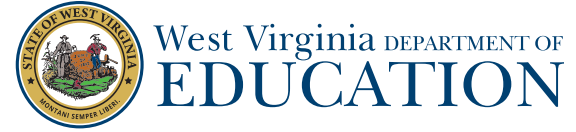


Support for the WV Teacher Leadership Framework

County Planning Document



Background

In 2020, the WV Legislature passed HB 4804, which directs the West Virginia Department of Education to assist county boards with the design and implementation of a teacher leadership framework to accomplish the teacher induction and professional growth aspects of their comprehensive systems of support. Teacher Leadership funding is provided through Step 7d for multiple leadership opportunities including training for those opportunities and salary stipends for those roles.

Prerequisite Reading

Prior to developing your county teacher leadership framework, ensure that you have read 1) the West Virginia Standards for Effective Schools, 2) Strategic Plan for West Virginia Public Schools, and 3) House Bill 4804 and that your county framework aligns with the template below:

Abstract – Provide an overview of your county’s teacher leadership framework: 1) highlight the county vision, 2) define your county goals, and 3) describe how the primary components of the framework connect to one another and stakeholders.

Section	Considerations
Planning Process used to develop county teacher leadership framework	<ul style="list-style-type: none">» How will teacher leadership support current county efforts and priorities to improve teacher quality and student learning?» Identify the goals the county hopes to achieve through teacher leadership efforts.» Define the challenges you are trying to solve through teacher leadership.» Describe how stakeholders are engaged in this process.» Define how this information will be communicated to county staff.» Specify the manner in which local teacher leadership efforts will be systemic, ongoing, and sustained in a fully supported manner.» Provide the appealing features and incentives per role that will be available to the teacher leader.

Section	Considerations
<p>Vision and Goals</p> <p>What county hopes to achieve through the implementation of a local teacher leadership framework</p>	<ul style="list-style-type: none"> » Local demographics » Student achievement data and other relevant data » County strategic plan <ul style="list-style-type: none"> › Alignment to statewide goals and strategic plan › Nurturing the whole child <ul style="list-style-type: none"> • <i>Student well-being</i> › Student achievement to include addressing the achievement gap › School readiness › Career exploration › College and career readiness <ul style="list-style-type: none"> • <i>Educational pathways</i> • <i>Employment</i> • <i>Enlistment</i> › Teacher recruitment and retention › Professional growth opportunities
<p>Data Driven Measures</p> <p>Data used to determine connection to county school improvement.</p>	<ul style="list-style-type: none"> » Use data from <i>Vision and Goals</i> considerations to determine how the county teacher leadership framework implementation will best connect to, support, and strengthen the county’s key school improvement structures, processes, and initiatives.
<p>Teacher Leadership Roles</p> <p>Define proposed teacher leadership roles.</p>	<ul style="list-style-type: none"> » Teacher leader is: <ul style="list-style-type: none"> › Cooperating teacher hosting yearlong resident › Mentor to first year teacher › Aspiring administrator › Department Head › Team Leader › Academic Coach › District Lead Teacher › Professional Learning Community (PLC) Facilitator › Special Education Teacher Leader › Cohorts of teachers seeking micro credentials, advanced degrees, and advanced certifications › National Board Certified Teacher › Other _____ » Include the following information for each role selected: <ul style="list-style-type: none"> › Brief description of the responsibilities and duties of each new leadership role › Percentage of time each role will spend performing teacher leader duties › How leadership role complements existing roles to create a coherent, instructional improvement strategy that will strengthen student achievement throughout the county

Section	Considerations
<p>Teacher Leadership Selection</p> <p>Define how teacher leaders will be selected in your county including the evidence that will be used to meet the minimum requirements and competencies.</p>	<ul style="list-style-type: none"> » Recognition as an effective classroom teacher » Deep knowledge of effective instruction/pedagogy and content knowledge » Rated accomplished or above under evaluation system » Exhibits leadership capabilities and capacity to take on additional roles and responsibilities while remaining in classroom » Defined years of experience to be eligible » Encourages and promotes diversity » Strong communication skills » Strong work ethic » Adaptable, open-minded, creative » Visionaries » Positive » Experience working with adult learners » Leadership experiences » Experience using data to drive instruction » Team player/collaborator » Strong interpersonal skills
<p>Application and Hiring Process</p> <p>Include details about eligibility, the desired attributes of the teacher, and the processes that demonstrate fairness.</p>	<ul style="list-style-type: none"> » Recommendation by administrator » Representative selection committee for teacher leadership roles » Established timeline for applications to be submitted to school administrator » Online application available » Face to face vs. virtual interview » Established scoring rubric » Defined members of interview committee » Required documentation » Type of contract » Length of contract
<p>County/Administrator Roles</p> <p>Define proposed county/administrator roles.</p>	<ul style="list-style-type: none"> » Establishment of standards and expectations for teacher leadership » School-wide focus on learning and reflection » Culture in which teachers are valued and respected as examples and models for other teachers in the profession » Principal fosters, supports, and models teacher leadership » Defined process for how teacher leader fits into the County Strategic Plan (role development) » Defined process for how the teacher leader addresses the emergent needs of the resident teacher, beginning teacher, and experienced teacher (as aligned with the County WVSIPP Plan) » Inclusion of teacher leader in school improvement planning

Section	Considerations
<p>Management Protocol</p> <p>Establish the protocol to manage the county teacher leadership framework.</p>	<ul style="list-style-type: none"> » Create a county-level team that deeply understands the framework and can disseminate information and training to others » Explore creating a teacher leader designation (Office of Certification) » Create process for county to track funding (Step 7d) » Assist schools in restructuring school day to allow for teacher leaders to maintain their classrooms while spending time co-teaching, mentoring, and providing professional learning » Create cohorts of educators focused on building their degrees, certifications, and professional development » Provide regular, targeted professional learning opportunities for teacher leaders encouraging redelivery in their respective schools » Develop a peer and self-monitoring protocol for participating teachers » Designate Teacher Leader supervisor at school or county level » Create and advertise incentives for teacher leaders who agree to stay in the position for designated periods of time » Support for building-level administrators to support school culture and school structures » Level of WVDE involvement/support
<p>Evaluation Procedures</p> <p>Develop the procedures for evaluating teacher leaders and the county teacher leadership framework.</p>	<ul style="list-style-type: none"> » Defined evaluation of program » Student achievement data » Teacher Leader logs » Portfolio demonstrating accomplishments, classroom instruction, and/or evidence of student learning » Teacher Leader surveys » External Evaluator » Feedback from students impacted by teacher leaders » Equity of plan in support of WVDE Strategic Plan 3E's: Educational Pathways, Employment, and Enlistment. » Developed accountability systems to measure performance in leadership roles » Methods to monitor and evaluate effectiveness of teacher leaders » Self-reflection » Documentation of Support » Teacher retention data

Section	Considerations
<p>Estimated Budget</p> <p>Create an estimated budget for the use of Step 7d funds.</p>	<ul style="list-style-type: none"> » Monetary compensation » Additional recognition and job-embedded professional development » Narrative demonstrating clear connections between costs, roles, and goals
<p>Communication</p> <p>Ascertain how county leadership will communicate and message information about the county leadership framework and leadership opportunities to county staff.</p>	<ul style="list-style-type: none"> » Define communications flow to targeted staff regarding leadership positions (i.e., identified highly effective teachers, identified accomplished or above on evaluation). » Add an easily accessible Teacher Leadership website location on the County Website. » Presentations to County Board of Education on the benefits of teacher leadership » Social Media Posts » E-Mail blasts » Talking points for families » Presentations to teachers on the research and how teacher leadership advances their practice and improves school culture » Develop a teacher leadership network communication tool (ex. Teams)

House Bill 4804 Requirements

The West Virginia Department of Education shall assist county boards with the design and implementation of a teacher leader framework to accomplish the teacher induction and professional growth aspects of their comprehensive systems of support. This framework will strive to achieve the following goals:

- » Increased student achievement and growth through the development of a shared leadership structure at the school level
- » Broader dissemination and use of effective teacher strategies through an increase in teacher collaboration
- » Stronger and more positive school and district culture through the development and retention of highly effective teachers.
- » The Department of Education may form networks among schools or school systems, or both, of comparable size and interests for the design and implementation of teacher leader frameworks that are:
 - › Driven by varying district and school needs
 - › Related to existing state and district initiatives
 - › Designed to improve student achievement and growth; and
 - › Designed to fit district size, current culture for collaboration, and funding capacity.
- » A teacher leader framework adopted by a county board must:
 - › Create specific roles and responsibilities, eligibility requirements, and compensation plans for each teacher leader position, and clearly communicate these to teacher leaders, administrators, and other stakeholders;
 - › Provide regular, targeted professional learning opportunities for teacher leaders, and encourage redelivery within their respective schools;
 - › Provide time and opportunities for teacher leaders to collaborate with administrators, curriculum staff, other teacher leaders, and teachers;
 - › Monitor and evaluate the effectiveness of the teacher leader program through surveys from school administrators and school faculty; and
 - › Include teacher leaders in the school improvement planning process.

The Legislative Oversight Commission on Education Accountability shall review the progress of the implementation of the comprehensive systems of support for teacher and leader induction and professional growth and may make any recommendations it considers necessary to the Legislature during the next regular legislative session.