



Community Advisory Groups

YCS Instructional Leadership Recommendation Report

March 28, 2013

Recommendation

- We recommend that the district adopt high quality instructional leadership through the formation of formal roles for teachers as instructional coaches and teacher leaders/advocates. These roles would assign identified teachers to spend part of the day in a teaching capacity with students and part of the day in a coaching/training or instructional leadership capacity with peers.
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Teachers as Leaders

An effective teacher is the strongest in-school predictor of student achievement. Instead of working in isolation, teachers should be able to collaborate in an environment that encourages innovation. Teachers teach more effectively when they work in professional cultures where their opinions and input are valued. In such environments, administrators support teachers as they exchange ideas and strategies, problem-solve collaboratively, and consult with expert colleagues.

TEACHER LEADER MODEL STANDARDS

“Nothing makes a bigger difference in a child’s education than having a great teacher. The recently released Teacher Leader Model Standards are a critical step towards better preparing and supporting teachers in assuming leadership roles that promote student learning.”

Arne Duncan, US Secretary of Education



Domain 1

Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain 2

Accessing and Using Research to Improve Practice and Student Learning

Domain 3

Promoting Professional Learning for Continuous Improvement

Domain 4

Facilitating Improvements in Instruction and Student Learning

Domain 5

Promoting the Use of Assessments and Data for School and District Improvement

Domain 6

Improving Outreach and Collaboration with Families and Community

Domain 7

Advocating for Student Learning and the Profession

Teacher Leader/Advocate

- An Teacher Leader/advocate primarily serves as an advocate/ombudsman for students, teachers and families. It is recommended that this position be filled by two teachers per building who are half time Teacher Advocates and half time classroom teachers.
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Duties of a Teacher Leader/Advocate:

- Advocates and models high expectations for all students.
 - Serves as an advocate for the teacher, student, and families in helping to identify resources.
 - Has an understanding of effective instruction, discipline, and student support policies.
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- ▣ Advocates for student voice and empowerment.
 - ▣ Assists teacher in promoting diversity in the classroom.
 - ▣ Uses knowledge and classroom experience with a systemic perspective. Understands how all roles in the school are intertwined with district policies and student support services.
 - ▣ Serves as a liaison to promote vibrant family and community partnerships.
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- Serves as an individual of influence and is respected within the school, community and profession.
 - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students.
 - Advocates for access to professional resources that allow colleagues to spend time learning about effective practices.
 - Facilitates learning communities.
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- Has strong interpersonal skills and is willing to be trained in conflict resolution.
 - Supports teachers with effective classroom management strategies to enhance positive culture and climate.
 - It is recommended that this position be directly accessible to teachers, students and families as a consistent advocate and resource, rather than serve as an “assistant principal/dean.”
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Teacher Leader/Instructional Coach

- An Instructional coach primarily serves as a coach to enhance teaching practice. It is recommended that this position require two teachers who are half time Instructional Coaches and half time classroom teachers.

The duties of a Teacher Leader/Instructional Coach:

- Advocates and models high expectations for all students.
 - Promotes and models creativity and innovative instruction.
 - Facilitates learning communities focused on professional development and student achievement.
 - Leads a problem-solving process that supports teacher growth and student performance through shoulder-to-shoulder mentoring.
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- Focuses on supporting student growth through improvement of teaching practice.
 - Teaches teachers how to match instructional strategies to student need.
 - Provides training and support in specific instructional or curricular models supported by school or district (including use of instructional technology).
 - Identifies instructional needs of individual staff members and groups of teachers.
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- Links teachers to district materials and resources that support instruction.
 - Practices peer coaching.
 - Models lessons and strategies.
 - Creates a respectful, safe and trusting professional learning relationship with peers.
 - Recognizes that this is not an evaluative position - provides peer feedback and support only.
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Principal as Instructional Leader

The Principal wears many hats in the building. With the support of Teacher Leaders instructional needs can be met more efficiently.

Principal Expectations

- ▣ Performs yearly evaluations of all instructional staff.
 - ▣ Responsible for all disciplinary actions.
 - ▣ Leads staff meetings.
 - ▣ Leads school improvement committee at building and represents the plan at the district level.
 - ▣ Plans and implements special events.
 - ▣ Creates and maintains building budgets.
 - ▣ Ensures Special Education compliance.
 - ▣ Oversees school facility.
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Principal's Instructional Leadership Tasks

- Makes intentional, data driven decisions.
 - Collaborates and supports instructional leaders and instructional coaches.
 - Has a strong understanding of instructional pedagogy.
 - Supports all staff.
 - Builds a community and culture of learning.
 - Supports wrap-around services.
 - Promotes positive student and family relationships.
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With time, resources and support, effective Principals can be Instructional Leaders by:

- Being visible in individual classrooms, halls and having a presence in the community.
- Modeling
 - Effective classroom management strategies
 - Instructional strategies
- **Exemplify and uphold the core values of respect, responsibility and resilience.**





Guiding Principles

1. High expectations for ALL learners
 1. Supporting all teachers in developing their practice in order to have consistent, high quality instruction
2. Evidence-based “best” practices while allowing for innovation and creativity
 1. Utilizing recent research on teacher leadership
3. Family and community partnerships
 1. Allows for instructional leader time to find and align community resources and partnerships with instructional activities
4. Student voice and empowerment
 1. Supports and develops teachers to meet needs of all students
5. Efficiency and financial viability
 1. Builds capabilities in school and at the teacher level, utilizes title funding effectively, focuses on improving instruction so student needs are met (proactive approach), assumes lower levels of administrative staffing

Core Values

Diversity

High Expectations
for All Students

Student Voice
and
Empowerment

Educational
Excellence

Vibrant Family
and Community
Partnerships

Resilience

Creativity and
Innovation

Respect

Responsibility

Members of committee

Terrence Green, parent

Carrie Allen, parent

Beth Vonck, teacher

Tiffany Marra, UM faculty

Becky Ralls, teacher

Naomi Norman, WISD

Nancy Harvey, parent

Sima Thurman, teacher

Sue Bloom, teacher

Jon Margerum-Leys, EMU faculty

Karla Graessley, principal

Debbie Wilbanks, retired educator

References

NEPC (National Education Policy Center) Feb. 2013

- ▣ <http://nepc.colorado.edu/blog/cta-expanding-teacher-leadership>

Website - National Standards for Teacher Leadership

- ▣ <http://www.teacherleaderstandards.org/index.php>
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