

2015-16

Teacher Leadership Innovation (TLI) Overview

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Welcome

Dear TLI Principals and Teacher Leaders,

We are thrilled to welcome you to the 2015-16 Teacher Leadership Innovation (TLI) cohort. Congratulations to you and your team for joining this distinguished cohort of pioneers in this innovative teacher leadership work.

TLI was designed with the knowledge that the most successful schools are leveraging the expertise of their strongest teachers in new and creative ways – but there isn’t enough time in the day to be both an effective teacher and leader without risking burnout. TLI aims to change that by providing teachers with release time during the school day, so that teachers are still working with students for a significant portion, but they also have time to be in the classrooms of their colleagues – pushing instruction, sharing best practices, and extending their reach.

The purpose of Teacher Leadership Innovation is threefold. TLI allows DCPS to:

- **Make a difference in schools:** We believe that TLI roles can have a tremendous impact on teacher practice and student outcomes. By designing the roles at the school level, we ensure that teacher leaders are meeting a direct need of the school. Teacher leaders will spend time over the next year in the classrooms of other teachers, pushing instruction, providing development opportunities, and sharing best practices that will transform instruction in the school and ensure that all students are achieving at the highest levels.
- **Create meaningful career ladder opportunities for great teachers across the district:** Many of our strongest teachers say that the most meaningful leadership opportunities are ones that allow them to remain in the classroom working directly with students, while also extending their reach by sharing their expertise with more teachers and students. The hybrid TLI roles being designed and implemented by TLI teacher leaders do just that.
- **Study and learn from teacher leadership roles throughout the course of implementation:** The ultimate goal of TLI is to scale up this program across DCPS, making the hybrid teacher leader model open to all schools. By implementing TLI roles in a subset of schools across the district, we are able to carefully study their implementation to learn how roles are working and what makes them most effective. We’re also able to learn how to best support teacher leaders and school leaders in this challenging and innovative work. The DCPS TLI team and Leading Educators will be working closely with schools to capture this information, and will continue to innovate and adjust roles to find the model that works best for schools.

This year we are excited to introduce TLI Department Chairs as part of the 3.0 cohort. The new TLI Department Chair role will be implemented in 6 high schools in the 2015-16 school year: Anacostia SHS, Ballou SHS, Cardozo EC, Columbia Heights EC, Eastern SHS, and Woodson SHS.

We know this work will be challenging, but we also believe that it is critical to pushing our schools to the next level. We are excited to engage in role design and implementation over the next year as we determine what teacher leadership can look like across DCPS schools. We value you as critical thought partners in this process and look forward to the feedback and lessons you will provide to make this program even stronger.

DCPS is committed to investing in our strongest teachers, keeping them in the classroom, and creating opportunities that allow them to reach more teachers and students. Thank you for all that you have done for the students and teachers in DCPS. We look forward to the work ahead!

Best,
The DCPS TLI Team

Program Experiences and Expectations

Throughout the 2015-16 school year, TLI teacher leaders and principals will participate in professional development, leadership coaching sessions, data collection, and cohort events that are each critical to the success of TLI and designed to meet the three program goals articulated in the letter above. Below, you will find an overview of the major components of the TLI program. TLI participants are expected to participate in all components in order to remain a part of the program, receive the teacher leader stipend, and be eligible for program continuation in future years.

Spring & Summer Professional Development

TLI Induction (required for all school leaders and non-Department Chair teacher leaders)

TLI Induction is the first opportunity for TLI teacher leaders and administrators to come together as a cohort. TLI teacher leaders will take part in a full day of cohort building, skill development, and vision setting, while principals will spend time separately, learning more about the role design process and preparing to facilitate parts of Summer Intensive I.

TLI Department Chair Induction (required for TLI Department Chairs)

TLI Department Chair Induction is the first opportunity for TLI Department Chairs to come together as a cohort following selection. TLI teacher leaders will take part in an afternoon of cohort building, skill development, and vision setting.

Summer Intensive I (required for teacher leaders and school leaders)

Summer Intensive I will focus on designing the teacher leadership roles that teacher leaders will be implementing during the 2015-16 school year. School teams will spend the week building a common vision for success, setting team and individual goals for the TLI program, and determining the strategies and supports necessary to reach those goals. Teams will also be guided through the structural pieces of this work, including role clarity and caseloads and designing schedules that allow teacher leaders to leverage their release time most effectively.

Summer Intensive II (required for teacher leaders who are new to TLI)

Summer Intensive II will focus on the fundamentals of good coaching. Grounded in Paul Bambrick-Santoyo's "Six Steps for Effective Feedback", sessions will focus on observation, planning, feedback, debrief conversations, questioning techniques, and building tracking systems. Teacher leaders will leave this week-long PD feeling ready to start coaching the very next week, using concrete, impactful strategies and templates from their coaching toolkit.

Ongoing Support and Development

School-Embedded Leadership Coaching

Intensive, individually-tailored leadership coaching will allow participants to integrate the adult leadership skills introduced during professional development into their daily practice. A leadership coach with expertise in this field will be thoughtfully assigned to each TLI school to work directly with teacher leaders and principals—observing, providing feedback, and developing plans to help participants achieve their goals.

Saturday Workshops

Leading Educators will continue to lead professional development sessions throughout the school year, which will include topics such as difficult conversations, observation and feedback, and building aligned teams, and will take place on the following days:

- Saturday, September 19
- Saturday, November 7
- Saturday, January 30
- Saturday, March 19

2015-16 Teacher Leadership Innovation (TLI) Overview

School Visit Days

The community of DCPS TLI schools is among the greatest resources available to a teacher leader. All TLI schools will have the opportunity to share their learnings and draw on the expertise of their colleagues by hosting one School Visit Day (SVD) during the 2015-16 school year. Expectations for preparation and execution of these days can be found on page seven.

Additionally, TLI teacher leaders and principals will all be required to attend four SVDs throughout the year. Two of these visits will be conducted in school teams and assigned this summer, while two visits will be with “flex” dates, selected by each teacher leader individually. You will receive more information about signing up for SVDs over the coming months.

Goal Setting and Data Collection

Goal Setting and Tracking

The ultimate aim of the TLI program is to ensure that the teachers and students we support succeed. Setting and tracking student, team, and individual goals will allow teacher leaders to design roles that meet school priorities, get buy-in and support from the larger school staff, clearly communicate and focus their work as a teacher leader, and measure the success of their role in terms of impact on student achievement, teacher practice, and their own development.

Additionally, an important purpose of the TLI program is to learn more about teacher leadership roles and replicate success. Setting and tracking goals will help determine what roles work, how they work, and how they can be structured to maximize impact on student achievement and teacher practice.

Teacher leaders and school leaders will engage in a goal setting process during Summer Intensive I and II. Throughout the school year, teacher leaders will regularly measure progress toward these goals by collecting data and reflecting on the data during coaching sessions with their leadership coaches. Frequent reflection on the progress toward the goals will allow teacher leaders, school leaders, leadership coaches, and the DCPS TLI team to innovate and adjust TLI roles to ensure success both for this year and for years to come.

Surveys and Programmatic Data Collection

The perceptions and experiences of teacher leaders are vital to the continued refinement and innovation of TLI. All teacher leaders and school leaders will participate in data collection including completing surveys, participating in focus groups, and hosting school visits. Please see a complete overview of the data collection on page eight for more information.

TLI Compensation

Teacher leaders will receive a \$2,500 stipend for their roles as TLI teacher leaders, paid at the end of the 2015-16 school year. Payment of the full stipend is contingent upon completion of the TLI program, which includes implementation of the role with fidelity, as well as participation in TLI professional development sessions and school visits, leadership coaching, and data collection. Participants must meet the requirements outlined in the Attendance Policy and submit all requested data including trackers and surveys in order to receive the stipend.

Additionally, all teacher leaders will be receiving Professional Learning Units (PLU) for their participation in professional development. All PLUs will be recorded at the end of the 2015-16 school year.

TLI Partner Organizations

TLI works closely with two partner organizations to support schools, evaluate progress, and drive success at the school and program level.

Leading Educators (www.leadingeducators.org) specializes in training great teachers to lead their colleagues in support of student success. DCPS has partnered with Leading Educators over the past two years to provide the summer training, ongoing professional development, and one-on-one coaching to ensure that TLI teacher leaders are successful in their new roles.

TNTP (www.tntp.org) is a non-profit organization that specializes in studying teaching, teachers, and the issues critical to both. Experts at TNTP work closely with the DCPS TLI team to support design, administration, and analysis of TLI surveys. Data gathered through this work is used to drive shifts in TLI programming, ensuring that our program is responsive to the needs of teachers, principals, and students.

TLI Department Chair Specific Information

The TLI Department Chair role will be part of the Teacher Leadership Innovation (TLI) pilot beginning in the 2015-16 school year. TLI Department Chairs will revolutionize the traditional department chair role in the four core subject areas (ELA, Math, Science, and Social Studies). As instructional leaders of their academic departments, TLI Department Chairs are required to pass through a rigorous centralized screen, designed by the Office of Teaching and Learning and the Office of Human Capital. This applies to candidates who are internal to the six schools, from other DCPS schools, and external to DCPS.

As part of this role, Department Chairs will fulfill the following duties which are distinct from the traditional department chair roles.

- Serves as the instructional expert in her/his content area and provides teachers with robust, content-specific support designed to improve teacher practice and student achievement.
- Uses release time to support colleagues in improving their practice through frequent observation, feedback, and other coaching and co-planning support.
- Develops individualized coaching plans for teachers; supports teachers in setting and meeting student achievement and teacher practice goals.
- Leads department meetings that may include analyzing data, facilitating problem-solving communities, introducing new curricula, and maintaining a unified vision for department-wide instruction.
- Collaborates with content specialists in central office to support the rollout of new district curricula, professional development, and other initiatives as needed.

School Visit Day Host School Preparation

Overview

Each TLI school will host one School Visit Day (SVD) between October and May of the 2015-16 school year. SVDs are an opportunity for TLI teacher leaders and principals to visit schools across the district to learn more about the teacher leadership work happening in that school and see it in action.

In advance of the SVD, the host school will work with the DCPS TLI team to prepare for the visit. On the day of the visit, the host team (including the TLI admin) will be responsible for orienting visitors to the school, highlighting the TLI work taking place through a short presentation, and serving on a debrief panel following an hour-long school observation. SVDs will generally run from 8:30 AM to 1:30 PM depending on the host school's schedule.

Sample SVD Agenda	
8:30 – 8:35	Welcome and Introductions
8:35 – 9:30	Problem Solving Communities (PSCs)
9:30 – 10:10	Host School and TLI Role Overview
10:10 – 11:10	Classroom Observations
11:10 – 11:30	Observation Debrief Protocol
11:30 – 12:00	Whole Group Debrief with Host School Panel
12:00 – 12:30	Skill-Building Break Out (led by host school team)
12:30 – 1:30	Lunch and Announcements

SVD Preparation

TLI teams will work with the DCPS TLI team in the weeks leading up to a school's SVD to prepare for the event. Below you will find information you will need to provide in advance of the SVD.

One Month in Advance of the SVD

- Complete a call with the DCPS TLI team to walk through the SVD agenda.
- Complete a SVD logistics checklist provided by the DCPS TLI team. This will include items such as parking instructions, meeting room confirmation, school norms, and availability of technology.
- Complete the TLI School Observation Template with the room numbers, grade levels/subject areas, and background information for the classrooms that will take part in the school observation.

The Day of the SVD

- The principal should prepare an 8 – 12 minute general overview of the host school. The DCPS TLI team will provide examples and optional templates during the preparation call. The overview may include demographic information, school history, student data, and the school's overarching vision for teacher leadership.
- Teacher leaders should each prepare a 5 – 7 minute overview about their role. The DCPS TLI team will provide examples and templates during the preparation call. The overview may include an overview of your weekly schedule, an update on progress toward goals, highlights from coaching work and challenges in your leadership practice.

TLI Data Collection

Overview

The perceptions and experiences of teacher leaders are vital to the continued refinement and innovation of TLI. In order to inform program-level decisions and capture lessons learned as the TLI program is scaled across the district, the DCPS TLI team will work with teacher leaders, school leaders, and teachers supported by teacher leaders to capture information about the program using a variety of tools.

While we know that participating in these data collection activities does take some time, it is critical in helping teacher leaders, school leaders, leadership coaches, and the DCPS TLI team to understand what is happening in each school and across the program. Robust data from a variety of tools will enable us to make adjustments in the support that we are providing to TLI teacher leaders and school leaders throughout the year. It will also help us to learn as much as possible about how the roles are working and what makes them successful as we think about the future of TLI.

Through these tools, we're seeking to answer a number of questions during this year. These questions fall broadly into five buckets.

- **Teacher Practice & Student Achievement**

Example: Are teachers receiving more frequent feedback? Are students improving?

- **School Culture & Perceptions**

Example: Is there an increased sense of collaboration in schools? Is teacher leadership valued in schools?

- **Sustainability of the Role**

Example: Are teacher leaders able to effectively fill their roles without working extra hours as compared to previous years?

- **Teacher Retention**

Example: Do teacher leaders plan to stay in their schools and/or in DCPS longer than they had originally intended?

- **Fidelity of Implementation & Scalability of the Role**

Example: Are teacher leaders using their release time for their responsibilities as leaders?

Central Office TLI Goals

To track our progress and report out on outcomes of the program, the DCPS TLI team has set the following goals for TLI in the 2015-16 school year:

- 80% of all student achievement goals, as set by teacher leaders and principals in the summer of 2015, are met in TLI schools.
- 80% of all teacher practice improvement goals, as set by teacher leaders and principals in the summer of 2015, are met in TLI schools.
- 85% of teachers supported by teacher leaders “Strongly Agree” or “Agree” that they are receiving more frequent and effective feedback on their practice during the 2015-16 school year.
- 85% of teacher leaders “Strongly Agree” or “Agree” that the leadership development and support from central office equipped them with the skills they needed to be successful in their roles.
- 85% of teachers led by teacher leaders “Strongly Agree” or “Agree” in response to survey questions about their satisfaction with the program.
- 85% of principals “Strongly Agree” or “Agree” in response to survey questions about their satisfaction with the program.
- Derive key lessons from our assessment of implementation of the teacher leader roles to inform decisions about expanding them in additional DCPS schools beyond the 2015-16 school year.

Tools for Evaluation

In order to measure progress toward the goals listed above, the DCPS TLI team will leverage the following evaluation tools throughout the 2015-16 school year. Teacher leaders and school leaders are required to participate in all forms of data collection in order to remain a part of the program, receive the teacher leader stipend, and be eligible for program continuation in future years.

Surveys: Surveys administered to principals, teachers, and TLI teacher leaders will monitor helpfulness of feedback, school culture, leadership, planned retention, and TLI implementation. TLI schools will take the survey three times per school year. The dates of the survey windows can be found on the TLI calendar.

Ongoing Check-ins: Check-ins with teacher leaders, team leads, and school leaders will cover many of the same ideas included on surveys, but allow for probing questions to better understand teacher perceptions. These may take place over the phone or in person at intervals throughout the year, with the aim of better understanding and supporting TLI schools.

School Visits: In addition to the formal SVDs throughout the school year, the DCPS and Leading Educators teams will spend time in schools on a regular basis in order to support schools directly and learn more about what is going well and what could be improved. These school visits may include observations of the teacher leaders, meetings with teacher leaders and principals, or classroom observations.

School-based Goal Tracking: During Summer Intensive I principals and teacher leaders will identify school-based measurable outcomes for each TLI role. These will include goals around both teacher practice and student achievement outcomes. These goals will be measured and reported out on throughout the 2015-16 school year with the support of leadership coaches.

Individual Goal Setting Tools

In addition to the evaluation tools listed above, you will also engage in goal setting and tracking with your leadership coach. These tools and processes will be introduced during Summer Intensive I and II. A brief overview and timeline is provided below.

Teacher Leader Competency Rubric (TLCR) 360: The TLCR provides common language for the concrete skills through which teacher leaders increase student learning and teacher effectiveness. TLI teacher leaders and their leadership coaches will use their 360 evaluations on the TLCR (including evaluations by administration, peers, and self) to set individual development goals for the school year. The TLCR will be administered at the beginning and end of the year.

Goal Review: In order to systematically adjust and align plans among TLI teacher leaders and administrators, TLI school teams will meet every two to three months to review goals and priorities based on the Theory of Action they develop during Summer Intensive I. Teams will determine their professional learning and coaching plans for the upcoming quarter, revisit the goals they set previously, and decide how they will track and measure progress toward their goals for the next two to three months. Teacher leaders will also report on their individual goals for teacher practice and student achievement outcomes. School teams will collaborate with their leadership coach to set the exact dates. All reviews will be completed in the timeline outlined in the TLI calendar below.

Timeline for Data Collection

Spring & Summer	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
TLCR 360 Survey I <i>baseline</i>		Goal Review	Survey II	Focus groups	Goal Review		Goal Review		Survey III Goal Review TLCR 360	

2015 – 2016 TLI Key Dates

Please mark your calendars as early as possible with the key dates listed below.

Spring and Summer 2015		
Date	Event	Participants
May 2	TLI Induction	Teacher leaders and school leaders
June 4	TLI Department Chair Induction	TLI Department Chairs only
May 18 – May 29	TLI Baseline Survey	Teacher leaders and school leaders
June 17	TLCR 360 Due to Leading Educators	Teacher leaders and school leaders
July 6 – 10	Summer Intensive I	Teacher leaders and school leaders
July 27 – 31	Summer Intensive II	Teacher leaders only

2015-16 School Year		
Date	Event	Participants
September 19	Saturday Workshop I	Teacher leaders
November 2 – 13	TLI Fall Survey	Teacher leaders and school leaders
November 7	Saturday Workshop II	Teacher leaders
January 30	Saturday Workshop III	Teacher leaders
March 19	Saturday Workshop IV	Teacher leaders
April 15	TLCR 360 Due to Leading Educators	Teacher leaders
May 23 – June 3	TLI Spring Survey	Teacher leaders and school leaders

2015-16 TLI Teacher Leader Stipend Agreement

Overview

DC Public Schools partners with Leading Educators to provide professional development for teacher leaders and principals through Teacher Leadership Innovation (TLI). We rely on the collaborative relationships between school teams, DCPS central office, and Leading Educators to yield positive results for educators and students. We created this agreement to help ensure our collective success.

Over the spring and summer, TLI teams participate in sessions designed by Leading Educators and tailored to individual teacher leadership roles. Most sessions take a teams approach, providing work time to immediately apply content to a school's context, and to create dynamic resources that will be used throughout the school year. It is critical that all team members are present to be part of this work.

Spring and Summer TLI Program Dates

- **May 2:** TLI Induction
- **June 4:** Department Chair Induction (department chairs only)
- **July 6 - 10:** Summer Intensive I
- **July 27 - 31:** Summer Intensive II

Ongoing Development

- **Saturday PD Workshops:** There will be 4 Saturday PD Workshops scheduled throughout the year.
- **School Visit Days (SVDs):** SVDs will be an opportunity for teacher leaders to see the TLI work in action at participating TLI schools and learn from shared experiences. Dates will be selected over the summer.
- **Leadership Coaching:** TLI teacher leaders will benefit from leadership coaching from Leading Educators.
- **Data Collection:** Teacher leaders and school leaders will participate in data collection, including surveys, goal reviews, and focus groups to monitor progress, gather learnings, and drive growth.

Attendance Policy

- Participants must maintain higher than 90% attendance at all professional development sessions over the course of the year in order to participate in the TLI cohort. This means that participating **teacher leaders and school leaders may only miss one day of the spring and summer content to participate in TLI next year. If participants do need to miss the one allowable day, they must provide advance notification to the DCPS team.**
- Participants must communicate with the DCPS team to determine completion of missed work.
- Participants must complete all pre-work required for professional development and coaching sessions.
- Participants must host one SVD with their school team during the 2015-16 school year.
- Participants must attend a minimum of four SVDs throughout the 2015-16 school year.

Teacher leaders will receive a \$2,500 stipend for their roles as TLI teacher leaders, paid at the end of the 2015-16 school year. Payment of the full stipend is contingent upon successful completion of the TLI program, which includes implementation of the role with fidelity, as well as participation in TLI professional development sessions and school visits, leadership coaching, and data collection.