

Teacher Leadership Selection and Retention Strategies



Oak Ridge Schools is currently seeking teacher leaders to serve as PLC, Data and STEM Coaches. The primary goal of all teacher coaching positions is to serve as a guide, resource and support to grow effective data driven PLC's that are focused on student achievement, with an emphasis on STEM Problem Based Learning. The following steps will be taken during the Teacher Leadership Selection Process:

Step One

All certified staff will be provided a description of each teacher coaching position. Interested staff will be required to write a letter of intent to their building principal, include a resume and submit answers to the following questions:

1. How do you see the (PLCC, Data Analyst, STEM) position functioning in your school?
2. Describe how you plan to work with adult learners?
3. How would you handle a teacher unwilling to work with others?
4. How do you see the use of technology in the position for which you are applying?
5. Would you be willing to attend mandatory professional development on instructional coaching throughout the year? Why?

Retention Strategies

We realize that the role of teacher coach will be a challenge. We further understand that our school system must be consistent in providing teacher coaches training and support. The following support will be provided to assure we are successful in retaining selected teacher coaches:

- Teacher coaches will receive extensive training.
- A system teacher leadership community coordinator will be available to provide guidance and support
- Building administration will work closely with teacher coaches to assure the process is one of collaboration.
- Teacher coaches will have the opportunity to communicate specific needs which will result in additional training.
- A minimum of quarterly meetings will be held for training purposes and to assess current performance and needs.
- Teacher coaches, teachers and administration will have the opportunity to assess the teacher leadership program to assure the program is meeting teacher instructional needs.

Step Four

The interview team will finalize staffing decisions and building administration will notify applicants.

Step Two

Principals will review applicant information and schedule interviews.

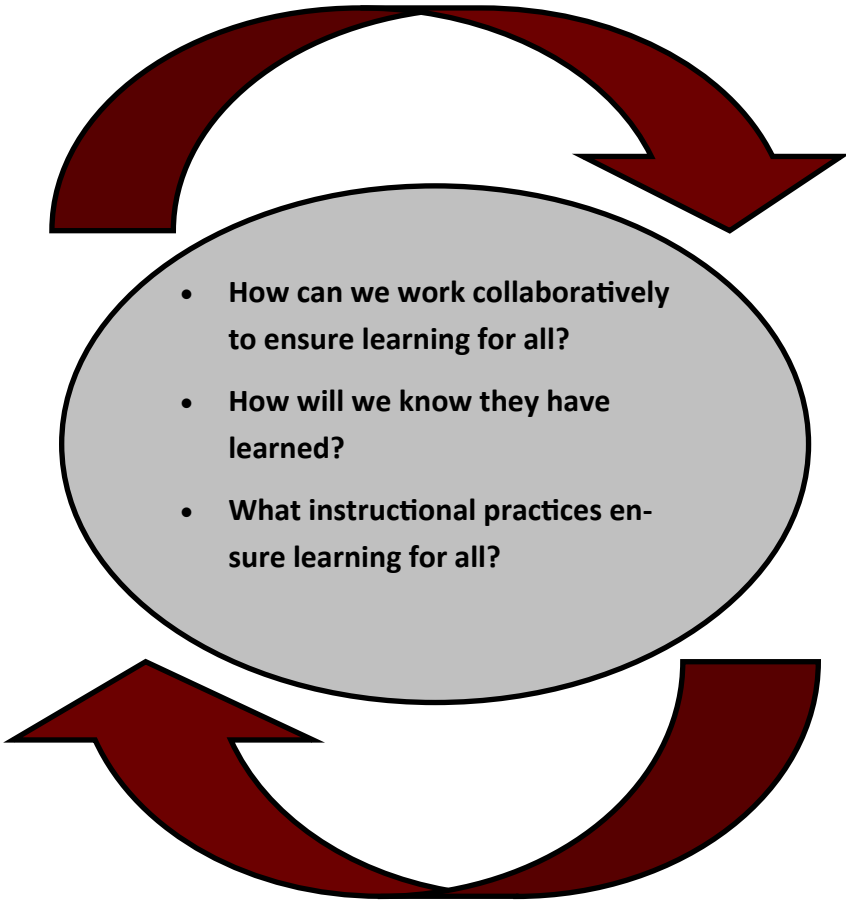
Step Three

An interview team consisting of building administration, Executive Director of School Leadership and Executive Director of Teaching and Learning will conduct interviews.

Teacher Leadership Roles

PLC Coach

1. Serve as a resource for support and encouragement of teachers and collaborative teams by communicating the purpose of collaboration utilizing common vocabulary.
2. Clarify expectations of highly functioning collaborative teams.
3. Assess and facilitate the progress of the collaborative teams to create highly functioning PLC's.
4. Maintain the focus on student learning by fostering a growth mindset.
5. Work with Data Coach to assist collaborative teams in implementing a guaranteed, viable curriculum, in administering common formative and summative assessments, and in using student data to refine teaching practices.
6. Model professionalism, model and share research-based best practices, and model transparency to foster safety and trust.

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- **How can we work collaboratively to ensure learning for all?**
 - **How will we know they have learned?**
 - **What instructional practices ensure learning for all?**

Data Coach

1. Serve as a resource to the school by compiling, analyzing, and communicating data.
2. Collaborate with PLC Coach to serve as a resource to collaborative teams by assisting with data collection and analysis.
3. Serve on school RTI team and participate in RTI data collection and analysis.
4. Model professionalism, model and share research-based best practices, and model transparency to foster safety and trust.

STEM Coach

1. Help teachers identify the best available tools to help them meet their objectives.
2. Encourage participation.
3. Provide support for Problem Based Learning activities.
4. Identify/catalog/share best practices and instructional activities.
5. Conduct needs assessment and develop a STEM action plan.
6. Model professionalism, model and share research-based best practices, and model transparency to foster safety and trust.



Strategies for Building Capacity for Teachers to Lead

Building and District Leaders

- Communicate with principals roles and responsibilities
- Coaching updates for shared understanding at district principals' meeting

Teacher Leaders

- Initial training and team building for coaches
- Provide opportunities for coaches to meet with building administrators
- Continuing professional development
 - ✓ Book studies
 - ✓ One-to-one coaching
 - ✓ Conferences and workshops

Building Staff

- District Professional Development calendar with monthly thematic focus
- Emphasizing and celebrating successes



Teacher Leadership Evaluation

Principal's Role – Building Administrators are responsible for assessing the effectiveness of current teacher leaders. Principals will use the following methods to determine if changes in current teacher leadership are appropriate.

1. Student growth data will serve as an indicator regarding the effectiveness of current teacher leadership.
2. Teacher Leaders and administrators will meet on a regular basis to discuss program successes as well as specific areas of need.
3. Certified staff will assist in determining the effectiveness of teacher leaders by participating in a survey regarding the overall performance of current teacher leaders.
4. Certified staff will provide feedback regarding the effectiveness of individual PLC's.