

Identifying and Leveraging Teacher Leaders



Problem Statement: Collaboration and communication related to instructional expectations (lesson planning, use of instructional time, effective teaching practices, etc.) are inconsistent and unclear between district and schools.

Goal: Leverage teacher leadership to close the communication and collaboration gaps to build a shared concrete vision of excellence for lesson planning and effective teaching practices.

Rationale:

We need sustainable structures to build teacher capacity in all schools.

<u>Inputs:</u>	<u>Activities:</u>	<u>Outputs:</u>	<u>Outcomes:</u>
<p>Teach to Lead Team</p> <p>Department Heads, Teacher Leaders, and Administrators</p> <p>Instructional Support</p> <p>Use Peer Teacher Leader Feedback Process</p> <p><i>Future Expansion:</i> Use School Improvement Plan Review Teams for Teacher leader lesson review plan process</p>	<p>Research and reflect on other Teacher Leadership models that have shown success</p> <p>Reflection on Lesson Plan Quality - 1) Clear Objectives, 2) Model, Demonstrate, Explore 3) Guided Practice 4) Common Formative</p> <p>Assessment/Check for Understanding</p> <p>Creation of Rubric to measure and give feedback on LP quality</p> <p>Creation of lesson plan feedback process</p>	<p>1-3 months:</p> <p>Create vision</p> <p>Communicating with stakeholders (Teacher Leader team, Senior Staff, Program staff, management team, BOE presentation)</p> <p>Process for transparency for all teachers</p> <p>Selection process - what will this be?</p> <p>Marketing--multi-level ways of initially identifying teacher leaders ("Multi Learning Maestros")</p> <p>Role description of Teacher Leaders</p> <p>Teacher leader Invite to meeting</p>	<p>Short Term: 1 year</p> <p>End of year lesson plan rubric scores reflection</p> <p>Reflecting about implementation by teacher leaders</p> <p>Plan for cohort #2: Shaping and redefining Teacher Leader Role)</p> <p>Consider scaling up, larger number of teacher leaders (30)..Possibly clustering multiple teacher leaders</p> <p>Medium Term: 2 years</p> <p>Consider scaling up to 60 Teacher Leaders (expansion)</p> <p>Interim evaluation of program effectiveness by LP quality</p>

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	<p>Collect baseline and post Lesson Plan reflection using Rubric Scores</p> <p>Use Lesson Study for Professional Learning Teams</p> <p>Create one-page document to define input and feedback points with Teacher Leaders and Teachers at front end of the process - Amy Nail</p> <p>Teacher leaders will model lessons</p>	<p>Teacher selection process to be completed on underway.</p> <p>4-6 months:</p> <p>Teacher Leader PD (Kagan and CRISS)</p> <p>-Professional Growth Plans for teacher leaders in progress or completed</p> <p>Peer collaborative to audit Teacher Lessons - “tuning” protocol</p> <p>7-9 months:</p> <p>-Teachers revisit professional growth plan</p> <p>-Begin plans for presenting at CLC</p> <p>-Focus groups with teacher leaders</p> <p>-Survey teachers that have direct interaction with teacher leaders</p> <p>District collaborative to audit Teacher Lessons - “tuning” protocol</p>	<p>Long Term: Beyond 2 years</p> <p>Consider scaling up to 90 Teacher Leaders (expansion)</p> <p>Full Evaluation of program effectiveness</p>
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Student Impact: (If..., then...)

If we develop a system to build teacher leadership by focusing on collaboration and communication about lesson planning and instructional practices then we will help all teachers improve instructional knowledge and assist all students in achieving at high levels.

