



Metro Nashville Public Schools

Superintendent Acknowledgment

I, Jessie B. Register, as Director of Metro Nashville Public 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.

Jessie B. Register
Director of Metro Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204



MODEL SUMMARY

Metropolitan Nashville Public Schools Teacher Leader Model

The Metropolitan Nashville Public Schools' (MNPS) model for Teacher Leader development, identification, and role refinement is based on the understanding that teacher empowerment and leadership lead to increased student achievement. As outlined in the district's strategic plan: MNPS Excellence 2018, the Teacher Leader model is one lever of change related to students through growth, empowerment and achievement. The model's development and implementation strands are aligned to systematic action steps for transformation: quality teaching, transformational leadership and equity & excellence.



154

schools in the district

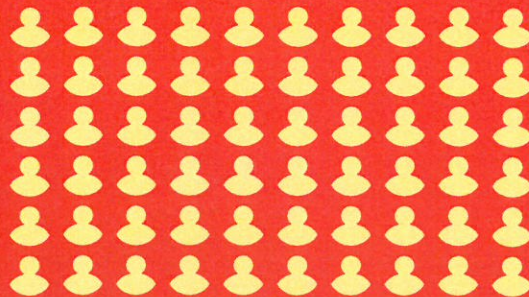


82,000

student population

6,000

teachers in the district



\$ 11,421.00

per pupil expenditure



RATIONALE

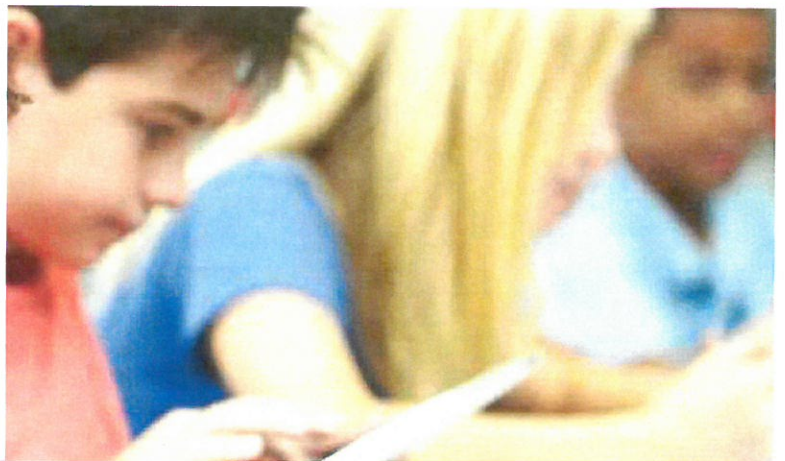
The need for a well-designed plan for teacher leadership development is recognized by MNPS to ensure continued growth in teaching, student achievement and attainment of excellence at all levels. The voice of Teacher Leaders is necessary to effect systematic reform, which requires shared decision-making, ownership and accountability for student achievement. Strategic, empowered schools meet the unique needs of each student to ensure student success.

Teacher Leaders Believe:

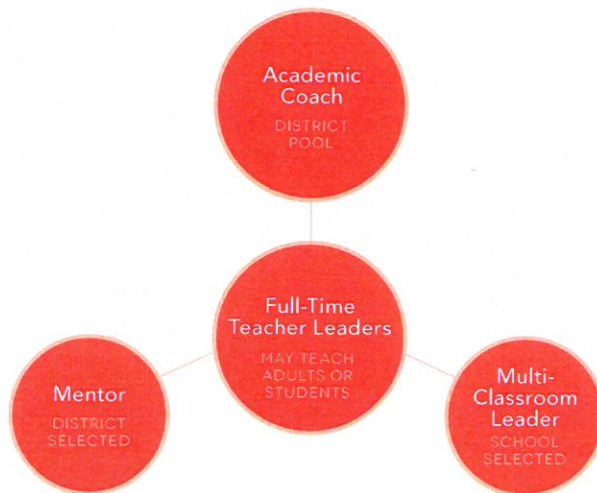
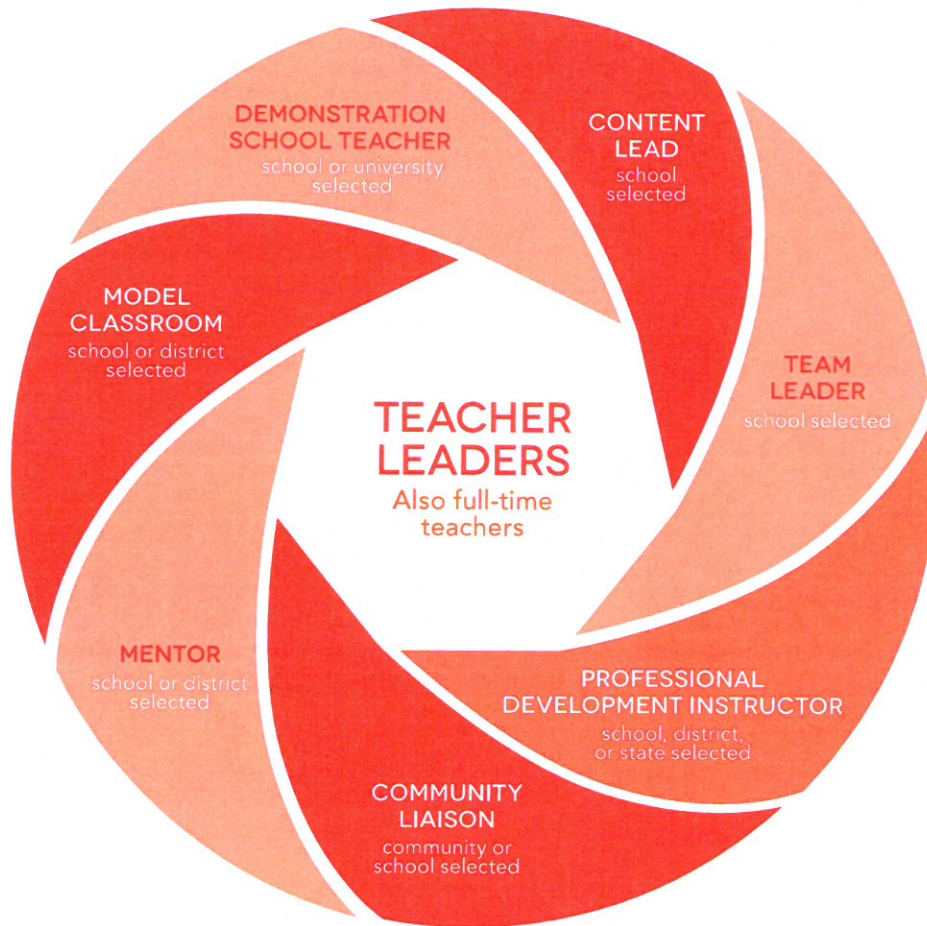
- In the ability of a teacher to positively impact student achievement.
- It is essential to respect peers and be respected by peers.
- In the importance of being reliable, consistent, and open to new ideas.
- The strengths and products of collaboration outweigh any individual goals.
- In the transparency of practice.
- In the value of building capacity by creating sustainability in opportunities and growing future teacher leaders.

Teacher Leaders Have Capacity To:

- Be active learners.
- Establish strong content knowledge and pedagogy in themselves and others.
- Recognize the nuances involved in understanding the whole child and his/her unique needs.
- Be strong collaborators, instructors, mentors, coaches and influencers.
- Create and implement effective assessment practices, data analysis, and planning to ensure individualized instruction.
- Remain current in educational trends and research-based strategies in all key areas.



ROLES & RESPONSIBILITIES



STRATEGIES FOR SUCCESS

1 IDENTIFY

- Teachers may self-identify, or be identified by others, based on targeted skills and attributes for open roles.
- It is recommended that teacher leaders be selected based on a specified process and transparent set of criterion.
- Teacher leaders should begin to be identified by their third year of teaching.

2 SELECT

- The selection process includes criteria related to experience, positive student outcomes, respect of peers, and professionalism.
- The administrative team can select persons to fill specific roles and responsibilities based on observation and team input.
- Peers should play a role in the nomination and selection process.
- Central office may select persons to fill specific roles based on an application and interview process.

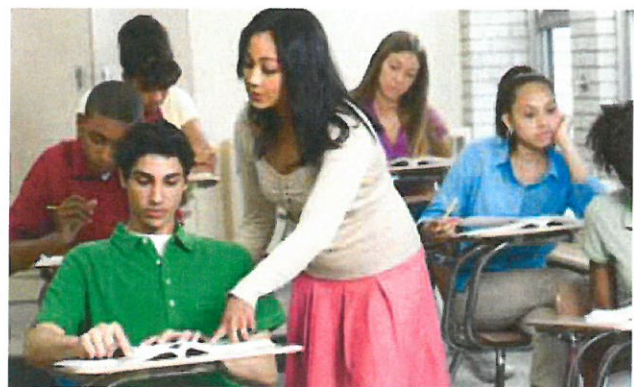
3 RETAIN

- Provide continuous feedback and evaluation on the impact of their work.
- Offer incentives, pay increases, stipends, and/or expanded leadership opportunities.
- Provide in-depth, individualized professional development
- Recognize exceptional contributions and successes.

“

Teachers have the skills and knowledge that are critical to school improvement efforts, and we should be encouraging teachers to take on leadership roles so they can have greater influence on key decisions that impact teaching and learning. ”

DENNIS VAN ROEKEL, PRESIDENT, NEA





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.

- Transparently communicate the roles, responsibilities, selection processes, value and incentives
- Use an annual Teacher Leadership Institute to create a district-wide, common model of leadership and pool of candidates
- Preemptively identify prospective teacher leaders and specific talents
- Systematically encourage local schools to empower teacher leaders through administrator training and shared vision
- Current leaders identify and mentor their replacements on an ongoing basis to create a continuous pipeline of leaders

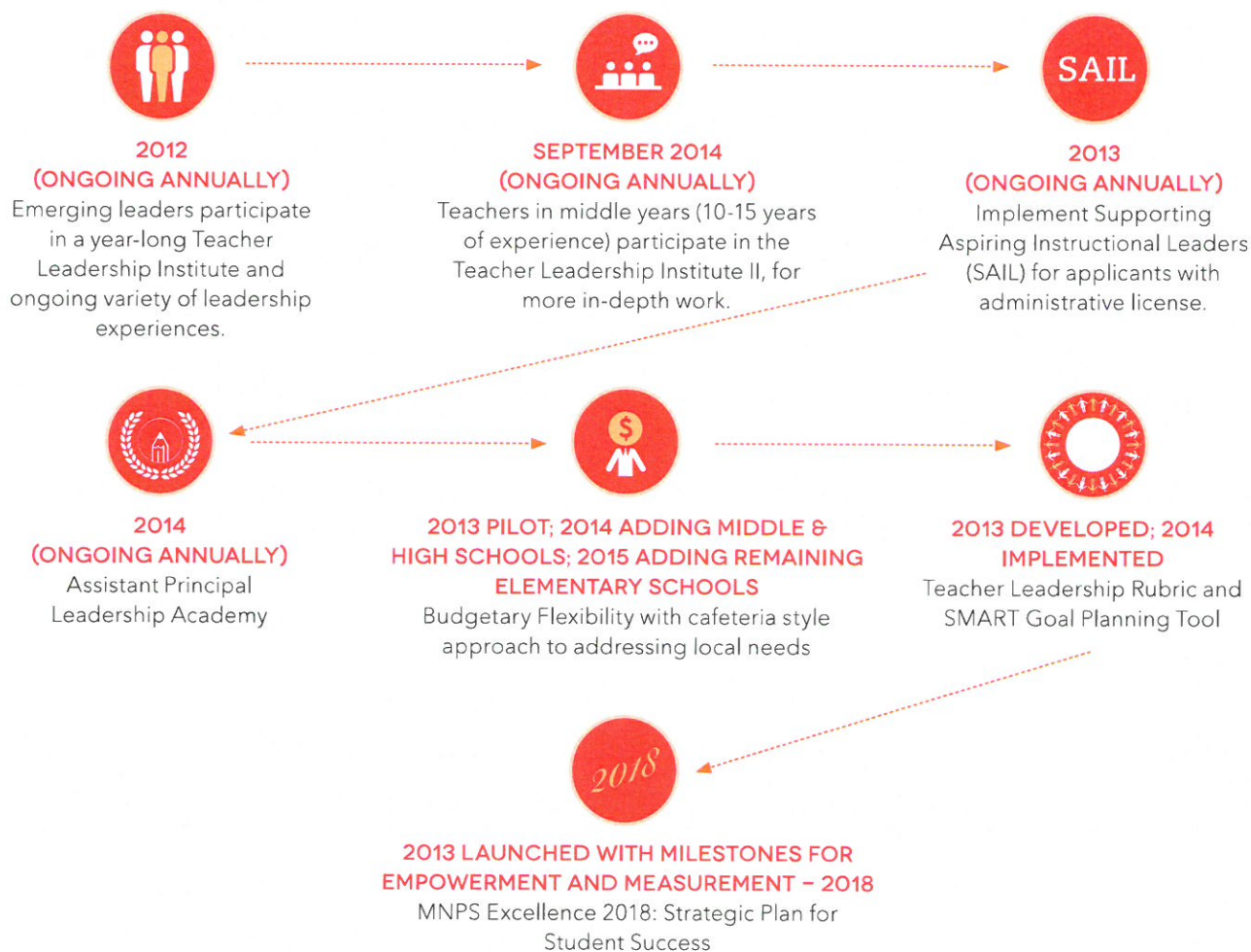


IMPLEMENTATION TIMELINE

Prior to 2013, MNPS defined transformational instructional leadership, identified many roles for teacher leaders, and incorporated a series of programs for fostering teacher leadership including, Coach Development, Teacher Leadership Institute I, and SAIL (for aspiring administrators). A rubric for teacher leadership with a SMART goal process was also developed and introduced. In 2013-14, MNPS offered budget flexibility to a small set of schools in a pilot model to allow them to customize expenditures and personnel allocations based on individual school needs in alignment with the MNPS Excellence 2018 strategic plan. In 2014-15,

this pilot expands to include the full middle school and high school tiers, with the remaining elementary schools joining in the following year.

In 2013-2014, MNPS drafted a tentative compensation plan that included teacher leadership stipends and incentives. A second Teacher Leadership Institute was developed for those in years 5-8 of their teaching experience. A third track is in development for those with 10 or more years of experience. The roles, responsibilities and demand continue to increase.



COMMUNICATION STRATEGY

A communication strategy must outline the roles and responsibilities, selection process, need/ importance and value of Teacher Leaders to garner support of stakeholders. The communication strategy must align with the district strategic plan, mission, and vision. Current teacher leaders should be used to help craft the message with specific examples of their work, its value to students, and other teachers and the district. Use of marketing and communications resources should include the development of one overarching identifier (logo, slogan, purpose statement, etc.), such that all related roles and professional learning are clearly and easily recognized by stakeholders as part of teacher leadership in the district. Although the process for becoming a Teacher Leader should involve processes that require rigor, and must be communicated as such, there must also be a clear expectation of productive and collaborative relationships to foster an enhanced positive culture among Teacher Leader groups, as well as between the Teacher Leaders and their fellow teachers within a school building.

“...there must be a clear expectation of productive and collaborative relationships to foster an enhanced positive culture...”

BEST PRACTICES

Using a set of guiding questions, Metro Nashville Public 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

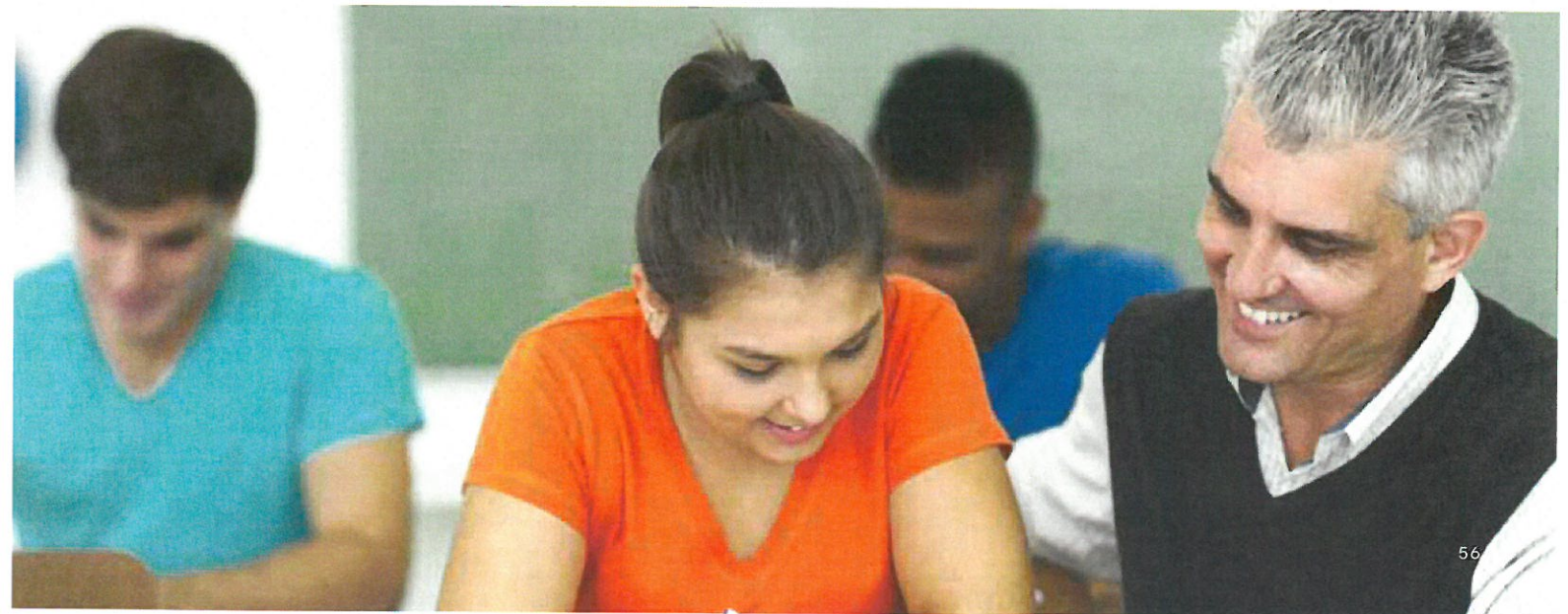
- Creative/flexible scheduling; planned release time
- Prescriptive professional development plan
- TEAM Evaluation Model
- Partnership with local higher education institutions dedicated to building teacher leaders

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



COST & SUSTAINABILITY

Metropolitan Nashville Public Schools has developed a model for a differentiated pay plan that includes a lump sum of monies allocated each year to supplement teacher leadership roles and development. Knowing that Teacher Leaders must perform at TEAM Composite levels of 4 or 5, the pay plan addresses financial advancement and sustainability in several ways, not all related specifically to leadership roles in isolation, but also to individual school and district needs.

