## *2016-2017 Delaware Teacher Leader Pilot*

## *School Application*

Thank you for your interest in Delaware’s Teacher Leader Pilot. To be considered for the pilot, a school’s administrator much send a single email to Angeline Rivello at [angeline.rivello@doe.k12.de.us](mailto:angeline.rivello@doe.k12.de.us) that includes an attachment for each of the following three items:

* Answers to the application questions below
* LEA letter of support, written by the leader of the applying school’s LEA
* Educator letter(s) of support, written by one or more educators at the school applying

The email must be sent before 6pm on Friday, April 22. The application questions are included in this document, and forms for the “LEA Letter of Support” and “Educator Letter of Support” can be found at <http://www.doe.k12.de.us/teacherleadership>.

Please contact Angeline with any questions you have about the application process.

## Application Questions

1. What is your school and LEA name?
2. What is the name and position of the person submitting this application?
3. Does your school agree to follow the pilot school responsibilities described in the “Pilot Overview”?[[1]](#footnote-1)
4. Please complete the chart below to show which of the newly-designed roles you would like to implement in your school and how many of each.[[2]](#footnote-2)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Role** | **Instructional Practice Lead** | **Digital Content Lead** | **Instructional Strategy Lead** | **Community Partnerships Lead** | **Instructional Culture Lead** |
| **Number of Positions** |  |  |  |  |  |

1. How, specifically, will the role or roles you selected advance your school goals? Which teacher leader responsibilities will be most important to help you meet those goals? If you selected more than one position for a specific role, please explain how multiple positions in that role will support meeting your school goals.
2. Please explain your vision for distributed leadership in your school. How can it help a school achieve its goals? What ideas about distributed leadership have school staff members learned and plan to adapt at your school? If your school has already used distributed leadership, please describe those efforts and what may or may not change when you introduce the newly-designed pilot roles.
3. Implementing teacher leader roles requires thoughtful planning. What questions or potential challenges do you anticipate needing to work through to successfully implement the teacher leader role(s) at your school?
4. Pilot school responsibilities[[3]](#footnote-3) include providing participating teacher leaders with time away from the classroom during the school day to focus on their role, including time for co-planning, co-teaching and lesson modeling to support other teachers. Some teacher leader roles may require as much as 50% of the school week for release time. What are some preliminary strategies you are considering to accommodate these anticipated release time requirements?
5. How does your school leadership team plan to ensure that your school’s teacher leaders are successful?

Additional Questions[[4]](#footnote-4)

* What supports would you anticipate needing from the state to make your pilot successful?
* Pilot schools must commit to the responsibilities outlined on the following page. What questions or comments do you have about these responsibilities?
* How do you intend to inform your educators about this opportunity?

## Pilot School Responsibilities

Pilot schools will be partners in determining how to implement roles and will be asked to find creative solutions within the parameters of the program. Specifically, participating schools must commit to the following:

1. *Implement the model teacher leader roles.*
   * Introduce one or more of the 5 model roles developed by the CAECC Educator Work Group, and follow the parameters of the roles, such as role responsibilities.
2. *Use the teacher leader selection process designed by the Educator Work Group.*
   * Open the teacher leader application to all eligible teachers from all content areas in the school.
   * Assemble a school leader selection committee by May 16, use the model selection process and select teacher leaders by June 24.
3. *Participate in support opportunities, and be an active member of the pilot cohort.*
   * School administrators must participate in a summer cohort-wide planning session and school-specific planning conversations.
   * School administrators must participate in quarterly cohort meetings run by DOE.
   * Participate in pilot evaluation and surveys.
4. *Actively engage and support their teacher leaders.*
   * Provide participating teacher leaders with the release time required and allow the teacher leader to focus on their role while maintaining a “foot in the classroom.”
   * Allow teacher leaders to participate in all state- and district-led professional development.
   * Determine and deliver additional in-school professional development and coaching for teacher leaders.
   * Engage teacher leaders in regular conversations about how the roles will be used, what types of support teacher leaders will deliver to the school and other educators and how school administration, staff and the teacher leader could work together to improve the effectiveness of the role.

The Five Teacher Leader Roles

The Teacher Leader Pilot provides participating schools the opportunity to introduce one or more of these five teacher leader roles newly-designed by the CAECC’s Educator Work Group.

**Instructional Practice Leads**

Instructional Practice Leads will improve the instructional practice of fellow educators using a variety of high-impact support strategies focused on frequent, targeted feedback in educators’ development areas. These include co-planning, co-teaching, modeling lessons and providing non-evaluative observations. Instructional Practice Leads will support educators from different content areas, adapting coaching as necessary to help them meet their development goals.

**Digital Content Leads**

Digital Content Leads will help educators they support build their instructional technology knowledge so more students have access to technology that helps improve their academic outcomes. In addition to researching and modeling best practices with their own students, Digital Content Leads will connect educators to technology resources and host professional development sessions on how to integrate digital content and technology into instruction.

**Instructional Strategy Leads**

Instructional Strategy Leads will introduce new instructional strategies into schools to help educators meet their development needs and to help schools meet their academic goals. These teacher leaders will collaborate with school leadership to identify areas of need and agree on research priorities. They will then research instructional strategy best practices in those areas and lead efforts to integrate the most promising strategies into classrooms.

**Community Partnerships Leads**

Community Partnership Leads will help students gain access to services designed to improve their physical and mental health, giving them a greater chance at academic success. They will design initiatives and build partnerships to provide these supports and train educators on effective student interventions to address challenges to student well-being and readiness to learn.

**Instructional Culture Leads**

Instructional Culture Leads will help schools build a philosophy around culture, discipline and culturally responsive teaching. They will also help educators implement strategies aimed to improve classroom culture. By fostering positive school culture and refining classroom management techniques, these teacher leaders will support school-wide efforts to increase student engagement, boost attendance rates and reduce student discipline incidents.

1. The pilot school responsibilities are also provided on page 3 of this document. [↑](#footnote-ref-1)
2. DOE will fund a maximum of three positions per pilot school. A description of each of the five model roles that can be piloted is included on page 4 of this document. [↑](#footnote-ref-2)
3. The complete list of pilot school responsibilities identified in the Teacher Leader Pilot Overview is included on the following page. [↑](#footnote-ref-3)
4. While you are encouraged you to share responses to these questions to help assist with pilot preparation, your answers will not be factored into the school selection process. It is acceptable to leave these questions blank if you prefer. [↑](#footnote-ref-4)