

Henderson County Schools

Superintendent Acknowledgment

I, Steve Wilkinson, as director of Henderson County 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.

Steve Wilkinson
Director of Henderson County Schools
35 East Wilson St.
Lexington, TN 38351

MODEL SUMMARY

Teacher Leadership Model

Henderson County's Teacher Leadership Model will improve student achievement through increased teacher capacity and improved instructional rigor. One of the goals is to increase parental involvement activities to support student learning and achievement. Teacher leaders will plan and implement bi-weekly parent classes in English language arts and math in order to refresh or enhance skills needed to support their child's educational development. Teacher leaders will also work together to develop common assessments for the district. Ultimately, Henderson County's Teacher Leadership Model will serve to develop and prepare teachers for future leadership roles.



9

schools in the district

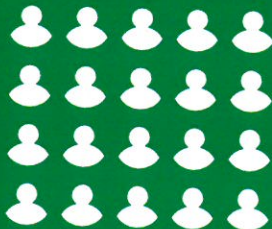


3,970

student population

244

teachers in the district



\$ 8,200.90

per pupil expenditure

RATIONALE

Henderson County strives to build an educational system where student achievement and teacher effectiveness are continuously monitored and adjusted as needed. Highly effective teachers share proven teaching strategies with their peers. Teacher leaders effectively communicate with students, teachers, parents, and administration, and they use data from multiple sources to raise student achievement. Teacher leaders are invested in the school vision to build capacity among all stakeholders.

Teacher leaders believe:

- all students can achieve.
- all students deserve a high-quality education.
- instructional decisions should be based on students' individual needs.
- in the school vision for continuous improvement.
- using data to drive instruction will result in improved student learning.
- all teachers have strengths and can share with the learning community to continue to grow as educators.

Teacher leaders have capacity to:

- believe in their students by setting high expectations.
- communicate effectively with teachers, parents, students, and administration.
- take ownership in student learning.
- be highly effective teachers within their own classrooms, help to build a positive culture within the school, and inspire their peers.
- be strong collaborators, instructors, mentors, coaches, and influencers.

ROLES & RESPONSIBILITIES

ACADEMIC MENTOR

- Provides student tutoring
- Assists in teacher planning and collaboration
- Assists in data analysis to help teachers know how their students are growing
- Develops classroom management strategies
- Assists with lesson planning using TEAM rubric

SUBJECT AREA COACH

- Implements PLCs at the school level
- Leads effective subject area PLCs
- Provides support for areas of need
- Provides expertise on subject-area teaching strategies
- Develops common assessments

IN-HOUSE PROFESSIONAL LEARNING

- Develops and designs effective professional learning sessions for their schools
- Presents topical workshops based on school needs in order to enhance staff effectiveness
- Evaluates professional learning sessions to determine ongoing support

All positions are full-time teachers.

STRATEGIES FOR SUCCESS

1 IDENTIFY

- Identify high-quality level four and five teachers per the state evaluation process
- Identify teachers that are skilled in content knowledge and have proven, effective teaching strategies
- Identify teachers who are skillful in the use of data analysis to drive instruction and student learning

2 SELECT

- Teachers that score four or five on their overall effectiveness score
- Teachers that demonstrate effective communication skills with parents, students, administrators, and colleagues
- Teachers that have the desire to differentiate instruction to meet the unique needs of each student

3 RETAIN

- Provide monetary compensation to teacher leaders
- Provide opportunities for teacher leaders to share best practices
- Provide feedback and support for teacher leaders
- Provide opportunities to grow and support others





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.

- Develop clearly defined roles and responsibilities for teacher leaders.
- Develop professional learning communities to support teacher leaders.
- Develop and communicate a plan to detail the teacher leader program.
- Encourage schools to empower teachers to take on leadership roles within their schools and the district with a shared vision.

IMPLEMENTATION TIMELINE

Henderson County started this implementation plan in May 2014, and plans to repeat the program for each new school year.

IDENTIFICATION

- Principals review overall effectiveness scores of teachers and submit recommendations to district personnel in early July.

INITIAL MEETING

- Determine a meeting date in August with all teacher leaders.
- Provide guidelines for roles and responsibilities.

SCHOOL YEAR RESPONSIBILITIES

- Serve as ongoing mentors.
- Serve as ongoing instructional support.
- Create and analyze common and benchmark assessments three times per year.
- Teacher leader supervisors will facilitate district-wide PLCs and monitor teacher leader log sheets monthly.



JULY 2015
Identify teacher leaders



AUGUST 2015
Invite teacher leaders to join initial meeting



AUGUST 2015 - MAY 2016
Implement roles and responsibilities

COMMUNICATION STRATEGY

Leadership development must be explicitly linked to the district's vision and goals with specific attention given to current and future needs. Teacher leaders will have opportunities to work together for their own professional growth and to facilitate the growth for others. The key to sustaining the Teacher Leadership Model is being proactive and cultivating a system of well-trained candidates over an extended period of time.

In 2014, the district's instructional coach took on the role of teacher leader supervisor. There was no additional compensation provided for this new role. Under the guidance of the teacher leader supervisor, building level principals are responsible for communicating teacher leadership positions and making the final decision for filling teacher leadership roles. The teacher leader supervisor will conduct the initial meeting to set guidelines, roles, and responsibilities. The supervisor will also monitor teacher leader logs on a monthly basis and provide written feedback regarding monthly activities. Teacher leaders will be compensated based on Henderson County's differentiated pay scale. Each teacher leader will receive a maximum of 50 hours compensated at a rate of \$30.00 per hour.



BEST PRACTICES

Using a set of guiding questions, Henderson County 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
- Clearly defined roles and responsibilities for teacher leader roles
- District-wide consistency in the selection process
- Strategies for teacher leaders to broaden their impact
- Professional learning communities guided by teacher leaders

Evaluation of the Teacher Leader Model

- TEAM evaluation scores
- TVAAS scores
- Teacher leader questionnaires
- Principal and peer feedback surveys
- Assessment data analysis

Pre-Existing Capacity in District

- Principals
- Teachers
- School-based academic coaches
- District administrators and other support staff
- Southwest Center of Regional Excellence (CORE) office

COST & SUSTAINABILITY

Henderson County School District's budget is aligned with the district's differentiated pay plan and State Board of Education policy. The funding for teacher leadership positions will be sustained through general purpose funds. The director of schools and school board have budgeted funds for the teacher leadership positions.

TEACHER LEADERS

