

HISD Career Pathways Teacher Leader Framework

2017-18 PROGRAM OVERVIEW

OUR PROGRAM IS COMPLEX, BUT OUR GOAL IS SIMPLE: MAXIMIZE OUR BEST TEACHERS TO IMPROVE STUDENT OUTCOMES

The solution to campus teacher performance gaps already exists in the building: **Teacher Leaders**. HISD's Career Pathways program leverages the districts' best teachers to provide embedded instructional support to peers and to improve student outcomes while building an enhanced pool of campus leaders, *while remaining in the classroom*.

WHY TEACHER LEADERS?

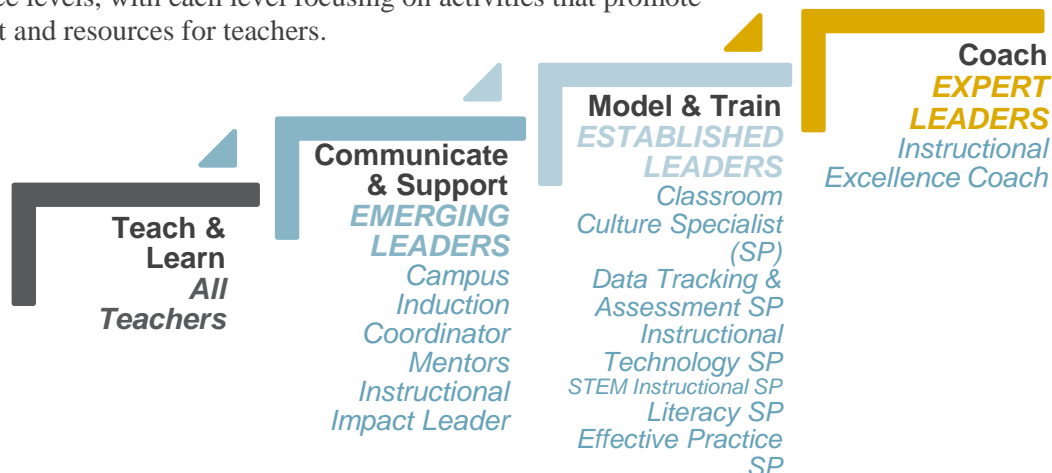
- Successful **highest quality** teachers building the capacity of novice and developing teachers
- Job embedded support within the campus context and culture that negates the “my kids” and “my administrators” resistance
- Shortens the feedback loop
- Teacher Leaders provide support outside of the TADS appraisal process
- Progressively builds a “bench” of instructional leaders
- Powerful recruitment and retention tool to keep our best teachers in the classroom

WHAT'S DIFFERENT ABOUT CAREER PATHWAYS FROM TRADITIONAL TEACHER LEADER PROGRAMS?

- **Uncompromised quality** with a rigorous centralized screening process identifies the “bright spot” Teacher Leaders
- **Crystal clear roles** and expectations defining exactly what Teacher Leaders do *and do not do* with built in accountability measures
- **Communities of Practice** on campus and in Problem Solving Communities help Teacher Leaders expand their leadership/instructional skills, celebrate successes and identify solutions
- **Recognition for the best teachers** on campus coupled with **robust rewards** including generous stipends, networking and career opportunities (\$3,500-\$5,000)
- **High Quality Skill Development** to help Teacher Leaders acquire the leadership and instructional skills to broaden their impact
- **School Support Managers** (SSM's), from the Teacher Career Development team, provide ongoing coaching and support for Teacher Leaders and principals to ensure they meet program expectations and campus goals

CAREER PATHWAYS: TEACHER LEADERSHIP ROLES

Career Pathways Teacher Leaders support teachers from Induction through Highly Effective status. The framework includes three levels, with each level focusing on activities that promote development and resources for teachers. individualized



PROGRAM RESPONSIVE TO DIFFERENTIATED NEEDS ON CAMPUSES

- **Menu of leadership roles selected by campus leaders** to meet their campus needs aligned to School Improvement Plan
- Campuses are allocated one Teacher Leader position for every 10 teachers on your campus; min (3) and max (8)
- **Principals select their Teacher Leaders** from eligible pool of teachers who successfully completed screening

CAMPUS INVESTMENT & EXPECTATIONS

- \$1500 investment per Career Pathway Teacher Leader, regardless of role (excluding mentors and CICs)
- Seat on the campus leadership team
- Sanctioned time to do the work
- Formal introduction of Teacher Leaders setting them up for success with the entire campus staff and supported teachers
- Dedicated campus administrative support
- Role in Teacher Leader accountability

COORDINATED CENTRALLY BY CAREER PATHWAYS TEAM

- All teachers on your campus invited to apply
- Centrally screened pool of candidates ensures uncompromised Teacher Leader quality
- Continuity in expectations, support and accountability
- School Support Managers (SSM's) serve as coaches/accountability partners for principals and Teacher Leaders

NON-NEGOTIABLES FOR CP PROGRAM SUCCESS

- Sanctioned time for expert Teacher Leaders (Instructional Excellence Coaches) during the day to work with other teachers
- Uncompromised quality via rigorous selection and monitoring process
- Campus leaders actively involved in implementation with support from Career Pathway staff

A current elementary principal participating in Career Pathways summed it up...*"My teacher leaders have been able to support and grow other teachers, leading to an impact in positive student outcomes."*

Questions about Career Pathways?

Email us at CareerPathways@houstonisd.org

CAREER PATHWAYS IN DETAIL: ROLE REQUIREMENTS AND CRITERIA

Level and Roles	<i>Emerging Teacher Leaders</i> Mentor Campus Induction Coordinator	<i>Established Teachers Leaders</i> Campus Culture Specialist Data Tracking & Assessment Specialist Effective Practice Specialist Instructional Technology Specialist Literacy Specialist STEM Instructional Specialist	<i>Expert Teacher Leaders</i> Instructional Excellence Coach
Core Responsibility	<i>Communicate information to peers</i> <i>Support peers at the campus level</i>	<i>Model instructional strategies and resources</i> <i>Train peers and facilitate opportunities to practice skills</i>	<i>Coach peers on instructional elements to improve student learning</i> <i>Collaborate with colleagues to effect progress towards campus goals</i>
Skills Required and Leadership Focus Areas	<ul style="list-style-type: none"> Clearly and effectively communicate information to individual peers Successfully build positive relationships with peers and school leaders Provide access to resources 	<ul style="list-style-type: none"> Clearly and effectively communicate information to groups of peers Successfully build positive relationships with peers and school leaders Discern and share high-impact instructional strategies and resources Model instructional techniques and train peers in implementing those techniques Plan for interactions with students and/or teachers 	<ul style="list-style-type: none"> Clearly and effectively communicate information to individual and groups of peers Successfully build positive relationships with peers and school leaders Discern and share high-impact instructional strategies and resources Diagnose and prioritize areas in which to provide instructional feedback and support Consistently monitor the implementation of recommendations from feedback
Accountability and Goals	<p>Weekly Outputs:</p> <ul style="list-style-type: none"> Check-ins with supported teachers Delivery of newsletters and resources to peers <p>Long-Term Outcomes:</p> <ul style="list-style-type: none"> Teachers are supported and informed about resources, requirements 	<p>Weekly Outputs:</p> <ul style="list-style-type: none"> Facilitate role specific professional development, PLCs and practice sessions Model, co-plan and co-teach with supported peers <p>Long-Term Outcomes</p> <ul style="list-style-type: none"> Teachers are knowledgeable about and have practiced utilizing high-quality instructional resources, best practices, and strategies 	<p>Weekly Outputs:</p> <ul style="list-style-type: none"> 4 hours weekly spent observing, diagnosing, and providing instructional feedback to individual peers <p>Long-Term Outcomes:</p> <ul style="list-style-type: none"> Teacher Leaders and Supported Teachers show improvement with improved TADS Instructional Practice ratings Improved student outcomes for students of supported teachers
Minimum Selection Criteria	<ul style="list-style-type: none"> Most recent End of Year Instructional Practice rating at least “3” 	<ul style="list-style-type: none"> Most recent End of Year Instructional Practice rating at least “3” Most recent Summative Appraisal of at least “Effective” according to TADS All individual Instructional Practice criteria at least “2” or better Professional Expectations criteria (PR 2, 5, 8, 9) score at least “3” or better 	<ul style="list-style-type: none"> Most recent End of Year Instructional Practice rating of “4” Most recent Summative Appraisal of “Highly Effective” according to TADS All individual Instructional Practice criteria at least “3” or better Professional Expectations criteria (PR 2, 5, 8, 9) score at least “3” or better
Time Commitment	<ul style="list-style-type: none"> Less than 1 hour per week No release time required 	<ul style="list-style-type: none"> 2-4 hours per week Release time recommended At principal discretion 	<ul style="list-style-type: none"> 4+ hours per week At least 2 hours release time per week <u>provided by principal</u>
Annual Stipend	<ul style="list-style-type: none"> \$200 - \$1,500 	<ul style="list-style-type: none"> \$3,500 	<ul style="list-style-type: none"> \$5,000

CAREER PATHWAYS TEACHER LEADER ROLE DESCRIPTIONS IN DETAIL

Role	Level (Stipend)	Role Description
Campus Induction Coordinator	Emerging TL Role [Up to \$1500] (100% paid centrally)	The Campus Induction Coordinators (CIC) fosters and monitors the campus based mentor-beginning teacher relationships to create a dependable support structure focused on accelerating beginning teacher instructional development and improving student outcomes. They aid in developing the Campus Induction Plan (CIP), deliver regular, ongoing campus-based forums focused on the growth and development of new teachers and mentors, and monitor expectations for mentors and new teachers to ensure fidelity with program requirements.
Campus Based Mentor	Emerging TL Role [\$600] (100% paid centrally)	The Mentor works with their campus CIC to develop and deliver campus orientation and onboarding that clearly communicates campus resources, expectations, and supports for new teachers. Mentors participate in regular, ongoing campus-based forums focused on helping new teachers grow and develop. They spend at least 30 minutes a week supporting new teachers one-on-one providing support in collecting and analyzing student data, classroom management, curriculum planning and pedagogy.
Classroom Culture Specialist <i>(partnership with SEL department)</i>	Established TL Role (\$3500)	The Campus Culture Specialist works in conjunction with campus leadership to identify, connect and implement resources, protocols, frameworks and research-based instructional practices that promote a positive classroom and campus culture. They assist teachers in meeting or exceeding level 3 indicators for TADS I-7, I-9 and I-10 IPR criteria by modeling, planning, training and collaborating with supported teachers to build a culture that meets the academic and behavioral needs of all students.
Data Tracking & Assessment Specialist <i>(partnership with OnTrack team and R&A department)</i>	Established TL Role (\$3500)	The Data Tracking and Assessment Specialist (DTAS) is responsible for building the capacity of supported teachers to collect, analyze, and disseminate student performance data for creating effective assessments, improving differentiated instruction and providing targeted interventions and support. They work closely with the campus administration to identify student’s instructional needs based on the School Improvement Plan, Teacher Leader Implementation Plan (TLIP) and the analysis of campus data.
Effective Practice Specialist	Established TL Role (\$3500)	The Effective Practice Specialist collaborates with school leaders and teachers to evaluate campus data to identify and implement high-impact instructional strategies (from the HISD Effective Practices booklet). They model, co-teach, co-plan and offer opportunities for teachers to rehearse identified Effective Practices. They move beyond “the what” to “the how” to implement practices effectively so it is objectively observable by all.
Literacy Specialist <i>(partnership with ES&SS Literacy departments)</i>	Established TL Role (\$3500)	The Literacy Specialist works with campus teachers to support and monitor literacy practices across content areas. They analyze literacy data, identify, share and model timely instructional strategies and techniques and assure the implementation of the campus’ Literacy Plan.
Instructional Technology Specialist <i>(partnership with Instructional Technology and SS curriculum)</i>	Established TL Role (\$3500)	The Instructional Technology Specialist (ITS) works to enrich the current instructional practices of all teachers by utilizing technology to enhance student engagement and conceptual understanding. They provide a platform for teachers to engage and interface in global learning opportunities, expand access to timely and relevant information, personalize instruction through differentiated learning, and improve student outcomes by providing a prescriptive and unique learning opportunity.
STEM Instructional Specialist <i>(partnership with ES&SS Science departments)</i>	Established TL Role (\$3500)	The STEM Instructional Specialist serves as campus-based instructional support for science, technology, engineering, and mathematics focused on the critical elements essential to science literacy for all teachers. They serve as model instructors; co-plan, co-teach and offer learning opportunities to a cohort of teachers to implement the district’s new BEST ₃ initiative focused on the instructional Block, the Environment, Strategies and the Tools and Techniques to Transfer student understanding using hands on investigations.
Instructional Excellence Coach	Expert TL Role (\$5000)	The Instructional Excellence Coach (IEC) develops the instructional skills of supported teachers through: coaching conversations, analyzing student work products, facilitating self-reflection, serving as a learning partner to identify gaps in student learning, and helping to plan innovative instructional delivery to meet all student needs. As an expert level role, the IECs are the only Career Pathway teacher leader role that conducts observation and feedback , collaboratively diagnoses instructional gaps and coaches supported teachers until improvement is achieved.