

“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement”

- Jennifer York-Barr

“True Leaders don't create followers, they create more leaders.”

- Ziad K. Abdelnour

Local Models of Excellence

LEA	Name	Role	Contact Information
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Additional National Resources

- **The National Network of State Teachers of the Year (NNSTOY)**
 - NNSTOY provides professional development for teachers based on the [Teacher Leader Model Standards](#). These sessions provide teachers with the tools to inspire and innovate, and to manage organizational change, facilitate collaboration and guide sustainable reform initiatives.
 - contact@teacherleaderstandards.org
- **Leading Educators**
 - Leading Educators partners with schools and districts to help highly effective teachers develop the leadership skills they need to successfully transition from leading students to leading their peers. They help districts identify their best teachers, and then provide intensive job-embedded coaching, relevant professional development, and powerful cohort-based learning experiences.
 - info@leadingeducators.org

1. Why you are invested in the Teacher Leader strategy? What do you see as its value and how it has paid off in your district?

Claiborne:

- Teacher Leaders add capacity. Claiborne Parish is a small rural district, and our central office supervisors and staff have many roles. We do not have professional development groups, math coaches, ELA coaches, etc., so it was in our best interest to select classroom teachers as our teacher leaders. The professional development they receive is actually done in the classroom. Through the network of our teacher leaders, all teachers in the district are exposed to all aspects of the curriculum. Our teacher leaders select and share standards-aligned curriculum, assessments, remediation, and resources.
- Teacher Leaders build a leadership pipeline. With limited job opportunities and a slow economy, Claiborne doesn't attract many newcomers. Our teacher leaders are given the experiences and opportunities in leadership roles that will hopefully provide our future central office staff with qualified leaders who are aware of Claiborne District school systems strengths and weaknesses.
- Teacher Leaders facilitate best practice and resource sharing across the district. Our teacher leaders are a network of support for all schools and teachers, meaning that they are available for all schools, not just the schools where they currently teach. They foster conversations and collaboration with teachers and administrators across schools, grade levels and content areas. This has been valuable in providing excellent resources, knowledge, and collaborative efforts within all of our schools. We are therefore more connected and share a greater vision for our district as a whole.
- Teacher Leaders are an economically viable way to provide professional development. Previously, our district didn't have the financial resources to send all of our teachers for the much-needed training on the common core standards, guidebooks, and Eureka Math program. Therefore, we sent our teacher leader team for training, and then through the redelivery process, other teachers in our district received the necessary instruction for success in the evolution of our curriculum.

Iberville:

We are invested in the Teacher Leader strategy because through the collaborations, our district teacher leader team can get updates in assessment, accountability, and curriculum/instruction. Teacher Leaders select sessions to attend and bring the information back to others in the district. At the same time, they make a connection with the Teacher Leader Advisor whose presentation they attended. They have an opportunity to ask questions and voice concerns.

Inspire NOLA:

As a TAP district, all of our schools have master and mentor teachers. Many of these teachers also serve as teacher leaders and attend the teacher leader events sponsored by the state. Master and mentor teachers are selected based on teacher evaluation scores and student achievement (data). They must also maintain a more than proficient average score on four evaluations throughout the year to be a mentor teacher and even higher to maintain their position of master teacher.

Ouachita:

The TL model is very effective in providing the structure through which information and strategies for improving instruction are disseminated to schools, departments, and other educators. Every

school has opportunities for representation at PD activities, which has allowed them the autonomy to address the individual needs of each school.

Plaquemines:

Teacher Voice! This has given us the ability to reach out to those people who are closest to kids. It also gives credibility to their work. I have seen it lead to improved teacher performance, retention and satisfaction, but I feel as though the biggest thing has been the idea of teacher "buy in." In the past, all new info, mandates and decisions were communicated from the top down. The TL gives a more "grassroots" approach which makes the teachers giving the information feel a sense of "being included" --- and when they are delivering this info to the teachers in their building, those teachers feel more comfortable with the information.

St. John:

- Develop a teacher pipeline to support educator performance
- Centralize district initiative delivery and unify district message
- Review, vet, and create instructional materials, curriculum mapping, and assessments
- Serve as a CCSS expert and advocate to assist in building a growing teacher leader network
- Provide feedback and recommendations to district and school leaders

Tangipahoa:

Teacher leadership serves as a focus area in our district and as a strategy for distributed leadership and capacity building. Utilizing teacher leaders has provided an opportunity for teachers to be empowered to function as autonomous professionals and leaders, thus building a sense of professional confidence and pride that feeds effective teaching practice. Our Teacher Leaders facilitate the sharing of effective teaching practices through PLC's (TPSS Framework for Learning). Teacher leaders take ownership in supporting professional learning for teachers in our district by helping us to work on the "RIGHT" work, which is work that matters for student learning. Our teacher leaders lead and redeliver all sessions from the state during our district Professional Development Days. Several teacher leaders attend the state teacher leader collaboration events, then come back and redeliver to the entire group of teacher leaders. All teacher leaders then deliver sessions throughout our district on District Professional Development Days (4-5 per school year-students do not attend school). Every session follows the same protocol embedding best practices. This sets a model for classroom teachers. Principals and teachers in our district have positive feedback about the delivering and information that is shared.

Vernon:

Investment in the TL strategy is the most effective and quickest way to deliver curriculum and instructional strategies to teachers. Trained Teacher Leaders are able to redeliver at their school level in PLCs and faculty professional development meetings. The TL program in Vernon Parish has given supervisors the time to support curriculum and instruction at the school levels and has provided feedback from individual schools concerning instructional needs specific to the school. It has also empowered teachers to become interested in administration and coaching.

2. How do you go about selecting the right people? What criteria and processes do you use for this?

Claiborne:

- To evaluate the potential of our teacher leader nominees, the committee looks at all aspects of their professional career as well as at test data of the teacher's students, their professional development record, and the teacher's philosophy.
- Our central office staff designed a Teacher Leader Nomination Form, which was given to the principals at each school for teachers that were interested to complete.
- The Teacher Leader Nomination Form included the following:
 - Teacher Information
 - Teacher Involvement in his/her professional development
 - Teacher Contributions to their school's culture
 - Teacher's skills and resources that would benefit other teachers
 - An agreement sheet for teachers to check the items he/she would be committed to do as a teacher leader. Some examples were to attend trainings, be willing to redeliver information, stay abreast of LDOE newsletters and Teacher Leader newsletters, work closely with principal and other teachers to determine school needs, organize PLC's to address those needs, provide professional development at the school and district level, etc.
- A committee of central office employees discussed and reviewed the nomination forms.
- After reviewing the forms, our teacher leaders were selected. Those selected, as well as those not selected, were contacted by one of our supervisors at the central office. We found that most of our teacher leaders have the high expectations and are eager to share with others.

Iberville:

The Teacher Leader team is composed of supervisors, curriculum/evaluation specialists, curriculum coaches, a few administrators, master teachers and teachers representing a variety of grade levels including PK. Our curriculum team decides the composition of the team. Principals decide the teacher who will represent the school. Every school has a teacher. Every school is represented by a Master Teacher. The schools that need more support have a leader (principal, assistant of instruction, or dean of academics) on the team. Curriculum coaches are on the team so they can obtain information and place it in the redelivery meetings for the Master Teachers to share at their schools. This could even involve the redelivery of a strategy. Our district provides Master Teacher/Curriculum Coach meetings. (We as a team decide how we can best create a group that will help build teacher capacity. Our district believes in the power of one.)

Inspire NOLA:

We find that our best Teacher Leaders often self-identify themselves because they are natural leaders within our school communities. Teacher leaders meet weekly during TAP Leadership meetings to discuss student data and teacher quality. The meetings cover a variety of topics from data to weekly professional development meetings, and teacher evaluations. All information discussed is highly confidential and each meeting is designed such that it begins with the deliverable from the previous meeting and ends with a deliverable that will begin the next meeting.

Ouachita:

Our district's model for selecting TL is: 1) the curriculum coordinator at each school serves in his/her area of strength (ELA/math); 2) a classroom teacher is selected by the school leadership to serve in the other area (ELA/math); 3) in addition to school TL, the district instructional team serves in their areas of expertise (ELA, math, science, SS) throughout the district educators were strategically selected to add another layer of support in the areas of science, SS, early childhood, and special education; 4) Title I Reading Math Coordinators are also included as additional support for their assigned schools.

Plaquemines

Schools decide who should be a Teacher Leader, but I have seen them chosen for different reasons. Sometimes it is important to look at a potential TL based on their content expertise. If the school knows that there will be a strong push in math, they may want to look a math teacher -- the one who could best articulate this focus to the staff. Other times, I have seen schools reach out to a teacher who might not be their "go to" person. There have been a couple of cases that that TL has really blossomed with these new responsibilities. That is quite refreshing. In all cases, however, the TL has to be someone who is well respected on campus. These TL are charged with being the "cheerleaders" on campus, so that trust is important. While we would like to maintain the same TL each year, this is not always the case. Sometimes the responsibilities are too much, or we feel as though another person would serve the needs better. Since we offer stipends, we have requirements.

St. John:

- District wide application release (*will*)
- Principal endorsement/denial with rationale
- Instructional tasks submission and/or PD presentations (*skill*)
- Identify/notify – Math, ELA, Early Childhood, Science, Social Studies, Technology, Enrichment, SPED, and District Teacher Leaders

Tangipahoa:

We had a district application process for our original cohort in 2014. The expectations and responsibilities for Teacher Leaders are clearly articulated to principals and teachers through several documents. We distribute our Teacher Leader matrix, which outlines the expectations as well as a checklist of deliverables, to all teacher leaders during our summer district follow-up training.

Vernon:

This past year, the principals selected Teacher Leaders for their schools. This spring we are revamping the selection process. In the future, we will select TLs based on an application process with recommendations from the principal and a peer teacher. TLs will sign a pledge to follow the established criteria, redeliver at the school level, and be a positive peer coach.

3. How do you manage you Teacher Leaders throughout the year? How do you set clear and high exceptions for them? Protect their roles? Follow up and check quality of implementation?

Claiborne:

- We designed an evaluation form that was attached for each session the teacher leader presented on our professional development days. Those attending the sessions completed these and turned them in. The results were calculated and each teacher leader was given a copy of the results for his/her sessions with comments. Using this feedback, we were able to make adjustments to our style and content being presented.
- Claiborne Parish Teacher Leaders are required to keep a binder containing forms they are to complete after each training and redelivery. One of the forms is a Professional Development Log. This is a checklist with required date, title of professional development, the site, and if it was training or re-delivery. Another form in the binder is the re-delivery document. This document lists the teacher leaders involved in the redelivery, the session title, date, targeted audience, and synopsis. Teacher Leaders also have to attach an agenda, sign-in sheet, and evaluations.
- The training document is similar to the re-delivery. This document has the teacher leader's name, session title, date, targeted audience, and synopsis. Teachers must also attach an agenda.
- Teacher leader meetings are set according to need.
- This year our teacher leaders are given a stipend. Part of the stipend was given in December and the other half will be given in May. The stipend is the same for all the teacher leaders. We are discussing giving merit pay as well for those who have gone above and beyond for our district.

Iberville:

Each year we reflect on what we can do to make things better or make the roles clearer. In the past we used our Teacher Leaders like Mentor Teachers. They would facilitate a cluster to help teachers receive a strategy they received from a session. We provided them with a clear set of roles and responsibilities. Some of these roles included being a resource provider, curriculum and instructional specialist, classroom supporter, data coach, and learner. We met one afternoon a month to share strategies and other information. They were provided a stipend.

This year we changed and placed our focus on using them through their present role. As a teacher on the team, the teacher leader would get with the leadership team and share the information in the way the team sees fit. The Master Teacher and Curriculum coaches share in their well-organized meeting. The Central Office staff discusses things they have obtained during curriculum team meeting. As a team, we decide how, when, and where to use the information.

Inspire NOLA:

We have scheduled monthly master teacher meetings to discuss needs as observed when doing school walk-throughs, teacher observations, etc. We also disseminate a lot of information via emails, phone calls, and face-to-face visits. We have also taken advantage of the opportunity to visit other schools and districts and share that information via professional development days and the other meeting structures we have in place.

Ouachita:

The expectations for Ouachita Parish Teacher Leaders are outlined in the district's Teacher Leader Professional Development Plan. Implementation of the information and strategies gained through Teacher Leader is documented through the submission of sign-in sheets, agendas, and handouts from the PD sessions. Also site visits by district leadership at the PD sessions support Teacher Leader efforts. Teacher Leaders serve the schools consistently for the entire school year or until the school has a need to change people.

Plaquemines:

We try to have a TL meeting 3X a year to meet as a group and discuss our work and how to develop our role. Expectations are explained and we have them working closely with their administrative team. Additionally, we require that these TL present/facilitate at all district PD Day and District PLC days. They are also responsible for facilitating the grade level/department meetings. This gives them exposure to all schools and all teachers --- not just their faculty.

St. John:

- Initial meeting to establish roles/expectations
- LDOE Teacher Leader Summer Institute participation/ district redelivery
- LDOE Teacher Leader Collaboration participation/ district redelivery
- Resource Repository - *Teacher Leader OneNote Notebook*
- Job-embedded professional development with district curriculum team and school-level master teachers (content or grade-level specific)

Tangipahoa:

A yearly scheduled is designed that outlines when Teacher Leader Follow-Up Training will be held at the district level and what possible focus areas will be based on end of year teacher and student data. The Role and Responsibility Matrix is reviewed and explained in detail to ensure all teacher leaders are clear on the district/school expectations. Throughout the year the Matrix is reviewed and used as a tool for progress monitoring to ensure that information is shared and disseminated to schools in a timely manner.

The district master teachers send monthly emails with the latest resources shared by the state. A Teacher Leader page is provided on our District Website with all of the session materials that are shared during every meeting by the district and state.

Vernon:

After the application process is completed, the selected Teacher Leaders receive training using a coaching model. Principals and school assigned supervisors will be responsible for follow-up and support of TLs as they share curriculum and instructional strategies at the school level.

4. What structures do you have in place for disseminating information? What structures do you have in place to bring Teacher Leaders together and to bring Teacher Leaders together with other teachers?

Claiborne:

- Our meetings are usually based on need and scheduled upcoming professional development. We meet after school hours. There is an agenda and sign-in sheet.
- Professional development days are built in through our district's school calendar given to teachers before school starts. Through the teacher leader nomination process, they were told of the roles they would be involved in regards to our professional development. With the newly acceptance of the ELA guidebook and Eureka Math program, it was decided this would be our focus for this year. With the data we have from our state tests last year, our focus for 2016-2017 will be to provide training on our weak areas. Through collaborative efforts with principals and central office staff, and teacher leaders, decisions on subject matter, audience, and information are chosen.
- We just recently used survey monkey to share with all the teachers the sessions that would be offered on our last professional development day. Teachers were given a chance to look over the sessions and chose the ones they felt would benefit them the most. Through the results on the survey monkey, the presenters, our teacher leaders, had a better idea for preparation. This gave them the estimated number of participants for handouts needed and room size for the presentation. Principals could also have an input on the sessions for teachers at his or her school.
- Our first year teacher leaders were chosen on a volunteer basis and recommendation by principal. Each school chose two— one ELA and one math. This past year, teacher leaders were selected based on the information in their nomination form. Our teacher leaders represent the district not their home based school. We have encouraged our teacher leaders to expose themselves to other areas not just the content and age they teach. This allows us to expand our resources and knowledge.

Ouachita:

- Teacher Leaders are provided a Teacher Leader Professional Development Plan, which highlights the targeted activities aligned with our district goals.
- In addition to information distributed by the LDOE, the Ouachita Parish Teacher Cohort receives numerous detailed communications from the District Teacher Leader Guidance Team prior to each event. Often after LDOE meetings, Teacher Leaders will have a follow up meeting to reflect on the information disseminated and plan how and when the information will be presented at the school level.
- Teacher Leaders attend professional development sessions (state, regional, and district) in preparation for delivery of critical information at their school sites.
- Teacher Leaders facilitate delivery of information during district professional development days throughout the school year as outlined on the Ouachita Parish Teacher Leader Professional Development Plan.

Plaquemines:

Again, these are the folks who deliver at PD Days and PLC days. I keep track of what sessions they attend at all TL Collaborations and TL Summit. If a school is in need of certain info, I have this information available to see what TL can help.

Tangipahoa:

Several teacher lead teacher leaders attend the state collaboration meetings. They then redeliver to the rest of our teacher leaders during a district teacher leader cadre meeting. Teacher leaders choose the sessions that they want to attend based on student and school needs. Every teacher leader then takes the information from a session and plans and delivers the sessions during our district PD day. Every session is delivered 3-4 places (North end, South end, & Mid-Parish) throughout our district. We set district criteria that every session must include. Ex. Our district goals, focus areas, Kagan Structures, connections to the standards, connections the NIET Rubrics, and technology are a few things that have to be included. Each session ends with an exit ticket. This information is then shared with District Leaders in order to plan for differentiated support to schools, teams, and for future PD. Our district network leaders and district master teacher follows up with schools and teacher leaders to assist with their needs. Teacher leaders also lead collaboration meetings at their own schools.

Vernon:

Teacher Leaders are divided into ELA, math and social studies focus areas. There are planned PLC meetings, which are held each month at the district level in addition to the regional collaborations. The schedule for these meetings is set prior to the beginning of the school year and correlate with principal, assistant principal, and counselor PLCs. These meetings include work with a content specific consultant, curriculum supervisors, and/or peer Teacher Leaders. District supervisors, who are assigned to schools on a weekly basis, support all the work of our Teacher Leaders.

5. Anything else you would like to share about the work of Teacher Leaders in your district?

Claiborne:

Through the teacher leader initiative, we have provided our teachers with the necessary training and resources to feel competent in teaching the Louisiana state standards. We have provided a system of collaboration among teachers to compare and discuss ideas and strategies for success within the curriculum. This system has given teachers a sense of camaraderie that had not previously existed in Claiborne Parish. We have connected a network of skilled teachers that are teaching our students with knowledge gained from other districts. We will continue to modify, refocus, and work toward making our district the best it can be for our students.

Plaquemines:

Our TLs have really grown the past two years. Our Curriculum Specialists are also TLs, so this allows both TLs at the school (or more, depending) to plan Curriculum Meetings based on the needs of their teachers. Additionally, some TLs have added their own after school PDs to work with their staff. This has been such a great thing this year!

St. John:

- Incentives:
 - Receive stipend pay per hour for work completed
 - Collaborate with other teacher leaders district and statewide
 - Participate in decision making conversations with district leaders
 - Facilitate professional learning communities/experiences with teachers and school/district leaders
 - District provide substitute pay for job-embedded PD with Title II \$

Tangipahoa:

Once a structure is in place and teacher leaders understand their role in the district the possibilities are endless and we will constantly be building capacity and growing leaders. We have refined our processes and structures over the past couple of years in order to ensure that we are supporting our teacher leaders in building both knowledge and skills which will help us to improve teacher quality and student learning across our entire district.

Vernon:

In Vernon Parish, we believe that TLs are more creditable if they spend at least part of the school day in the classroom teaching students. We have recommended that principals provide at least an hour a day for release time to meet with PLCs, coach peer teachers, or plan lessons for peer teachers to observe. The district's investment in training for Teacher Leaders is communicated to TLs and administrators.