

LEADING FOR CHANGE PROTOCOL

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<u>ACTIVISTS</u>	<u>PLAN</u>	<u>BENEFITS</u>	<u>CAPITAL</u>
Sarah Yost Liz Popelka Robyn Baxter Billie Travis Staci Eddleman	Using resources from Jill Harrison Berg and TeachingMatters, create a framework for the hybrid teacher role.	Improve teacher instructional quality for greater student achievement. Retrain ambitious highly effective teachers. Tighten systems to improve effectiveness. Institutionalize the role beyond current teacher leaders. Create a model for other schools.	Modified teacher schedule Oxley Grant for Westport Other sources if replicated

PROBLEM

Now we've implemented a reading and math hybrid position for two teacher leaders at Westport Middle School. In reality, the roles lack a job description, clear criteria for recruitment, training, rubric for evaluation and funding. The form, function, input, output, and outcomes (including metrics for evaluation) need to be delineated and communicated so that they can be generalized beyond the two current teacher leaders, and perhaps replicated beyond Westport Middle School.

<u>CHAMPIONS</u>	<u>TARGET</u>	<u>PAYBACK</u>	<u>MOMENTUM</u>
TeachingMatters Suzanne Farmer Transition Recovery Team Lauren Hill	University of Louisville funders Teachers and Administrators at Westport Middle School Later: District and State Admin	Institutionalized hybrid role at Westport, which can support both recruitment and retention of highly effective teachers.	Once the role is clearly defined, we will be able to communicate it to teachers, administrators and education leaders beyond Westport.