

# Kingsport City Schools

## Superintendent Acknowledgment

I, Dr. Lyle Ailshie, as Director of Kingsport 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

Teachers Leading Change (TLC)

Kingsport Teacher Leader Council provides an opportunity for teachers to acquire leadership roles, maintain their positions in the classroom, and be compensated for the additional responsibilities. The model will positively influence student achievement, school culture, teacher retention, and build leadership capacity in our district.



**14**

schools in the district



**7,045**

student population

**499**

teachers in the district



**\$ 10,400.71**

per pupil expenditure





## RATIONALE

School administrators' support of shared leadership empowers teacher leaders to contribute to high achieving learning communities and promotes school culture. Moreover, teachers who are leaders in their own classrooms help to build a positive school culture and inspire their peers to improve their own instructional practices.



### Teacher Leaders Believe:

- It is important to be continuous learners and search for ideas to grow in the practice.
- There is a need to understand the communities in which they work and be advocates for the rights of students.
- In the value of maintaining a strong sense of purpose.

**“... teachers who are leaders in their own classrooms help to build a positive school culture and inspire their peers . . .”**

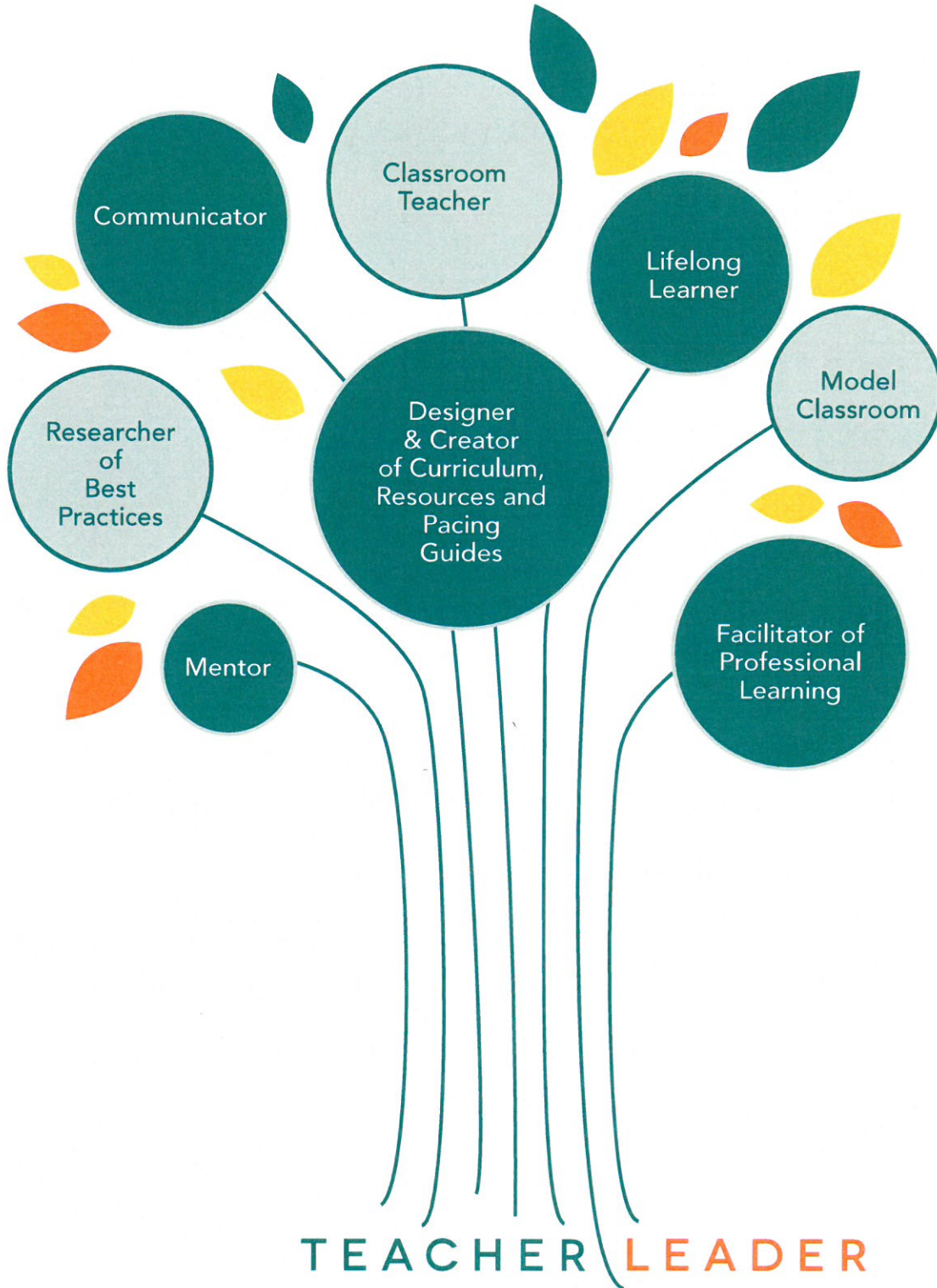
### Teacher Leaders Have Capacity To:

- Develop a community of trust and collective responsibility.
- Differentiate instruction to meet the varied needs of teachers.
- Use formative assessment to pinpoint trends and identify areas of support for teachers and students.
- Use research as evidence to improve practice and promote student achievement.
- Navigate the complexity of relationships, data, and best practice in order to support both teachers and students.



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# ROLES & RESPONSIBILITIES





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# STRATEGIES FOR SUCCESS

## 1 IDENTIFY

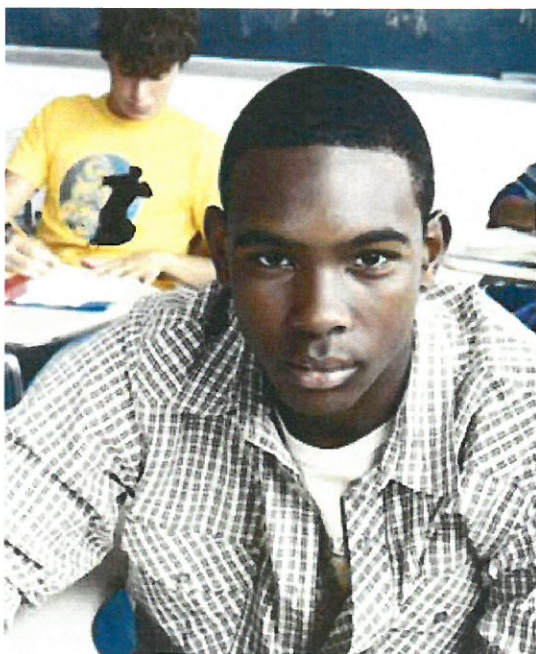
- Identify teachers who share resources and implement effective teaching strategies
- Provide expert support in curriculum and assessment, support colleagues in the classroom
- Facilitate professional learning opportunities
- Lead data conversations and drive school improvement efforts

## 2 SELECT

- Teachers that meet or exceed a score of 3 on the TEAM evaluative measure
- Evidence of performance in a leadership role by providing professional development for peers
- Evidence of perseverance and desire to serve peers
- Evidence of critical thinking and problem solving skills
- Evidence of organizational skills by meeting deadlines and created clearly defined instructional sequences
- Evidence of motivational qualities by keeping students on task
- Evidence of respect for diverse classroom cultures

## 3 RETAIN

- Provide opportunities to grow and serve others
- Offer supplemental remuneration
- Provide feedback and support for teacher leaders
- Recognize the importance of positive, effective communication between administration and teacher leaders







## 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.

- Address specific skill sets and diverse backgrounds of teacher leaders
- Inform administrators and other key leaders of the scope of the teacher leaders' work
- Broaden knowledge base of teacher leaders to include facilitation of professional learning activities
- Provide a framework at the district and building levels to support issues/questions





# IMPLEMENTATION TIMELINE

*We started this implementation plan in May 2012. Now we repeat the plan for each new school year.*

## IDENTIFICATION

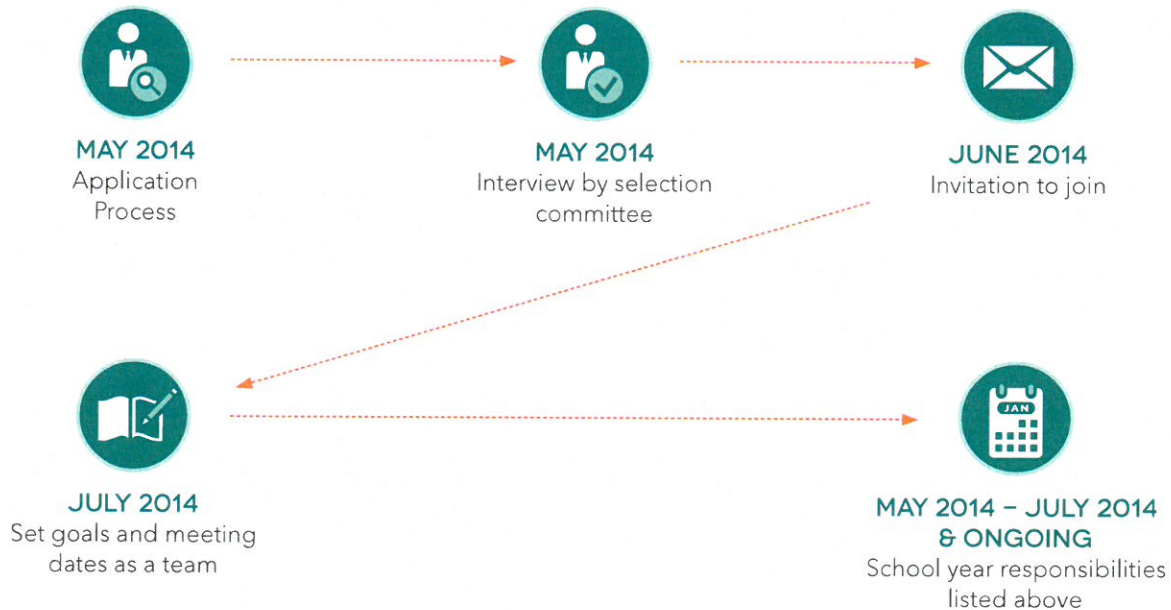
- Application Process (early May)
- Interview by Selection Committee (late May)
- Invitation to Join (early June)

## INITIAL MEETING

- Set goals and meeting dates as a team (early July)
- Share clear picture of roles and responsibilities (early July)
- Initial professional learning/team building (early July)

## SCHOOL YEAR RESPONSIBILITIES

- Collaborative Professional Learning Sessions – Continued professional learning (research and best practices) for teacher leaders at the beginning of each meeting (bi-monthly)
- Curriculum Mapping (May)
- Create and Analyze Common and Benchmark Assessments (quarterly)
- Design and Facilitate Professional Development Sessions (monthly)
- Instructional Supports – Compiling and creating resources (ongoing)
- Serve as Model Classrooms – Teacher observe throughout the year (ongoing)
- Serve as Mentors (ongoing)



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## COMMUNICATION STRATEGY

The key to sustaining a culture of teacher leadership is being proactive and cultivating a system of well-trained candidates over an extended period of time. We must commit to a model that continuously develops and retains teacher leaders. Teachers want to be recognized as the professionals they are and given opportunities to demonstrate their expertise.

A well-developed pathway for teacher leaders that is embedded within the culture of the school and district where they can experience the desired professional growth will foster a culture of sustained leadership. The district's system-wide strategic plan will lay the foundation through key practices that support the district's mission, vision, core values, and goals.

Support for teacher leadership will be included in frequent communications from the district and school. Principals and school leaders will monitor all teachers throughout the year for potential teacher leader candidates. The process for selection will be advertised through the district web page, newsletters, and district information sessions. Current teacher leaders will be highlighted throughout the school year and available for questions from future candidates. Embedded and compensated professional development opportunities will be offered throughout the year and supported during the summer months.

Leadership development must be explicitly linked to the district's vision and goals with specific attention given to current and future needs. The strategic plan for the district will be communicated and available to all stakeholders. One of the key practices states, "We will build leadership capacity within our educational community."

Individual schools and administration will diligently seek opportunities to communicate to teachers, parents, and community the importance of teacher leadership. Teacher leaders will be recognized in school and district communications, as well as at Board of Education Meetings. The work and efforts of teacher leaders will be celebrated at various points throughout the year. Teacher leaders will know they are valued members of the leadership team.

Teacher leaders will have opportunities to work together for their own professional growth as well as facilitate growth for others. They will be invited to at least one administrative leadership meeting during the school year. Building level administrators will support their work and foster collegiality by attending and participating in teacher led professional growth activities. Administrators will seek opportunities at the building and district level where teachers can lead the discussion and learning for other teachers.

Information and professional learning opportunities are received more positively from teacher leaders. Sustaining a culture of teacher leadership where teachers feel empowered will increase self-efficacy to have a positive influence on educational decisions. The appropriate support beginning with the strategic plan at the district level and systematic communications will foster a positive environment where teacher leadership can be cultivated and sustained over time.





# BEST PRACTICES

Using a set of guiding questions, Kingsport 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**

- Creative/flexible scheduling; planned release time
- Prescriptive professional development plan
- TEAM Evaluation Model
- Partnership with local higher education institutions dedicated to building teacher leaders

## **Evaluation of Individual Teacher Leader Model & Model Effectiveness**

- Teacher leader questionnaires
- Principal and peer feedback surveys
- Tennessee Educator Acceleration Model (TEAM) Analysis
- Test data analysis

## **Pre-Existing Capacity in District**

- School-based professional learning guided by teacher-directed professional development
- Instructional leadership team
- Budget allocations for professional development
- Site-based management of flexible scheduling



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## COST & SUSTAINABILITY

The Kingsport Teacher Leader Council was funded by Race to the Top monies in the 2013-2014 school year. Title II monies will fund the Teacher Leader Council in the 2014-2015 school year. This will give the district the opportunity to implement a new alternative salary schedule to determine the availability of funds needed to pay the Teacher Leader stipends for the 2015-16 school year and beyond. Kingsport's Strategic Compensation Task Force completed Phase I of the differentiated pay plan involving the one-lane pay scale, and is now working on Phase II, a compensation plan for additional roles/responsibilities.

### MATH TEACHER LEADER



### LITERACY TEACHER LEADER

