

**TEACHER LEADERS: PART OF
THE SOLUTION CONFERENCE**

AUGUST 21, 2014

SUNY PLATTSBURGH

QUEENSBURY CAMPUS

OBJECTIVES

- ✓ Understand the research-based components of a Teacher Leadership program
- ✓ Consider elements of contractual agreements to support teacher leader positions
- ✓ Collaborate with colleagues to expand our own thinking

TEACHER LEADERS

JILL HARRISON BERG

- **Conditions – given role in one context might not fly in another “culture of Teacher Leaders”**
- **Role – means different things to different people**
- **Not high visibility but high impact**

TEACHER LEADER RESEARCH SHOWS :

JILL HARRISON BERG

1. Formal Role – pay or release time (no volunteers!)

- Identifiable – countable
- Recognized by school and district
- Part of a larger plan
- Confers recognition or authenticity

2. Sustainability – influence on teaching and learning but more than once

3. Professional – related to teachers' institutional knowledge and skills

TEACHER LEADER PROGRAM WORKBOOK

Flip through the Teacher Leader Handbook template

- Standards
- Training
- Selection Criteria and Process
- Roles and Responsibilities
- Conditions and Compensation
- Evaluation and Performance Management

TEACHER LEADER PROGRAM

- **Standards**
 - Define what constitute the skills, attributes, knowledge and competencies for teacher leaders
 - Distinguishes the role of teacher leaders from administrators
 - Define what it takes to be a successful professional in this domain of teaching practice

Model Teacher Leader Standards or State TL Standards

Albany CSD created rubric for Model TL Standards

TEACHER LEADER PROGRAM

- **Training**
 - Formal preparation to gain knowledge and skills needed to be effective
 - Common understanding of a distributed leadership model
 - Change theory, goal setting, collaborative decision making, conflict resolution – align with Standards
 - Expanding professional impact with colleagues
 - Tasks over time (activities, hours, years)
 - Role relevant training
 - Measure impact of the training program to adjust
- **Selection Criteria and Process**
 - Criteria and indicators of skills and attributes
 - Decision making process – how and who
 - Structure of cycle and role
 - Pipeline of development for all teachers

TEACHER LEADER PROGRAM

- **Roles and Responsibilities**
 - Evidence of opportunity, need, rationale and support
 - Informed by multiple stakeholders based upon documented need
 - Responsibilities clearly delineated; based on outcomes; integrated into school practices
 - School culture supports and values peers in leadership roles
 - Communication of roles and responsibilities must be transparent and clear to entire school community (parents, Board, administration, faculty, students and community)
- **Conditions and Compensation**
 - Re-think time, workload, space
 - Structures within the school day i.e. common planning time, teaching load, release time
 - Calendar year, part-time, flexible length of days, percentage of teaching time and leadership activities
 - Compensation and/or stipend models, ratios of teacher leader to case-load and realistic time allocations for particular roles must be determined.

TEACHER LEADER PROGRAM

- **Evaluation and Performance Management**
 - Authentic assessments appropriate to the role and expectations of the teacher leader
 - Incorporate data from multiple sources
 - Structured professional development to maintain support for varied roles

DEBRIEF AND CLOSURE

- Questions?



Best wishes for a successful start to your teacher leader program!

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