

# Henry County Schools

## Superintendent Acknowledgment

I, Sam Miles, as Director of Henry County 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

### Professional Administrators and Teachers Shared Leadership Model

Professional Administrators and Teachers Shared (PATS) Leadership Model is a framework designed to identify, develop, and extend the reach of teacher leaders by defining opportunities that allow them to take on additional roles and responsibilities, while rewarding their efforts and effectiveness with additional recognition and compensation.

Formal and informal roles include the following teacher-leader opportunities:

- Site-based Instructional Leadership Team Members
- Site-based Team Leaders
- Teacher Mentors
- Curriculum Building Team Members
- Assessment Building Team Members

School administrators encourage shared leadership in a way that empowers teachers. This supportive effort creates high achieving learning communities and promotes a positive school culture.



**6**

schools in the district



**3,179**

student population

**206**

teachers in the district



**\$ 9,185.87**

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:

- All students can achieve.
- Leadership is not a position -- it's an action.
- Fostering a collaborative culture will positively impact educator development and result in school improvement.
- Partnering with families and community stakeholders results in improved school climate and student achievement.
- Targeted professional development is necessary for teachers to expand their knowledge and skills in order to implement best practices in the classroom.
- Using student assessments and data to drive instruction will result in improved student learning.

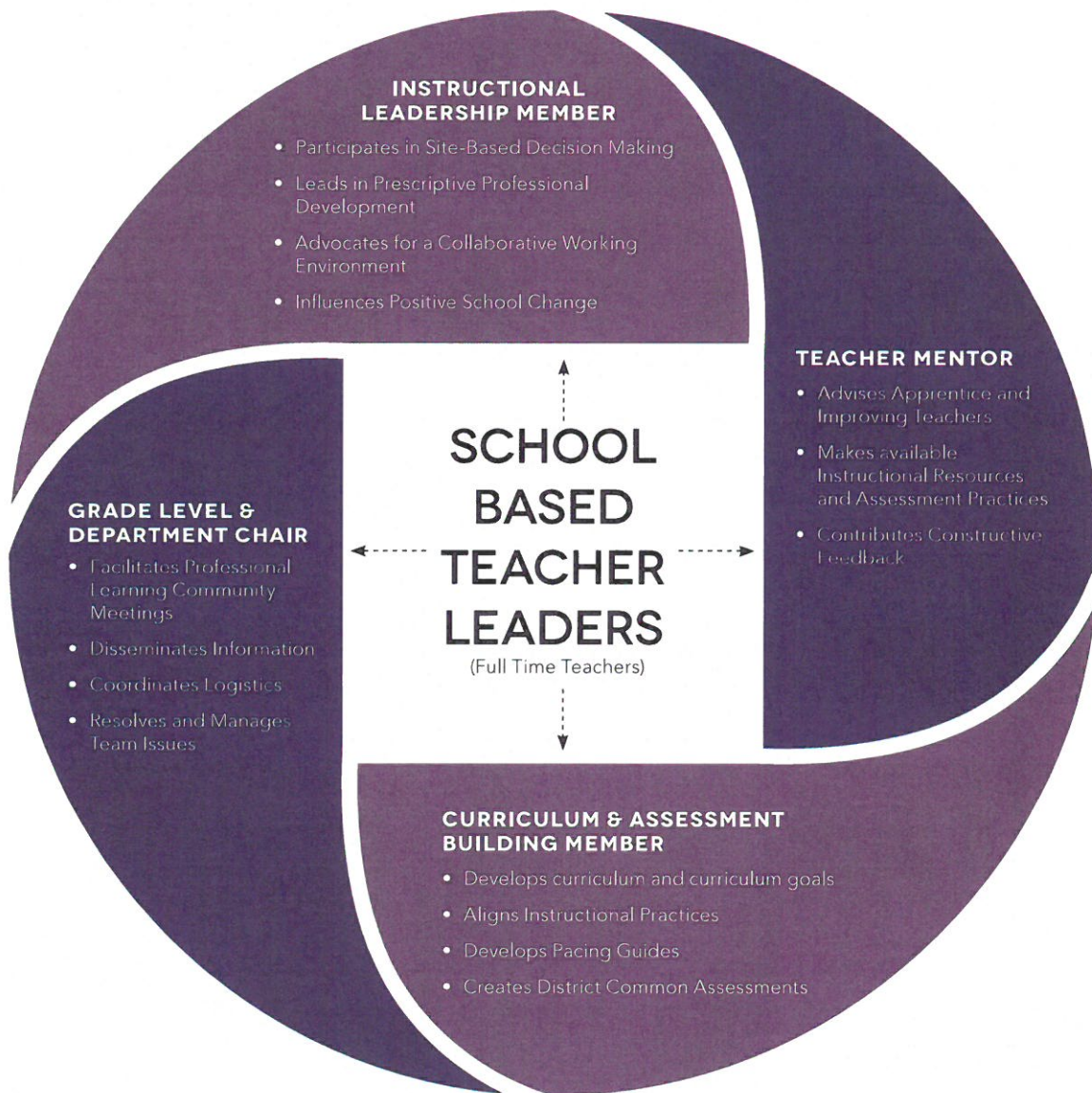
**"... support of shared leadership empowers teacher leaders to contribute to high achieving learning communities and promotes school culture ..."**

## Teacher Leaders Have Capacity To:

- Demonstrate a value system that promotes self-motivation, self-direction, and self-reflection, and professionalism.
- Effectively use data to make instructional decisions that lead to improved student achievement.
- Support cohorts in using effective instructional strategies.
- Assume teacher-leader roles and responsibilities and continue to be effective in the classroom.
- Communicate effectively, promoting a shared goal, mission, and vision.
- Hold oneself and others accountable for student learning.
- Mentor and direct cohorts' reflective and inquiry based practices.
- Demonstrate appropriate reactive fidelity by responding appropriately to demanding situations.

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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.

- Develop specific roles and responsibilities specific to individual schools and districts
- Provide training for formal and informal teacher roles
- Share resources necessary to accomplish mission, vision, and goals
- Ensure time for collaboration between administration, teachers, and teacher leaders
- Encourage collegial participation by including teacher leaders in school-level decision making





# IMPLEMENTATION TIMELINE

The Professional Administrators & Teachers Shared-Leadership model for teacher leadership can be implemented for school systems or schools that maintain status quo growth and achievement. Each milestone represents pivotal leadership roles within schools and the school district. The timeline is designed to help systems move student achievement and growth beyond predicted percentiles. In most areas the cost of sustainability is minimum and can easily be modified to meet individual school system requirements.



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## COMMUNICATION STRATEGY

Teacher leaders will play a significant role in school improvement by communicating to their peers and community the district's plan for student mastery and growth. In order for teachers to obtain and demonstrate professional growth, they will be expected to adhere to the following: feedback both positive and critical, development in areas of weakness, moving toward accomplishment of school and district responsibilities, aligning resources needed to accomplish assigned tasks, and the ability to communicate effectively with all stakeholders.

To enroll support and setup a positive school culture, the practice of teacher leadership can thrive in schools where leadership responsibilities are distributed. Principals and school level administrators will observe teachers during the school year in order to identify prospective teacher leaders.

Building level principals will be responsible for communicating teacher leadership positions and making the final decision for filling teacher leadership roles. Compensated leadership roles will be available throughout the school year and stipends will be offered for teacher leader work conducted during the school district's summer break.

Connecting teacher leaders to a school's vision and mission will be prompted by administrators who hold high expectation for all faculty members. In turn, effective teacher leadership practices and successes will be communicated to all community stakeholders. Specifically the BOE, district web page, portions of parent meetings, and teacher and school newsletters will recognize teacher leaders.





# BEST PRACTICES

Using a set of guiding questions, Henry County 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 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.

