

Lincoln County Schools

Superintendent Acknowledgment

I, Wanda Shelton, as director of Lincoln 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.

A handwritten signature in cursive script that reads "Wanda Shelton". The ink is a light grey or blue color.

Wanda Shelton
Director, Lincoln County Schools
206 East Davidson Drive
Fayetteville, TN 37334

MODEL SUMMARY

Rewarding Instruction for Student Excellence (R.I.S.E.)

Lincoln County was awarded the Teacher Incentive Fund (TIF4) grant to develop a differentiated pay plan. A team of teachers and administrators from across the district worked together to develop Lincoln County's Rewarding Instruction for Student Excellence (R.I.S.E) framework, which includes direction for the teacher leader positions. The mission of the teacher leader is to improve school performance through building capacity for continuous student growth. With this focus, teacher leaders will act as building leaders and representatives by demonstrating and sharing instructional expertise and practices with other teachers and learning leaders based on student needs determined by evaluation of assessment data and trends. They will work to further teachers' understanding of curriculum, new state standards, and the newly implemented state assessment by ensuring work and assessments are aligned to the districts goals and the new Tennessee standards. Teacher leaders will assist in improving instruction through analysis of teaching methods, identification and management of professional learning opportunities, and follow-up and coaching for professional learning goals.



7

schools in the district

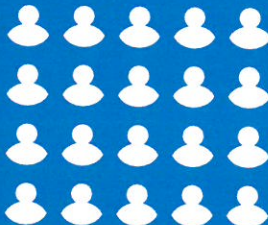


4,037

student population

272

teachers in the district



\$ 8,465

per pupil expenditure

RATIONALE

Tennessee's educational landscape is rapidly changing. Teacher leaders are necessary to meet the needs of our students, provide support for our district's data driven goals, and serve as liaisons between administrators and staff. Teacher leaders work collaboratively with administrators to support academic success and teacher effectiveness through coaching, mentoring, and professional learning. Through this shared leadership, capacity is built that allows teacher leaders the opportunity to hone the necessary skills to become effective instructional leaders.

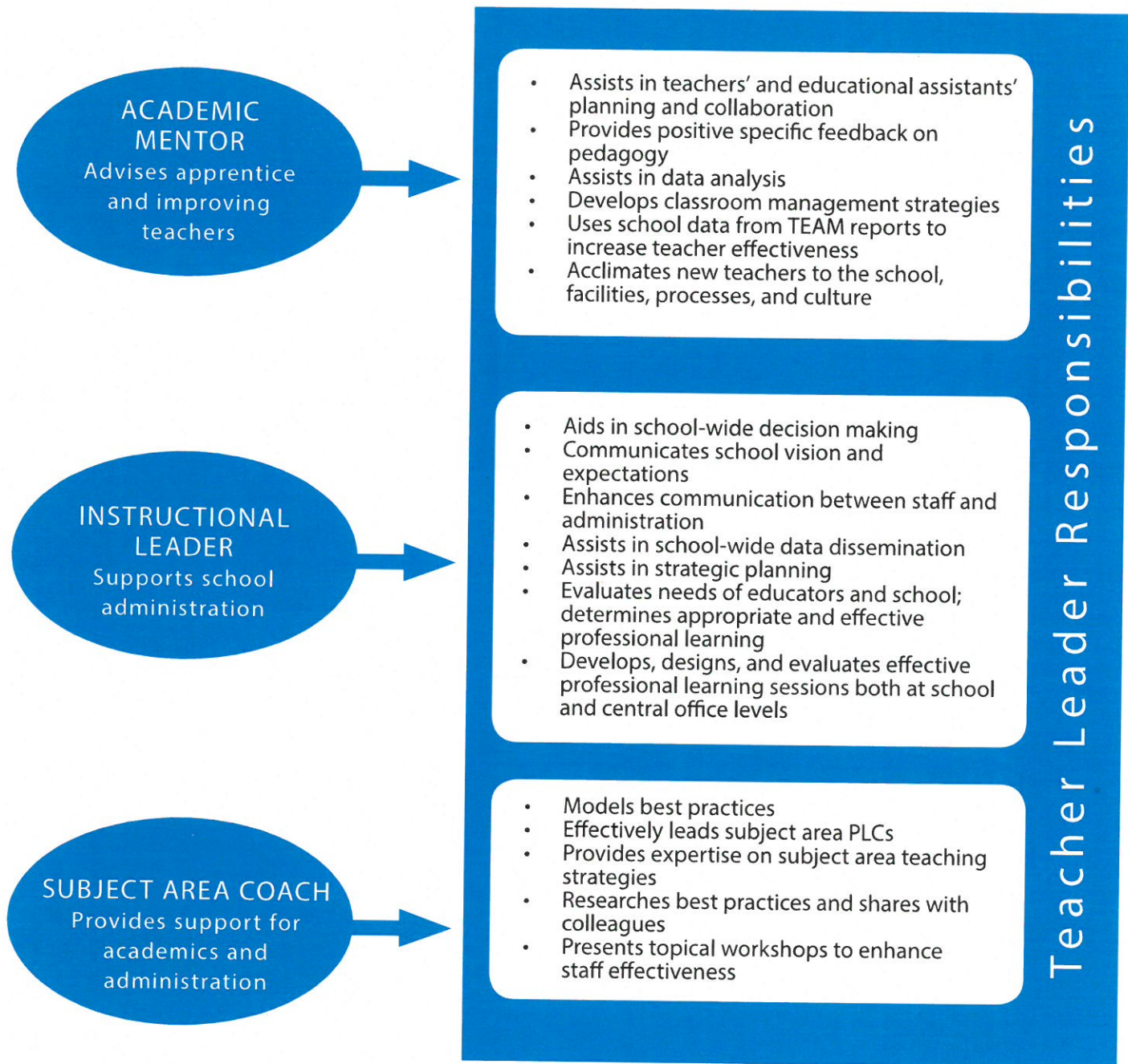
Teacher leaders believe:

- all students can and will learn.
- all teachers can benefit from professional learning that is targeted to clearly defined educational needs of students.
- peer collaboration provides support to strengthen teaching practice.
- mentoring and coaching abilities develop an atmosphere of trust and collegiality among colleagues and support administrators in improving instruction.
- working in PLCs provides opportunities to analyze student assessment data and influence decision making to improve student learning and growth.

Teacher leaders have capacity to:

- demonstrate ability to attain excellent student results in their classrooms.
- communicate effectively with students, teachers, and school- and district-level administrators.
- analyze formative assessment data, communicate results to all stakeholders, plan for future instruction and appropriate professional learning.
- demonstrate a positive professional attitude and the ability to work together as a PLC.
- develop and lead professional learning aligned to a variety of instructional needs.

ROLES & RESPONSIBILITIES



STRATEGIES FOR SUCCESS

1 IDENTIFY

Teachers apply for the position.

Requisite characteristics:

- Teachers with TVAAS data of 3, 4, or 5 are considered over a teacher in a non-tested area
- Positive attitude and collaborative nature
- Works well with presenting information to peers
- TEAM overall level of effectiveness score of 3, 4, or 5

2 SELECT

Principal reviews applications and recommends for positions based on specific characteristics:

- Years of experience
- Placement in a tested or non-tested area of instruction
- Teacher knowledge
- Ability to work well with peers and administration
- Willingness to grow and learn in the profession

Supervisory team reviews applications and chooses candidates based on principal recommendations and school and district needs.

3 RETAIN

- Allocate and provide monetary compensation
- Provide school- and district-level support
- Instill a sense of satisfaction and pride in the school community



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 a teacher leader framework including roles, responsibilities, and compensation.
- Inform administrators of the teacher leader scope of work.
- Collaborate with school administrative teams and determine school-level needs.
- Provide orientation and feedback sessions for teacher leaders.
- Address specific skillsets and diverse backgrounds of teacher leaders.
- Train teacher leaders based on state-, district-, and school-level initiatives such as PLC implementation, data analysis, and coaching, feedback, and mentoring.
- Work with administrative team to develop school-specific goals for identified areas of need.
- Monitor the effectiveness of teacher leader framework by annually gathering input from administrators, faculty, and staff and make adjustments as needed.



IMPLEMENTATION TIMELINE

Lincoln County Schools began implementation of the R.I.S.E. teacher leader framework in 2013, and continues to utilize, and revise the process as necessary each school year.



LATE MAY
Application process



JUNE
Review applications by
selection committee



LATE JUNE
Invitation to join



EARLY JULY
Set goals and meeting dates as
a team



JULY
Determine specific roles and
responsibilities



MID-JULY
Initial professional learning



SCHOOL YEAR RESPONSIBILITIES

- Analyze test data to determine areas of instructional and professional learning
- Determine professional learning needs and topics
- Develop and facilitate professional learning
- Mentor and coach new and struggling teachers
- Map curricula
- Develop benchmark assessments and CFAs
- Analyze CFAs to inform future instruction
- Work with PLCs
- Serve as leaders of model classrooms

COMMUNICATION STRATEGY

For any new program to be successful, it is imperative to communicate to all stakeholders the need for implementation and the benefits of the program components to the district, schools, and students. As Lincoln County began the process of applying for Teacher Incentive Funds, it was evident that any money allocated to teacher incentives would not significantly improve instruction for students without structures in place to support administrators in developing and monitoring educator needs for professional learning. Because Lincoln County Schools believes professional learning for teachers is crucial to the academic growth of all students, an outcomes-based, professional learning component became part of the TIF4 federal grant.

The Lincoln County Board of Education's goal, "Engaged, Determined Growth Everyday", was the basis for the R.I.S.E. model. After identifying a focus for the model, the design team for the incentive fund model made presentations to the director of schools, school leadership team, system administrators, teachers, and the board. The model emphasized coaching and support for teachers and administrators. The model has clear objectives for teachers who are identified and selected to serve as teacher leaders in Lincoln County Schools. The model requires that teachers are demonstrated leaders who are highly respected and have shown an outstanding ability to teach with a proven record of student learning as identified by growth and achievement scores on state assessments. To support individual teacher professional learning, Lead Teachers play a crucial role in advancing the vision of the district and schools.

As district and school administrators work with teacher leaders to plan for data driven instruction in their schools, teacher leaders will more fully understand the need for their support and assistance in improving instructional programs. Positive attitudes and communication from teacher leaders will influence collegiality and cooperation among all staff members. As individuals work together in a true PLC, they will view their work as a learning opportunity that will tremendously improve the school, its instructional strategies, and ultimately student achievement.

The success of the model will require ongoing communication among district personnel, school administration, teacher leaders, and all teaching staff. Communication mechanisms such as the district website's teacher resource link, school newsletters, monthly supervisor and principal meetings, teacher surveys, and formal end-of-year reviews will be used to insure stakeholders are aware of ongoing strategic work. Feedback gathered through online surveys and small group feedback sessions in schools across the district will be utilized to determine the success of the model and inform future changes to roles, responsibilities, and incentives.

BEST PRACTICES

Using a set of guiding questions, Lincoln County Schools thoughtfully considered best practices that would support implementation of their teacher leader model.

- District and School Supports
- Evaluation of Individual Teacher Leader Model & Model Effectiveness
- Pre-Existing Capacity in District

District and School Supports

- Collaborative time in master schedule
- Professional learning for teacher leaders
- TEAM evaluation model

Evaluation of Individual Teacher Leader Model & Model Effectiveness

- Teacher leader questionnaires
- Appropriate monitoring and evaluation of newly implemented teacher leader roles
- Principal and peer feedback surveys
- TEAM data analysis
- Test data analysis
- Retention of teachers
- Awards and recognition philosophy and associated practices

Pre-Existing Capacity in District

- Clearly defined roles and responsibilities for teacher leaders
- Ways for teachers to broaden their impact on school improvement
- Professional learning activities to support teacher leaders
- School-based professional learning guided by teacher-directed professional learning
- Instructional leadership team
- Budget allocations for professional learning



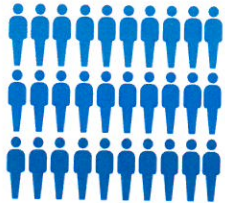
COST & SUSTAINABILITY

The Lincoln County Department of Education has developed a model for a differentiated pay plan that includes funding allocated each year to supplement teacher leadership roles and development. Through the TIF4 grant, funding for up to 30 teacher leaders allows the system to meet the differing needs of Lincoln County schools and support

teacher effectiveness across the district. Teachers serving in this capacity will maintain their full-time classroom responsibilities and take on additional responsibilities in their teacher leader roles. The TIF4 grant will be in place for the next three years, providing sustainability for the R.I.S.E. teacher leader model.

TEACHER LEADERS

30
positions



x

\$4,000
per position

=

\$120,000