2016 Mill Levy Oversight Committee

Teacher Leadership and Collaboration

August 22, 2017
What is Teacher Leadership & Collaboration?

Lead without leaving the classroom

Magnifying a great teacher’s impact

Real-time actionable feedback and coaching

Building great teams for every school
RETHINKING OLD STRUCTURES
ORGANIZING SCHOOLS AROUND STRONG TEAMS

PRINCIPAL

TEAM

TEAM

TEAM

REGIONAL TEAM

TEACHER

TEAM

TEAM
TEACHER LEADERSHIP & COLLABORATION ROLES

- PRINCIPALS
- ASSISTANT PRINCIPALS
- SENIOR TEAM LEAD
- RESIDENT MENTOR
- TEAM SPECIALIST
- REGIONAL TEAM SPECIALIST
- NEW TEACHER AMBASSADOR
- TEACHERS
What activities do teacher leaders support?

Teacher leaders support activities like:

- Facilitation of **teacher planning time**
- Bringing teachers together to **review student work**
- **Observation, feedback and coaching** for individuals
- **Supporting first-year teachers** to help them thrive
- **Bringing together “specials” teachers** to help music teachers work with other music teachers, art teachers to work with art teachers, etc.
TEACHER LEADERSHIP & COLLABORATION

Schools Change The Way They Are Structured

Dedicated Support for New Teachers
Observation, Feedback, Coaching & Evaluation

Strong Teams of Teachers
Distributive Leadership

Short-Term Outcomes

Grow & Develop Current Teachers
Retain Our Effective Teachers & Magnify Their Impact

Intermediate Outcomes

All Students Are Taught by Effective Teachers in Joyful, Rigorous & Personalized Classrooms

Impact

Every Child Succeeds
Scale & Sustainability

**TOP-DOWN LEADERSHIP**
- Teachers take leadership roles as grade-level leaders or department chairs.
- Coaching provided by administrators.
- LEAP evaluations completed by admin and Peer Observers.

**DIFFERENTIATED ROLES PILOT**
- Cohort 1 begins
  - 14 Schools
  - 51 Teacher Leaders
  - 35 Cohort 2 schools design
  - Shift in terminology from DR to Team Lead and Senior Team Lead for 2014-15

**COHORT 2**
- Cohort 2 begins
  - 41 Schools
  - 136 Senior/Team Leads
  - 30 Cohort 3 schools design

**COHORT 3**
- Cohort 3 begins
  - 71 Schools
  - 256 Senior/Team Leads
  - 42 New Designs
  - Addition of Team Specialist and New Teacher Ambassador roles for 2016-17

**COHORT 4**
- Cohort 4 begins
  - 113 Schools
  - 363 Senior/Team Leads
  - 25 Cohort 5 schools design

**COHORT 5**
- Cohort 5 begins
  - 138 Schools
  - 473 Senior/Team Leads

**CONTINUOUS IMPROVEMENT**
- **COHORT 5**
  - 138 Schools
  - 473 Senior/Team Leads

- **COHORT 3**
  - 71 Schools
  - 256 Senior/Team Leads
  - 42 New Designs
  - Addition of Team Specialist and New Teacher Ambassador roles for 2016-17

- **COHORT 4**
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- **COHORT 1**
  - 14 Schools
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- **PRE TŁC**
  - Teachers take leadership roles as grade-level leaders or department chairs.
  - Coaching provided by administrators.
  - LEAP evaluations completed by admin and Peer Observers.

- **2013-14**
  - Cohort 1 begins
    - 14 Schools
    - 51 Teacher Leaders
    - 35 Cohort 2 schools design
    - Shift in terminology from DR to Team Lead and Senior Team Lead for 2014-15

- **2014-15**
  - Cohort 2 begins
    - 41 Schools
    - 136 Senior/Team Leads
    - 30 Cohort 3 schools design

- **2015-16**
  - Cohort 3 begins
    - 71 Schools
    - 256 Senior/Team Leads
    - 42 New Designs
    - Addition of Team Specialist and New Teacher Ambassador roles for 2016-17

- **2016-17**
  - Cohort 4 begins
    - 113 Schools
    - 363 Senior/Team Leads
    - 25 Cohort 5 schools design

- **2017-18**
  - Cohort 5 begins
    - 138 Schools
    - 473 Senior/Team Leads

- **2018-19**
  - Cohort 6 begins

- **2019-20**
  - Cohort 6 begins

- **“NEARLY ALL”**
  - Cohort 6 begins

- **Teacher Leadership & Collaboration**

- **Denver Public Schools**
Ensure that your indicators clearly articulate outcome success.

TLC Logic Model – Outcome Monitoring Plan

**Short Term Outcomes**
- Increased knowledge and skills of teachers and team leads
- Increased leadership responsibilities for teachers filling team lead roles
- Increased principal focus on instructional leadership

**Indicators**
- Proportion of team leads reporting improved skills from team lead role
- Proportion of team leads reporting increased responsibility at school
- Proportion of principals reporting larger focus on being leader of leaders

**Data Collection**
- Talent Management Survey (2x/year)
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- Talent Management Survey (2x/year)
- AIR Interviews (1-2x/year)
For longer term outcomes, proxy indicators may be needed in order to measure progress at shorter intervals (I).

TLC Logic Model – Outcome Monitoring Plan

Intermediate Outcomes

- Improved effectiveness of team leads and teachers
- Increased recruitment, retention of effective team leads, teachers and principals

Indicators

- % of effective team leads/teachers
- Proportion teachers report improved practice
- % of teachers/team leads/principals retained in district/school/role each year

Data Collection

- Talent Management Survey (2x/year)
- AIR Interviews (1-2x/year)
- HR Employee Roster (2x/year)

Long Term Outcomes

- Improved student performance
- Equitable access to effective teachers

- Average teacher MGP scores
- % students with effective teacher

- LEAP Rating Report (1x/year)
- LEAP Rating Report (1x/year)
Leading data on TLC impacts on instructional practice is promising.

- **84%** of Team Teachers report that they receive more **frequent feedback** as a result of working with their Senior/Team Lead.

- **80%** of Team Teachers believe that their **teaching practice has improved** as a result of working with a Senior/Team Lead.

- **85%** of Team Teachers report that their Senior/Team Lead is successful at both **evaluating** their teaching practice and **coaching** them to **improve their practice**.

- **99%** of Senior/Team Leads believe that they are **growing as a leader** and 93% believe they are **growing as a teacher** because of their leadership role.

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*I am a huge believer in the Teacher Leadership & Collaboration model. I came from another district in Colorado where there were little to no opportunities for teacher leadership and where I received very little coaching and feedback to improve my teaching practice. The TLC model is one of the main reasons I plan to stay with DPS for the foreseeable future.* – Senior/Team Lead

*I have learned more this year and grown more as a teacher than any previous year.*

– Team Teacher

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Data Source: 2016-17 Mid-Year Talent Management Survey

n = 253 Senior/Team Leads and 1.051 team teachers
What do teachers say about student impact?

“My Team Lead has been incredibly helpful and insightful and has ultimately impacted the growth of my students. It is rare for an autism center program teacher to get quality, data-driven coaching, but [my Team Lead] managed to provide both! Great experience overall.”

—Team Teacher

“My Team Lead has impacted my professional growth by providing teaching strategies and clarification regarding LEAP indicators. Through timely and consistent conversations with my Team Lead, my understanding of how to better implement effective teaching strategies has ultimately improved student outcomes.”

—Team Teacher

“With her guidance, I've been able to instantly receive feedback and even make immediate changes to my lessons so that my student can have instantly more effective instruction.”

—Team Teacher

“I leave my coaching sessions feeling like my students and my development are highly prioritized.”

— Team Teacher

“Her knowledge with thinking maps helped my students and me. My students enjoyed having her in my room!”

— Team Teacher

Source: DR End-of-Year Survey 2014-15
Team Teacher open feedback on Team Lead performance. n = 334

Teacher Leadership & Collaboration
DPS: a national model

“The power of distributed leadership is that it sets our leaders up to provide the kind of hands-on, day-to-day coaching and support...that will help develop their skills and do what they came to do: make a real difference in students’ lives.”

Source: Bain & Company Transforming Schools: how distributed leadership can create more high-performing schools
### Funding Overview

<table>
<thead>
<tr>
<th>Mill Levy &amp; General Fund Dollars funds...</th>
<th>School funds...</th>
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</thead>
<tbody>
<tr>
<td>• 70% of the release time for all Senior/Team Leads in the school</td>
<td>• 30% of the release time for all Senior/Team Leads</td>
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<tr>
<td>• Stipends for:</td>
<td>• The instructional/teaching portion of the Senior/Team Lead’s day</td>
</tr>
<tr>
<td>• Senior/ Team Leads,</td>
<td></td>
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<tr>
<td>• Team Specialists,</td>
<td></td>
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<tr>
<td>• New Teacher Ambassadors,</td>
<td></td>
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<tr>
<td>• Regional Team Specialists</td>
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- Mill investment of $9.8 Million
- General Fund contribution of $10 Million
- SBB contribution of $5.3 Million
# Teacher leader stipends

<table>
<thead>
<tr>
<th></th>
<th>Stipend</th>
<th>Release Time</th>
<th>Estimated district per school</th>
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</thead>
<tbody>
<tr>
<td>**Senior Team Lead/</td>
<td>$5,000</td>
<td>.4-.6 FTE</td>
<td>Ratios by school need (next slide)</td>
</tr>
<tr>
<td><strong>Team Lead</strong></td>
<td>$3,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Team Specialist</strong></td>
<td>$1,500</td>
<td>None</td>
<td>1 Team Specialist per team</td>
</tr>
<tr>
<td><strong>New Teacher</strong></td>
<td>$800</td>
<td>None</td>
<td>1 New Teacher Ambassador/ 7 new teachers</td>
</tr>
<tr>
<td><strong>Ambassador</strong></td>
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# Funding Ratios

<table>
<thead>
<tr>
<th>SCHOOL CATEGORY</th>
<th>DISTRICT MAKES AVAILABLE FUNDING FOR...</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Intensive Tier Schools</td>
<td>1 Sr/ Team Lead for every 6 teachers</td>
</tr>
<tr>
<td>&gt; 90% FRL</td>
<td>1 Sr/ Team Lead for every 6 teachers</td>
</tr>
<tr>
<td>64 – 90% FRL</td>
<td>1 Sr/ Team Lead for every 8 teachers</td>
</tr>
<tr>
<td>50 – 63% FRL</td>
<td>1 Sr/ Team Lead for every 9 teachers</td>
</tr>
<tr>
<td>&lt; 50% FRL</td>
<td>1 Sr/ Team Lead for every 10 teachers</td>
</tr>
</tbody>
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Flexibilities

- The team has worked hard to address flexibility in the TLC design process. Last year we had an updated outline of design guardrails and flexibilities. We made significant strides, but need to improve the perception of the flexibilities that schools have.

- 94% of school leaders agreed they were able to customize the TLC model to fit our school's needs

Handout: TLC Planning Guardrails
Panel Discussion

Stacy Parrish, Principal, HTEC

Clark Nunnelly, returning Senior Team Lead

Anamaria Criste, new Senior Team Lead
Committee Next Steps

• Next committee meeting Tuesday Oct 10th at 4:30pm (likely at Emily Griffith Campus)

• Meeting will be an opportunity to reflect on learnings and discussion to date and help set the agenda for committee going forward

• Board of Education update at the October 19th Regular Board Meeting