DEVELOPMENT PARTNERS

$$10 \text{ positions} \times \begin{array}{c} \text{10 icons} \\ \text{per position} \end{array} \times \$1,000 = \$10,000$$

INSTRUCTIONAL LEADERSHIP TEAM MEMBER

$$16 \text{ positions} \times \begin{array}{c} \text{16 icons} \\ \text{per position} \end{array} \times \$1,500 = \$24,000$$