Developing and Empowering Teacher Leadership

New Jersey School Boards Convention
October 23, 2018
9:30 AM
Room 301
About the Presenters

Dan Baginski, Assistant Superintendent
Dan is the current Assistant Superintendent of Schools in our large K – 12 district with over 8,500 students. A former high school math teacher, mathematics supervisor, principal, and director of assessment, Dan believes deeply in growing future leaders through innovative opportunities. He oversees and coordinates professional development activities throughout the school district and was the leader of two successful cohorts of New Jersey Achievement Coach grants in the Jackson School District. Dan has helped create a teacher-leadership network within the Jackson Schools through a blend of full-time teacher leaders and various stipend positions.

Michael Burgos, Principal
Michael is the current principal of the Elms Elementary School with over 650 students and a large pre-school population. A former teacher and assistant principal, Michael’s career has been personified by creating a school culture and climate that is goal oriented and focused on developing a growth mindset. Most recently, he has led the Achievement Coach 3.0 initiative in the Jackson School District, which has built on the work of the original Achievement Coach grant via the use of Title 2 funding.

Dr. Lisa Lane, Supervisor
Lisa is the current Elementary Supervisor, where she plans, leads, and evaluates professional learning in all curricular areas. With a diverse background as a teacher, adjunct professor of special education, supervisor of special education, and assistant principal, Lisa has a broad understanding of the needs of varied professionals in the school setting. Along with Michael, her leadership in the implementation of Achievement Coach 3.0 in our district has truly raised the bar (again!) for professional learning in our school district.

Dr. Stephen Genco, Superintendent
Dr. Genco has been the leader of Jackson School District and its 8,400 students and 1,600 staff members since August 1, 2014 and is responsible for the people and programs that thrive in the district’s six elementary schools, two middle schools, and two high schools. Dr. Genco’s tenure as superintendent has been marked by a number of significant accomplishments on behalf of Jackson students and staff. Most recently, he was named the Ocean County Superintendent of the Year for 2018. As a former high school science teacher, assistant principal, principal, and assistant superintendent, Dr. Genco has developed a thorough respect for teacher leadership as a means for building a collaborative culture in schools.

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Who is the Jackson School District?

Enrollment: 8,518 (District)
Number of Schools: 10
  Two High Schools
  Two Middle Schools
  Six Elementary Schools
DFG: DE
Socio-Economics (Free and Reduced Lunch): 23%
Special Education: 17%
English Language Learners: 2%
Staff Members:
  792 Certified Staff Members
  537 Support Staff Members
  35 Certified Administrators
  17 Non-Certified Supervisors

Hybrid Teacher Leader Positions:
  Reading Specialists (8)
  Inclusion Facilitators (2)
  Title 2 Inclusion Coach (1 part-time)
  Crisis Counselor (1)
  Lead Teacher (2)
  Athletic Coordinator (2 part-time)
  Attendance Review Coordinator (2 part-time)
  Discipline (2 part-time)

Professional Development Allocations for 2018-2019:
  Title 1: $65,800
  Title 2: $140,805
  Title 3: $2,058
  District Budget: $78,000
  School Budgets: $38,000

Total PD Budget: $324,663

District Budget: $153,830,585
The Evolution of Teacher Leadership in Jackson

Key Milestones

- New Jersey Achievement Coach Grant - Year 1
- New Jersey Achievement Coach Grant - Year 2
- Reboot of DEAC and ScIP Teams
- Achievement Coach 3.0 - Use of Title 2 funds to create stipend positions
- Invited to join the New Jersey Teacher Leader Network
- Teacher Leadership Survey
- Title 2 Teacher Leader Program Expansion
- Reboot of District Mentoring Program
- Creation of a Teacher Leader Advisory Board
Building the Capacity for Teacher Leadership

Shared Leadership, Building Trust, and Empowering Teacher Voice
Strategies to Build and Sustain Shared Leadership

Build Respect and Responsibilities
- Recognize that each person in the school brings with them unique experiences, skills and ideas that are valuable to co-create a quality school climate

Ensure Shared Purpose
- Establish what we want to accomplish while working together

Think Partnership
- Empower the “right people for the right task” with authority that is real

Commit to Shared Responsibilities
- Each person in the partnership must take an active role and be accountable for effectively completing their individual responsibilities

How is your district currently fostering shared leadership?
Building Trust

Be an open and effective communicator - set clear expectations, provide constructive feedback, and solicit genuine input

Set teachers up for success - provide the time and resources needed

Lead by example - the building of trust is not something that can be delegated

Be transparent and consistent - there is no greater threat to the fragility of trust

Lead with the Heart

“The best way to find out if you can trust somebody is to trust them.”
Ernest Hemingway
em·pow·er
/əmˈpou(ə)r/
verb
give (someone) the authority or power to do something

Committee Membership

Open Your Classroom to Peer Observers

Share Best Practices at a PLC

Share Your Feedback

Committee Leadership

Become A Mentor

Lead Community Outreach

Act On An Idea

Teacher Testimonial:
Kristie-Anne Opaleski
Identifying and Cultivating Teacher Leaders

Identifying Leaders, Standards, Hiring Practices, Compensation,
Defining Teacher Leadership

- What roles of teacher leadership exist in your district?
- What opportunities do teachers have to perform beyond the classroom?
- Identifying and Cultivating Teacher Leaders
Teacher Leader Model Standards

- Foster a **Collaborative Culture** to Support Educator Development
- **Accessing and Using Research** to Improve Practice and Student Learning
- Promoting Professional Learning for **Continuous Improvement**
- Promoting the Use of **Assessments and Data** for School and District Improvement
- **Advocating** for Student Learning and the Profession
- **Facilitating Improvements** in Instruction and Student Learning
- **Improving Outreach** and Collaboration with Families and Community
How Jackson Identifies Teacher Leaders?

**Teacher Leader Advisory Board**
Teachers, School Leaders, and District Leaders

**Teacher Leadership Survey** (300 responses)
- 81% felt that there is a demand for teacher leaders in our district.
- 78% believe they have the necessary knowledge, skills, experience, and expertise to fill a leadership position.
- 60% were interested in taking on a leadership position.

**Connection to Evaluations**
Domain 4: Cooperation and Collaboration in the Marzano Leader Evaluation Model

- Promoting Teacher Leadership and Collaboration in the Marzano Focused Teacher Evaluation Model

**Respectful, But Rigorous Interview Process**
- Evaluation results matter
- Questions provided in advance
- Diverse interview panel
- Personalized communications
1. **Ability to communicate** in speech and writing and can articulate their point with directness and confidence while also being courteous.

2. **Great listener** reserving judgment, while being open to all opinions.

3. **Projects positive feelings**, calmness. **Can motivate, inspire, and engage** others.

4. **Is self-aware** and has an accurate picture of their own strengths and weaknesses; is ready, willing, and **able to learn from his/her experiences** and can bounce back from adversity.

5. **Possesses the ability to lead** groups and collaborate with team members to ensure a quality learning experience.

6. **Is respected by peers** and has the capacity to influence others and build effective and reflective relationships.

7. Provides a culture of humility and respect and is **modest about their position**.

8. Maintains professionalism and **confidentiality with peers and administration**.


10. Is positive and **builds a sense of morale** among colleagues.

11. **Displays a passion for learning and believes that all students can and will learn.**

12. Dresses professionally.
Human Resources Practices to Support Teacher Leadership

**Hiring Practices**
- All positions posted
- Documented excellence (highly effective for last three years)
- Rigorous selection process
- Teachers on selection committee (including union leadership)

**Compensation**
- Time or Money?
- Hybrid Positions: Part-Time Coach and Part-Time Teacher
- Stipend ($3,000 in Jackson)
- Use of Title 1 and 2 Grant Funds
Formalizing Roles

Traditional Teacher Leader Roles, Mentoring, Title 2 Teacher Leaders
Leveraging Teacher Roles in a “Shared Leadership” Model

Traditional Teacher Leader Roles
Such as Reading Specialists, Interventionists, Lead Teachers, Curriculum Committees, DEAC, and ScIP provide opportunities to empower teacher leaders to flourish.

Mentors
Including both formal and informal, play an integral role in the success of staff members who are new to the profession or just new to the district or school.

Title 2 Teacher Leaders
Provide the expertise and support that is necessary to turn district goals into a reality through a job-embedded approach to professional development.
Clearly Defined Traditional Teacher Leadership Roles

**DEAC**
- Coordinate efforts to plan and implement educator evaluation;
- Maintain open lines of communication and provide a consistent message about evaluation throughout the district;
- Provide an integrated vision connecting multiple initiatives that schools are implementing; and
- Provide a coherent professional development plan for the district based on evaluation data.

**Certified Staff without Full-time Teaching Assignments**
- Lead Teachers (elementary)
- Reading Specialists
- Attendance Review Coordinators (high school)
- Discipline (high school)
- Inclusion facilitators
- Behaviorists
- CST, Guidance, Nurse, and SAC

**District/School Committees**
Collaborative groups formed for a specific purpose of need, such as
- School Climate
- Safety
- Community Relations
- Curriculum

**Department/ Grade Level Leaders**
- Create agendas for meetings
- Facilitate collaborative work within the group
- Open their classrooms to peer observations
- Streamline communication to administration

**ScIP Team**
Ensure, oversee, and support the implementation of the Marzano Focused model, professional development (PD), and mentoring policies at the school level
# A District Mentoring Program
**Designed By Teachers and Led By Teachers**

## Old Mentoring Process
- Mentors assigned by central administration
- Mentors trained by outside consultant
- Only one common training experience for new teachers (new teacher orientation)
- Building principal served as liaison between mentor and mentee

## New Mentoring Process
- Mentors assigned by teacher leaders
- Mentors trained by teacher leaders
- Full year training series for new teachers with ongoing support
- Lead Mentor Teacher serves as liaison between mentor and mentee

**Mentoring Program Coordinated by Teacher Leaders**
- Elementary Lead Mentor Teacher (grant funded stipend position)
- Secondary Lead Mentor Teacher (grant funded stipend position)

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**Teacher Testimonial: Jennifer Kasyan**
Title 2 Teacher Leaders

Provide the support and coaching required to implement new strategies and embrace change.

Stipend positions that support district and school professional development initiatives by:

- Being directly involved in the planning phase of the professional learning activities (i.e. vision, target audience, logistics)
- Modeling the role of “professional learner” through active participation and commitment to the initiative
- Identifying and facilitating support and coaching opportunities to maximize the impact teaching staff

“Research-based” best practices designed to meet “Data-based” local needs.

Professional learning activities that engage and connect to the unique needs of our schools and staff members.
Teacher Leader Program; Collaborative Professional Development Planning; K-12

Stipend includes a total of 60 hours: September-June

[ISD Brochure: Title II: Teacher Leaders [2018-2019]]

Summer Institute Focus: based on DEAC /SciP Survey Results
   Research and Planning
   Presentation Content and Format
   Follow Up Support and Reflection

Program Offerings: In house PLC’s, Whole Faculty, Grade Level, Parent Nights, On Site Coaching

Program Monitoring: Administrative oversight
Barriers to Teacher Leadership

Egos, Philosophical Differences, and Logistics
I guess the Master’s Degree automatically makes her an expert!

I was teacher of the year three times and nobody asked me to be a teacher leader!

What makes her so special?

He’s only been teaching for three years!

I guess the Master’s Degree automatically makes her an expert!

Barriers to Developing a Teacher Leader Program: Managing Egos

Teacher Testimonial: Christine Frenville
Barriers to Developing a Teacher Leader Program: Philosophical Differences

- Shared Leadership
- Autocratic Leadership
- Prioritize and Limit Current Best Practices
- New Initiatives
- Job-Embedded Coaching
- Consultant-led PD Workshops
- Teacher as Decision-Maker
- Administrator as Decision-Maker
Barriers to Developing a Teacher Leader Program: Logistical Challenges

- Compensating teacher leaders with stipends
- Sharing human resources and expertise across schools
- Scheduling time for coaching and professional development
- Managing workload of teacher leaders
- Teacher Contract Time Constraints
First Steps for District Leaders
First Steps for Creating a Robust Teacher Leader Program in Your District

1. Assemble a diverse group of stakeholders who truly value teacher leadership
2. Develop your own definition of “teacher leadership” and what that looks like in your district
3. Identify and formalize the teacher leader roles that already exist in your district
4. Develop a strategy to solicit continuous feedback from all stakeholders about teacher leadership, professional development, and district practices
5. Find the money to keep teacher leaders in the classroom and still allow them to be leaders
6. Embrace a “shared leadership” model with administrative staff