

Supporting Teacher Leadership Programs

Prepared for Iowa Area Education Agencies

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In the following report, Hanover Research discusses district- and school-level support for teacher leadership programs. The report begins with a general overview of teacher leadership and suggestions for best practices, before profiling several successful leadership programs.

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EXECUTIVE SUMMARY AND KEY FINDINGS

In this report, Hanover Research discusses teacher leadership programs. The report begins with best practices for teacher leadership programs, focusing on the selection and training of teacher leaders, collaboration within schools and the role of principals in teacher leadership systems, and district support for teacher leadership. The report then profiles several programs with strong teacher leadership elements.

KEY FINDINGS

- **Teachers should be selected for formal leadership positions based on clearly defined criteria.** Teacher leaders should demonstrate effectiveness in the classroom and have experience applying data and research to student learning, facilitating instructional improvement, and working collaboratively with both other teachers and the broader school community. In particular, the New Teacher Center and TAP specify experience working with adult learners in their selection criteria. Schools and school districts should create opportunities for teachers to demonstrate these skills through informal leadership positions before being selected for formal leadership roles.
- **Once selected, teachers require training before assuming formal leadership positions.** Initial training should focus on the unique skills needed to work with adult learners and to become policy advocates. Programs with significant curricular or instructional elements, such as the New Teacher Center or Authentic Intellectual Work, also provide training specific to these elements. Training is often offered by an outside program, or by a school district in partnership with another program.
- **Teacher leaders require ongoing professional development and opportunities for reflection on their own practice.** In many cases, this professional development takes the form of collaborative work with other teacher leaders. Both the New Teacher Center and the Authentic Intellectual Work program offer professional development forums in which teacher leaders from across district lines collaboratively reflect on and develop their practice. Teacher leaders should also receive ongoing evaluation and feedback from principals and district administration.
- **School districts with effective teacher leadership systems focus on support, rather than management, of schools.** District leaders may work directly with teacher leaders to develop district-wide policies, but should ultimately delegate a significant degree of autonomy to individual schools. School districts also support teacher leadership through class scheduling that facilitates collaboration between teachers and professional development opportunities for teacher leaders.
- **Districts also play a major role in providing logistical support for teacher leadership.** Districts need to provide principals and teacher leaders with the scheduling flexibility needed to facilitate collaborative leadership activities. In some cases, this may require redistributing the administrative or teaching duties of participants in a teacher leadership system. Districts should also provide high-quality

data to teacher leaders. Ongoing formative assessments of student performance are needed to drive improvement strategies.

- **Teacher leadership systems require principals to actively support teacher leaders and to foster a culture of collaboration and innovation within schools.** In these systems, principals spend more time working directly with teachers and less time on administrative and managerial tasks than in traditional schools. To develop these skills, some programs include professional development for principals. For example, the New Teacher Center offers initial training to principals customized to the particular needs of school districts.

SECTION I: PRINCIPLES FOR SUPPORTING TEACHER LEADERS

In this section of the report, Hanover Research discusses general best practices for supporting teacher leadership programs identified in relevant literature, including the selection and training of teacher leaders, the role of the principal in a teacher leadership system, and the role of school districts in supporting teacher leadership.

SELECTING AND TRAINING TEACHER LEADERS

Johnson and Donaldson suggest that teachers should be selected for formal leadership roles based on clearly defined criteria. Informal selection programs run the risk of being seen as favoritism and impairing the ability of teacher leaders to build rapport with their colleagues.¹ However, the selection process can be decentralized. For example, Auburn School District No. 408, profiled later in this report, allows each school participating in its Auburn Teacher Leadership Academy to set their own standards for selecting teacher leaders.

Research suggests that teacher leaders should be experienced midcareer teachers with a track record of classroom effectiveness.² The Teacher Leadership Exploratory Commission suggests evaluating potential teacher leaders on seven domains:

- **Fostering a collaborative culture:** Teacher leaders should be able to gain the trust of their colleagues and work collaboratively within groups to solve problems, address conflicts, and promote change. Teacher leaders should model effective communication skills and attention to individual needs.
- **Using research to improve student learning:** Teacher leaders should be able to analyze student data and facilitate systematic research and inquiry to improve student learning. Teacher leaders should work with colleagues to collaboratively conduct research.
- **Promoting continuous professional development:** Teacher leaders should be prepared to facilitate job-embedded professional development opportunities for their colleagues. Teacher leaders should develop professional learning in accordance with school and district goals, trends and new research within the field of education, and the individual needs of their colleagues.

¹ Susan Moore Johnson and Morgaen L. Donaldson. "Overcoming the Obstacles to Leadership." *Educational Leadership*. September, 2007. <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Overcoming-the-Obstacles-to-Leadership.aspx>

² Jennifer York-Barr and Karen Duke. "What Do We Know About Teacher Leadership? Findings from Two Decades of Scholarship." *Review of Educational Research*. Fall, 2004. p. 267. <http://www.psychosphere.com/What%20do%20we%20know%20about%20teacher%20leadership%20by%20York-Barr.pdf>

- **Facilitating improvements in instruction:** Teacher leaders should demonstrate understanding of the learning process and communicate this understanding to other teachers. Teacher leaders should model reflective practice and work collaboratively to ensure that teaching practice reflects a shared mission.
- **Promoting the use of assessment and data:** Teacher leaders should be familiar with the latest research on student data and the appropriate use of summative and formative assessment. Teacher leaders should collaborate with their colleagues to base decisions on data.
- **Improving collaboration with families and the community:** Teacher leaders should understand the impact of family and community settings on students. They should work with teachers to improve communication with families and model effective communication that is sensitive to the diverse backgrounds of families within the school.
- **Advocating for student learning and the teaching profession:** Teacher leaders should understand the process of developing educational policy at the local, state, and federal levels. Teacher leaders should use this knowledge to work with other teachers to advocate for the needs of their students and the teaching profession.³

In some cases, criteria for teacher leadership positions are set above the district level. For example, the Ohio Department of Education sets criteria for the title of master teacher that apply to all school districts within the state.⁴ In other cases, criteria are set by an outside teacher leadership program. TAP and Authentic Intellectual Work, profiled in this report, set detailed criteria for teacher leadership positions and guidelines for recruiting teacher leaders. The Iowa Area Education Agencies may wish to adopt a similar role in defining the role and qualifications of teacher leaders within the districts they serve.

TRAINING TEACHERS FOR LEADERSHIP ROLES

The Teacher Leadership Exploratory Commission suggests that school districts create a “pipeline” for future teacher leaders by encouraging teachers to take on informal leadership roles in schools.⁵ This allows teachers to develop and demonstrate leadership skills before assuming formal leadership positions.

Once selected, teacher leaders may require training in new skill sets. Working with adult learners requires a significantly different skill set than teaching students, and many teacher leaders do not have training in these specific skills. A survey of recognized teachers in 2003

³ Bullet points adapted from: “Teacher Leader Model Standards.” Teacher Leadership Exploratory Commission. n.d. pp. 14-20. http://teacherleaderstandards.org/downloads/TLS_Brochure.pdf

⁴ “Ohio Master Teacher Program.” Ohio Department of Education: Educator Standards Board. October, 2007. pp. A1-A2. <http://www.nelsonvilleyork.k12.oh.us/Downloads/Master%20Teacher%20definition%20and%20criteria.pdf>

⁵ “Teacher Leader Model Standards.” Op. cit., p. 30.

found that teacher leaders also received insufficient training in policy advocacy.⁶ The Iowa Area Education Agencies may wish to consider supporting training programs that emphasize working with adult learners and education policy advocacy.

In many cases, teacher leaders receive training and professional development through outside programs. The New Teacher Center, TAP, and Authentic Intellectual Work provide centralized training to teacher leaders. In other cases, districts train teacher leaders themselves or through district-level partnership with other organizations. For example, the Auburn Teacher Leadership Academy is a partnership between a school district and an outside foundation.

THE ROLE OF PRINCIPALS IN TEACHER LEADERSHIP SYSTEMS

Teacher leader programs are most effective when principals actively support teacher leaders and establish the expectation that other teachers will work with the leaders to improve instruction.⁷ However, teacher leadership systems require principals to shift from an individual to a collaborative leadership style.⁸ Principals in teacher leadership systems become “leaders of leaders,” encouraging innovation and creativity in their teachers while fostering bilateral communication and a sense of trust within the school.⁹ Leadership at this level includes identifying and supporting potential leaders, developing systems to promote leadership, and tracking the progress of leadership initiatives.¹⁰

Principals in teacher leadership systems work closely with teacher leaders in collaborative leadership structures.

Principals in a shared leadership structure share responsibility for student achievement with teacher leaders. As a result, principals are accountable to teacher leaders for providing them with the resources they need to effect improvement.¹¹ In some school districts, this arrangement is formalized through shared governance structures which include teacher leaders, although the effect of these structures on student achievement has been mixed.¹²

⁶ Terry Knecht Dozier. “Turning Good Teachers into Great Leaders.” *Educational Leadership*. September, 2007. <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Turning-Good-Teachers-into-Great-Leaders.aspx>

⁷ Nancy L. Waldron and James McLeskey. “Establishing a Collaborative School Culture Through Comprehensive School Reform.” *Journal of Educational and Psychological Consultation*. 2010. p. 66. <http://education.ufl.edu/disability-policy-practice/files/2012/05/Waldron-McLeskey-2010-JEPC-Collaboration-9.pdf>

⁸ “Teacher Leadership in High Schools: How Principals Encourage It, How Teachers Practice It.” Institute for Educational Leadership. 2008. p. 6. http://www.iel.org/pubs/metlife_teacher_report.pdf

⁹ Ruth C. Ash and J. Maurice Persall. “The Principal as Chief Learning Officer: Developing Teacher Leaders.” *National Association of Secondary School Principals*. 1999. pp. 1-4. <http://www.change-specialists.com/articles/The%20Principal%20as%20Chief%20Learning%20Officer.pdf>

¹⁰ Rachel Curtis. “Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands.” The Aspen Institute Education and Society Program. February, 2013. p. 12. <http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1574&download>

¹¹ Richard F. Elmore. “Building a New Structure for School Leadership.” The Albert Shanker Institute. Winter, 2000. p. 21. <http://www.politicalscience.uncc.edu/godwink/PPOL8687/Wk10%20March%2022%20Accountability/Elmore%20Building%20a%20New%20Structure%20for%20Leadership.pdf>

¹² Michael Usdan et al. “Leadership for Student Learning: Reinventing the Principalship.” Institute for Educational Leadership. October, 2000. pp. 4-5. <http://iel.org/programs/21st/reports/principal.pdf>

Effective teacher leadership depends on the principal's promotion of a school culture conducive to teacher leadership. Principals must ensure that the professional norms of teachers and the culture of the school support teacher leadership.¹³

Leadership systems may encounter opposition from some teachers, and the active support of the principal is needed to help teacher leaders develop relationships with their colleagues. Principals themselves must be willing to share power and authority with teacher leaders, and work collaboratively to influence school culture.¹⁴ Principals need to develop a "game plan" that incorporates principles of teacher leadership into the overall culture of the school and establishes a clearly defined role for teacher leaders.¹⁵

Teacher leadership also changes the everyday duties of principals. Principals in teacher leadership systems spend less time on administrative tasks than in traditional schools and more time observing classrooms and working directly with teachers.¹⁶ In particular, research suggests that creating opportunities for collaboration between teachers and keeping track of teachers' professional development needs has a positive impact on the quality of instruction.¹⁷ Principals work directly with teacher leaders to improve instruction and promote improved practices throughout the school.¹⁸

To facilitate this form of leadership, the Teacher Leadership Exploratory Commission suggests redesigning principal training programs to emphasize collaborative school cultures and shared leadership. The Commission also suggests providing professional development for administrators focused on the support of teacher leadership.¹⁹ The nature of this training often depends on the culture of individual school districts. For example, the New Teacher Center, profiled in this report, includes a training program for principals customized to the needs of each district.

Districts can support teacher leader programs by communicating their importance to principals. One study of elementary school teacher leader programs found that principals' support for teacher leaders was directly related to their knowledge about and involvement with the programs, and that districts could increase principals' support by "increasing communication about the role [of teacher leader]."²⁰

¹³ York-Barr and Duke. Op. cit., p. 269

¹⁴ "Teacher Leader Model Standards." Op. cit., p. 23.

¹⁵ Johnson and Donaldson. Op. cit.

¹⁶ Ash and Persall. Op.cit., pp. 4-5.

¹⁷ Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, and Stephen E. Anderson. "Investigating the Links to Improved Student Learning: Final Report of Research Findings." The Wallace Foundation. July, 2010. p. 66.
<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>

¹⁸ "Teacher Leader Model Standards." Op. cit., p. 11.

¹⁹ Ibid., p. 30.

²⁰ Melinda Mangin. "Facilitating Principals' Support for Instructional Teacher Leadership." *Educational Administration Quarterly*. August 2007. Excerpt available at: <http://www.mspkmd.net/pdfs/blast13/3c1.pdf#Mangin>

DISTRICT SUPPORT FOR PRINCIPALS AND TEACHER LEADERS

Districts have a significant role in promoting leadership and providing training for both teachers and principals. According to Duff and Islas, districts should guide principals in implementing teacher leadership systems and creating shared leadership structures.²¹

Some districts also facilitate involvement of teacher leaders with external professional development opportunities such as the National Writing Project or the Google Teacher Academy.²² Several teacher leadership programs, including the New Teacher Center and Authentic Intellectual Work, incorporate collaborative work between teacher leaders across districts into professional development for teacher leaders. The Iowa Area Education Agencies may wish to consider a role in facilitating external professional development opportunities or connecting teacher leaders across districts with one another.

The most effective districts set high expectations and standards of accountability for administrators and teachers, while delegating a significant degree of autonomy to individual schools in teacher leadership systems.²³ The Southern Regional Education Board (SREB) suggests giving principals greater authority over personnel issues and management, and placing less emphasis on uniformity of policies across schools. Principals and teacher leaders should have significant leeway in allocating professional development funds.²⁴

Districts should set high expectations for teacher leadership programs, but allow schools to determine the best way to meet them.

Districts work directly with teacher leaders to develop policies and change district-wide practices.²⁵ District staff members spend a significant amount of time in schools working directly with principals and teacher leaders. Within the central office, many districts attempt to remove departmental silos and engage business departments in curricular discussions, creating a district-wide culture of support for student learning.²⁶

²¹ Victoria Duff and M. Rene Islas. "Partners in Learning: Teacher Leaders Drive Instructional Excellence." *JSD: The Learning Forward Journal*. December, 2013. p. 14. <http://learningforward.org/docs/default-source/jsd-december-2013/duff346.pdf>

²² Heather Lattimer. "Agents of Change: Teacher Leaders Strengthen Learning for Their Students, Their Colleagues, and Themselves." *The Australian Educational Leader*. 2012. p. 18. <https://lib.sandiego.edu/soles/documents/AgentsofChangeTeacherLeaders-Lattimer042012.pdf>

²³ G. Sue Shannon and Pete Bylsma. "Characteristics of Improved School Districts: Themes from Research." Washington Office of the Superintendent of Public Instruction. October, 2004. pp. 22-24. <https://www.k12.wa.us/research/pubdocs/DistrictImprovementReport.pdf>

²⁴ Gene Bottoms and Jon Schmidt-Davis. "The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership." Southern Regional Education Board. August, 2010. pp. 23, 29. <http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Three-Essentials-to-Improving-Schools.pdf>

²⁵ "Teacher Leadership in High Schools: How Principals Encourage It, How Teachers Practice It." Op. cit., p. 11.

²⁶ Bottoms and Schmidt-Davis. Op. cit., pp. 18-19.

RESOURCES FOR TEACHER LEADERSHIP

District help is essential to providing teacher leaders with the resources needed to perform their tasks. In particular, districts need to provide the time and scheduling flexibility necessary for effective teacher leadership, and the student performance data teacher leaders need to create improvement strategies.

Teachers' schedules need to allow for collaborative lesson planning. In addition, teacher leaders need time to be involved in curriculum planning, and may work during the summer months in addition to their work during the school year.²⁷ Principals also need to be able to devote significant amounts of time to working with teacher leaders. This may require restructuring principals' work schedules and reassigning some of their managerial duties to other administrators within the school.²⁸

Districts also need to provide teacher leaders with timely and accurate student performance data. Annual standardized test scores are not sufficient to support improvements in instructional practice. Effective districts provide teacher leaders with formative assessments to guide improvement strategies and resources to disaggregate and analyze data.²⁹ The Iowa Area Education Agencies may wish to facilitate the collection and dissemination of improved student data within member districts.

²⁷ "Teacher Leadership in High Schools: How Principals Encourage It, How Teachers Practice It." Op. cit., p. 9.

²⁸ Louis, et. al. al. Op. cit., p. 103.

²⁹ Bottoms and Schmidt-Davis. Op. cit., p. 33.

SECTION II: TEACHER LEADER PROGRAMS

In this section of the report, Hanover Research profiles several teacher leadership programs of interest to the Iowa Area Education Agencies. The New Teacher Center, TAP, and Authentic Intellectual Work provide examples of formal, multi-district programs with career ladders, while the Auburn Teacher Leadership Academy provides an example of a more informal, district-implemented program.

NEW TEACHER CENTER

According to a representative of the program, the New Teacher Center:

[Develops], implements, and advocates for comprehensive induction systems for new teachers to improve effectiveness, retention, and leadership, thereby increasing student learning. The organization provides support to district leaders in designing and implementing this work, professional development and support for mentors, and assessment and data tools.³⁰

Incoming teachers receive coaching from mentors who are provided with either full or partial release from classroom teaching.³¹

MENTOR SELECTION AND TRAINING

NTC selects teachers for mentorship roles based on three experiential criteria:

- Mentors must have **demonstrated effective teaching within their own classrooms**. An ineffective teacher does not possess the ability to recognize effective practice and provide formative feedback to other teachers.
- Mentors must have **prior experience in either formal or informal leadership roles** within a school. In particular, mentoring requires “collaborating with adults around instruction,” and an understanding of the differences between adult and student learning styles.
- Mentors must be **comfortable working with student data**. NTC’s mentoring process relies heavily on student data gathered during classroom observations, so mentors must be able to construct observances based on the issues identified by the new teacher and use these observances to inform feedback.³²

NTC also bases its selection of mentors on three dispositional criteria, a “belief that all students can learn,” a focus on strength-based development of teachers rather than approaching the mentorship process as a correction of errors, and an attitude of humility and “desire on the part of the mentor to be a self-reflective learner.”³³

³⁰ Tracy Kremer, Associate Director of Communication, New Teacher Center. Email Correspondence. March 14, 2014.

³¹ “Teacher Induction Programs.” New Teacher Center. n.d. <http://newteachercenter.org/induction-programs>

³² Bullet points adapted from: Jordan Brophy-Hilton, Senior Director – Program Engagement, New Teacher Center. Telephone Interview. March 6, 2014.

³³ Ibid.

Mentors receive initial training through the New Teacher Center. This training is not content-focused. Rather, mentors receive training focused on working with new teachers through a holistic lesson cycle from pre-planning to post-lesson feedback. Mentors learn how to build trusting relationships with new teachers, as well as other stakeholders such as administrators, students, and parents. Training is scaffolded based on the issues new teachers encounter at different points in the school year. Training also develops strategies for resiliency and overcoming challenges, both for mentors themselves and new teachers.³⁴

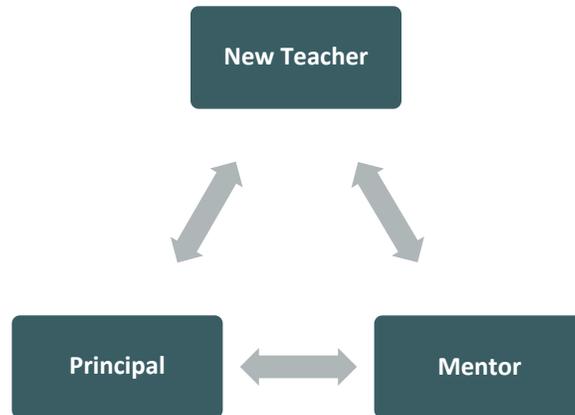
School districts participating in NTC offer initial training to principals. This training varies depending on the preferences of individual school districts.³⁵

COLLABORATION WITHIN SCHOOLS

The ultimate goal of mentoring for new teachers is to help them “connect the dots,” and develop their teaching capacity within the larger school environment to improve student learning. As such, mentoring is tied to the culture and curricular standards of individual schools.³⁶

Principals work closely with mentors and new teachers in a “triad relationship,” as shown in Figure 2.1. Teachers, mentors, and principals meet at least once a month to discuss the development of the teacher in light of the principal’s overarching goals for the school.³⁷

Figure 2.1: NTC Triad Relationship



ONGOING SUPPORT

Mentors receive ongoing coaching and shadowing in the field, provided by NTC or district leadership. This coaching provides mentors with formative feedback that models the feedback mentors provide new teachers. Mentors also receive support from NTC’s

³⁴ Tracy Kremer, Associate Director of Communication, New Teacher Center. Telephone Interview. March 6, 2014.

³⁵ Brophy-Hilton. Op. cit.

³⁶ Kremer. Op. cit.

³⁷ Brophy-Hilton. Op. cit.

Community Forum, which brings mentors from different districts together in a “job-embedded” community. Mentors discuss case studies, receive feedback, and participate in practice sessions.³⁸

NTC provides ongoing support to evaluators of new teachers in the form of rubrics and standards for effective teaching practice. These standards provide specific examples of classroom practice along a continuum of teaching proficiency.³⁹

NTC also provides evaluative materials for induction program leaders through the *Mentor Assessment for Growth and Accountability* program. This program consists of a series of consultations which help school leaders develop structures for building and sustaining a mentoring program and professional growth standards for mentors. These standards mirror the process through which mentors evaluate new teachers.⁴⁰ Detailed standards for mentor growth can be found in Appendix A.

EVIDENCE OF SUCCESS

A study of NTC by the Institute of Education Sciences found that teachers witnessed statistically significant growth in student achievement relative to a control sample after two years of participation in the NTC program.⁴¹ Surveys conducted by NTC show that 99 percent of teachers believe that the program has improved their practice after two years.⁴²

³⁸ Ibid.

³⁹ Dara Barlin. “Strengthening No Child Left Behind’s Teacher Quality Provisions: Rethinking How We Define and Measure Teacher Quality.” Center on Education Policy Roundtable Discussion on No Child Left Behind Act. November 29, 2006. pp. 1-4. file:///C:/Users/cgillespie/Downloads/NewTeacherCenterUCSantaCruz_1106.pdf

⁴⁰ “Mentor Assessment for Growth and Accountability.” The New Teacher Center. n.d. <http://www.newteachercenter.org/services/mentor-assessment-growth-and-accountability>

⁴¹ Steven Glazerman, Eric Eisenberg, Sarah Dolfen, Martha Bleeker, Amy Johnson, Mary Grider, Matthew Jacobus, and Melanie Ali. “Impacts of Comprehensive Teacher Induction Final Results from a Randomized Controlled Study.” Institute of Education Sciences. June, 2010. p. xxv. <http://ies.ed.gov/ncee/pubs/20104027/pdf/20104027.pdf>

⁴² “Practice.” New Teacher Center. n.d. <http://www.newteachercenter.org/impact/practice>

TAP: THE SYSTEM FOR TEACHER AND STUDENT ADVANCEMENT

TAP: The System for Teacher and Student Advancement is a professional development and teacher evaluation system offered through the National Institute for Excellence in Training (NIET).⁴³ Teachers in TAP schools form “cluster groups” composed of groups of classroom teachers, referred to as career teachers, led by a mentor or master teacher. Cluster groups are formed by grade level or subject and typically meet for one to two hours each week.⁴⁴

Mentor teachers work directly with career teachers to develop responses to specific issues identified by career teachers themselves or by classroom observations or student data analysis. Master teachers are responsible for planning and implementing cluster groups, providing formal and informal evaluation for teachers in their cluster group, and observing classrooms and analyzing student data to assess progress towards goals and areas of improvement.⁴⁵

MENTOR AND MASTER TEACHER SELECTION AND TRAINING

The *TAP Implementation Manual* provides detailed job qualifications for principals, mentor teachers, and master teachers in TAP schools, along with sample job postings and interview questions. Detailed information about these qualifications can be found in Appendix B. TAP also recommends that schools observe the teaching of candidates for master or mentor teacher positions and require them to submit portfolios and proof of student learning gains.⁴⁶

TAP programs generally select mentor teachers with at least two years of classroom experience. Master teachers generally have at least five years of classroom experience and a graduate degree or National Board Certification, as well as demonstrated expertise in instruction, content, test and data analysis, and mentoring adults.⁴⁷

All members of a TAP Leadership Team, including master teachers, mentor teachers, and school administrators, complete three training sessions before TAP is implemented.⁴⁸ This training includes the implementation of TAP clusters and leadership teams, the evaluation process for teachers, the use of instructional rubrics, and field testing teaching strategies.⁴⁹

⁴³ “Building an Understanding of the TAP System.” Louisiana Department of Education. p. 1. n.d.
<http://www.louisianabelieves.com/docs/tap/faqs---tap-building-an-understanding-of-the-tap-system.pdf?sfvrsn=3>

⁴⁴ “Ongoing Applied Professional Growth.” The System for Student and Teacher Advancement. 2013.
<http://www.talentedteachers.org/action/action.taf?page=oaag>

⁴⁵ “Master Teacher Responsibilities.” Colorado Springs School District 11. n.d.
<http://www.d11.org/Grants/TAP/TAP%20Master%20Teacher%20Responsibilities.pdf>

⁴⁶ “TAP Implementation Manual.” National Institute for Excellence in Teaching. 2010. pp. 12, 22-35.
<http://cell.uindy.edu/docs/TAP/TAPImplementationManual.pdf>

⁴⁷ “Recruiting, Selecting and Hiring TAP Leaders.” Louisiana Department of Education. n.d. pp. 2-3.
<http://www.louisianabelieves.com/docs/tap/brochure---recruiting-selecting-and-hiring.pdf?sfvrsn=3>

⁴⁸ *Ibid.*, p. 7

⁴⁹ “2013-2014 Professional Development Opportunities.” Louisiana Department of Education. n.d. pp. 1-3.
<http://www.louisianabelieves.com/docs/tap/training---tap's-professional-development-opportunities-2013-2014.pdf?sfvrsn=10>

COLLABORATION WITHIN SCHOOLS

TAP uses the TAP Leadership Team as a model for shared school leadership. Mentors and master teachers work in a team with the principal and assistant principals of a school. Leadership teams develop data-based goals for the school and implement them through professional development, teacher observations and feedback, helping teachers analyze data, and individual coaching.⁵⁰

Master teachers share instructional leadership with principals, and typically spend only a quarter of their week teaching in classrooms. Mentor teachers have less of a leadership role and focus primarily on working with new teachers, while also having more classroom duties.⁵¹

All participants in TAP programs receive at least four evaluations a year.⁵² Master teachers evaluate both career and mentor teachers, and are themselves evaluated by executive master teachers who work at the district level.⁵³

Principals within TAP schools lead the leadership teams and promote TAP to other teachers and to the wider community. They must be proficient in the following standards:

- **Developing an Exemplary School Plan:** Principals must lead the creation of a school plan that supports the school’s mission while providing clear goals and providing regular assessments. To do so, principals must be able to identify appropriate measures of achievement, analyze data resulting from these measures, and recommend appropriate interventions.
- **Effectively Communicating Student Progress:** Principals must develop a communication plan to regularly monitor and report student progress to teachers, staff and parents. This requires a significant investment of time and energy by principals and the leadership team.
- **Knowledge of Quality Instructional Practices:** Principals need to develop models of instructional practices and evaluate the instruction of teachers. This requires principals to be able to identify, describe, teach and promote effective practices.
- **Knowledge of Curriculum:** Principals need to ensure the quality and consistency of curriculum implementation. This requires them to understand the curriculum in relation to state standards and skills and knowledge that the curriculum provides, as well as the ability of each teacher in the school to implement the curriculum.⁵⁴

⁵⁰ “Principals in TAP Schools.” National Institute for Excellence in Teaching. 2013.

<http://www.talentedteachers.org/action/action.taf?page=principals>

⁵¹ “Recruiting, Selecting and Hiring TAP Leaders.” Op. cit., pp. 12-13.

⁵² “Frequently Asked Questions: TAP Program Review.” Louisiana Department of Education. February, 2013. p. 4.

<http://www.louisianabelieves.com/docs/tap/faqs---tap-program-review.pdf?sfvrsn=10>

⁵³ Liana Heiten “Career-Ladder Program Centers on Teaching Rubric, Targeted Support.” *Education Week*. October 17, 2012. p. 3. <http://www.louisianabelieves.com/docs/tap/report---tap's-career---ladder-program-centers-on-teaching-rubric-target-support.pdf?sfvrsn=6>

⁵⁴ “TAP Implementation Manual.” Op. cit., pp. 22-24.

ONGOING SUPPORT

School districts receive ongoing technical support and training from NIET through either a district TAP coordinator or a national TAP program specialist. District TAP coordinators work in larger school districts with at least three TAP schools, while national specialists work with multiple smaller districts.⁵⁵

In addition to initial training, states and school districts participating in TAP offer professional development opportunities to principals and master and mentor teachers through webinars and workshops.⁵⁶ Participants also have the opportunity to attend the annual National TAP Conference or regional TAP Summer Institutes, and access to additional resources through TAP's website and publications by NIET. Master teachers within a school meet on a monthly basis.⁵⁷

The NIET publishes *Teaching Skills, Knowledge, and Responsibilities Performance Standards*, a rubric for conducting teacher evaluations within the TAP system.⁵⁸ This rubric creates more effective and valid measures of teacher effectiveness than traditional teacher evaluation systems.⁵⁹ Detailed information about this rubric can be found in Appendix B.

EVIDENCE OF SUCCESS

Nationally, 84 percent of TAP schools reported an average of at least one year of student growth in 2011.⁶⁰ TAP has been particularly successful in certain low income school districts. Ascension Parish Public Schools, a low-income district in Louisiana, initiated the TAP program in response to two of its schools falling into state improvement status in 2005-2006 and is currently ranked 7th out of the 70 school districts in Louisiana.⁶¹

⁵⁵ Ibid., p. 7.

⁵⁶ "2013-2014 Professional Development Opportunities." p. 3.

⁵⁷ "TAP Implementation Manual." Op. cit., pp. 8-9.

⁵⁸ "Teaching Skills, Knowledge, and Responsibilities Performance Standards." National Institute for Excellence in Teaching. n.d. p. 16. <http://www.d11.org/TAP/TAP%20Resources/TAP%20Rubric.pdf>

⁵⁹ "TAP Research Summary." National Institute for Excellence in Teaching. April, 2012. p. 10. http://www.tapsystem.org/publications/tap_research_summary_0210.pdf

⁶⁰ Ibid., p. 5

⁶¹ "2013 Report to the Community." Ascension Parish Public Schools. 2013. p. 2. https://bb9.apsb.org/bbcswebdav/institution/APSB_Board/Public/Website%20Homepage%20Documents/ASCENSION-REPORT-2012-2013-FINAL.pdf

AUBURN SCHOOL DISTRICT NO. 408 – AUBURN TEACHER LEADERSHIP ACADEMY

Auburn School District No. 408, located in Washington, created the Auburn Teacher Leadership Academy (ATLA) in 2010 as part of its strategic planning process. ATLA is part of a larger effort to implement professional learning communities (PLC) and to create a system wide distributed leadership approach to school improvement that incorporates state and federal standards.⁶²

Auburn School District No. 408 offers ATLA through a partnership with The Center for Strengthening the Teaching Profession (CSTP).⁶³ CSTP is a non-profit organization that provides professional development opportunities to teachers in Washington.⁶⁴ CSTP initially created a framework for teacher leadership, which focuses on a combination of dispositional attributes, specific knowledge and skills, and roles and opportunities to exercise leadership.⁶⁵

Auburn School District No. 408 developed the CSTP framework into a full curriculum through a collaborative process involving teachers, district administrators, and principals. This process discovered “great interest in providing leadership training for teachers” among all stakeholders, but a desire to avoid creating “administrative interns” whose leadership roles would overshadow their work in the classroom.⁶⁶ As a result, Auburn School District No. 408 and CSTP created a training program that would prepare teachers for leadership roles exercised as an extension of their work in classrooms.

TRAINING AND SELECTION OF TEACHER LEADERS

ATLA trained its initial cohort of 50 teachers in 2010-2011 and aims to train a total of 250 teachers over a five year period. There is no formal district-wide process for selecting participants in ATLA. Rather, individual schools are allocated a number of seats at each year’s academy, with some seats reserved for specialist teachers. Each school has its own process for selecting ATLA participants.⁶⁷

Teachers attend a four-day training session in August and participate in workshops one day each month during the school year. Content for the training program is developed each year based on self-assessment exercises completed by teacher leaders during the planning process.⁶⁸

⁶² Rod Luke, Associate Superintendent, Auburn School District No. 408. Telephone Interview. March 14, 2014.

⁶³ “Auburn Teacher Leadership Academy.” CSTP. n.d. <http://cstp-wa.org/cstp2013/teacher-leadership/auburn-teacher-leadership-academy-atla/>

⁶⁴ “About.” Center for Strengthening the Teaching Profession. n.d. <http://cstp-wa.org/about-us/>

⁶⁵ “Teacher Leadership Skills Framework.” Center for Strengthening the Teaching Profession. 2009. p. 3. http://cstp-wa.org/cstp2013/wp-content/uploads/2013/11/CSTP_teacher_leadership_skills_framework.pdf

⁶⁶ Luke. Op. cit.

⁶⁷ Ibid.

⁶⁸ Jeanne Harmon, Kip Herren, Rod Luke, and Terese Emry. “The Power of 2: Partnership Paves the Way for Teacher Leadership Academy.” CSTP. February 2012. *JSD The Learning Forward Journal*. p. 30. <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/01/ATLAarticleFeb2012.pdf>

Participating teachers complete an initial survey at an orientation session in June, which identifies strengths and areas for improvement during the initial training session. Typically, training during the August session focuses on communication and working with adult learners. At the end of each training session, participants complete another survey to guide the curriculum for the next session. The training itself makes use of specific problems or issues that teachers have identified within their own work or elsewhere within their schools.⁶⁹ Subjects covered in the program include the five knowledge areas identified by CSTP's teacher leadership framework:

- Working with adult learners;
- Communication;
- Collaboration;
- Knowledge of content and pedagogy;
- Systems thinking.⁷⁰

COLLABORATION WITHIN SCHOOLS

After completing the training, participants do not acquire additional formal job duties or obligations. Rather, they exercise leadership informally, by sharing knowledge with their colleagues within the PLC structure. Teachers often exercise other leadership roles within schools, including developing new approaches to the use of instructional technology and implementing new initiatives such as the Common Core, standards-based teaching and learning, and working with the district to implement a new instructional framework required by the state. ATLA teachers also lead presentations to local school boards on school improvement plans and PLCs.⁷¹

Teachers in each ATLA cohort are also eligible for small grants from the school district to develop leadership initiatives. These initiatives include book studies, resource libraries, and the development of new technological learning opportunities. In the most recent cohort, 20 out of 50 eligible teachers participated in the grants program.⁷²

To further distributed leadership, Auburn School District No. 408 is in the process of implementing a similar leadership academy for principals, and envisions creating academies for parents and classified employees in the future. During ATLA training, principals meet with participating teachers for an hour at the end of each session.⁷³

⁶⁹ Luke. Op. cit.

⁷⁰ [1] "Auburn Teacher Leadership Academy Graduates its First Class." Inside Your Schools: Auburn School District No. 408. June, 2011. p. 1.
http://auburnsd.schoolwires.net/cms/lib03/WA01001938/Centricity/domain/39/iys%20newsletters/IYS_June2011.pdf

[2] "Teacher Leadership Skills Framework." Op. cit., p. 3.

⁷¹ Luke. Op. cit.

⁷² Luke. Ibid.

⁷³ Luke. Ibid.

EVIDENCE OF SUCCESS

A survey of participants revealed a positive impact on teachers' practices and confidence in their leadership abilities. In addition, participants reported that they used the skills imparted through the ATLA in staff trainings and PLCs. Principals also reported improved school climates and that teacher leaders had greater credibility with other teachers after participating in ATLA.⁷⁴

⁷⁴ Harmon, et. al. Op. cit., p. 30.

AUTHENTIC INTELLECTUAL WORK

Several school districts in Iowa already use the Authentic Intellectual Work program. While largely instruction-focused, this program is taught to teachers using a coaching model. The Center for Authentic Intellectual Work trains certified Lead Coaches to work with schools in setting up the program.

COACH SELECTION AND TRAINING

AIW is initially implemented by Lead Coaches trained by the Center for Authentic Intellectual Work. While Lead Coaches have a variety of educational backgrounds, most are employed in some capacity with Area Education Agencies, while others work directly in schools or school districts.⁷⁵ To support the ongoing implementation of AIW, Lead Coaches train individual teachers nominated by school leadership teams as Local AIW Coaches. To be selected as coaches, teachers must demonstrate:

- The ability to score work according to AIW criteria;
- Experience scoring their own work;
- A strong interest in school-based professional development and personal reflection;
- Willingness to push others forward in professional practice;
- Experience building leadership;
- At least one year of experience on an AIW team.⁷⁶

Once selected, AIW coaches participate in a yearlong program of professional development opportunities with a cohort of fellow coaches from across district lines.⁷⁷ The cohort experience provides coaches with an opportunity for collaborative problem-solving and building relationships across districts. Coaches then return to their schools to implement on-site professional development programs, and complete a portfolio of their activities.⁷⁸ Coaching focuses on the three topic areas of AIW and the evaluation areas for each topic area, as shown in Figure 2.2.

⁷⁵ "AIW Lead Coaches." The Center for Authentic Intellectual Work. 2014. <http://centerforaiw.com/about/aiw-lead-coaches>

⁷⁶ Bullet points adapted from: "Building Sustainability with Local AIW Coaches." The Center for Authentic Intellectual Work. n.d. p. 1.

http://centerforaiw.com/sites/centerforaiw.com/files/documents/AIW_13%20Local%20Coaches_flyer_R3.pdf

⁷⁷ "Professional Development with AIW Coaches." The Center for Authentic Intellectual Work. 2014.

<http://centerforaiw.com/content/professional-development>

⁷⁸ "Building Sustainability with Local AIW Coaches." Op. cit., p. 2.

Figure 2.2: AIW Coaching Areas

| TOPIC AREA | EVALUATION AREAS |
|---------------------|---------------------------|
| Tasks | Construction of Knowledge |
| | Elaborated Communication |
| | Value Beyond School |
| Student Work | Construction of Knowledge |
| | Conceptual Understanding |
| | Elaborated Communication |
| Instruction | Higher Order Thinking |
| | Depth of Knowledge |
| | Substantive Conversation |

Source: Sioux Center Community Schools⁷⁹

COLLABORATION WITHIN SCHOOLS

Successful implementation of AIW requires intense support from administrators in the form of resource allocation and the promotion of a school culture that fosters intellectual work. In particular, administrators must promote “norms of professional community,” including trust, collective responsibility, experimentation, and constructive feedback. Districts must also provide teachers with time for AIW activities, access to new teaching materials, and funding for AIW Lead Coaches.⁸⁰

ONGOING SUPPORT

The Center for Authentic Intellectual Work publishes a variety of materials to assist AIW coaches and administrators. These materials include teaching standards, scoring criteria, and guidelines for reflective practice.⁸¹ In addition, Lead Coaches continue to work with Local Coaches on planning and advisement after the initial implementation process.⁸²

Local Coaches support one another through Learning Teams for Growth (LT4Gs). These groups meet online or in person to reflect on specific issues or problems that have arisen during the coaching process. Reflection is guided by the coaching diamond, in which the LT4G sequentially addresses the elements in Figure 2.3. The Center for Authentic Intellectual Work provides a guideline to the reflection process and an online tool for LT4Gs to use in reflecting on their work.⁸³

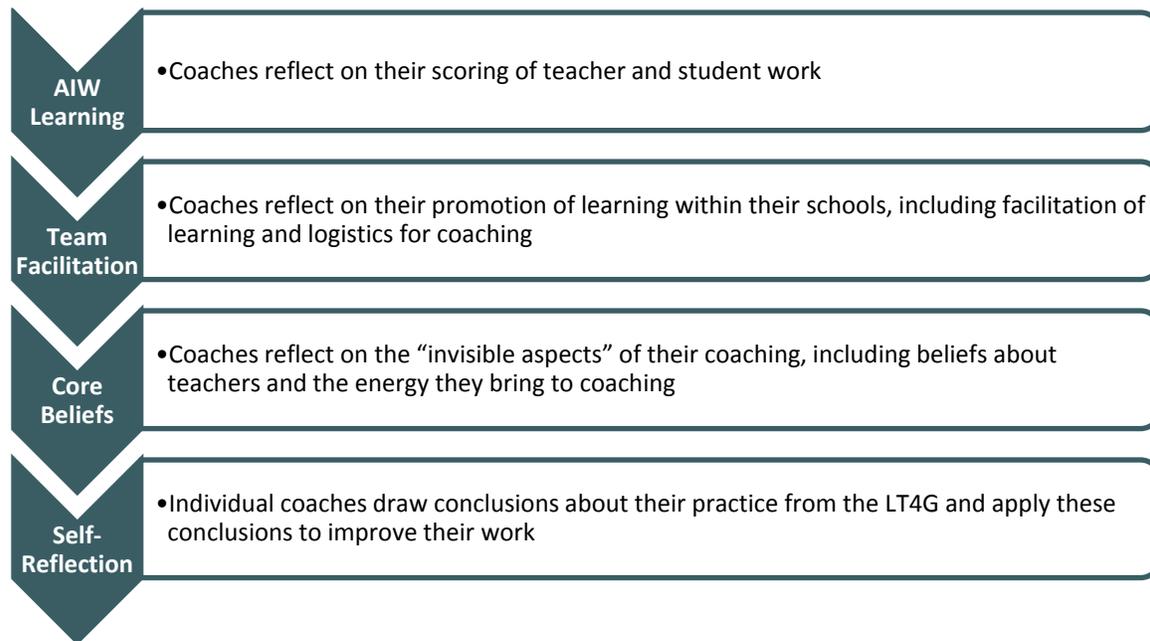
⁷⁹ Julie Oldenkamp, Counselor, Sioux Center Community Schools. Email Correspondence. March 10, 2014.

⁸⁰ Fred M. Newmann, M. Bruce King, and Dana L. Carmichael. “Authentic Instruction and Assessment: Common Standards for Rigor and Relevance in Teaching Academic Subjects.” Iowa Department of Education. 2007. pp. 78-80. <http://centerforaiw.com/sites/centerforaiw.com/files/Authentic-Instruction-Assessment-BlueBook.pdf>

⁸¹ “AIW Materials.” The Center for Authentic Intellectual Work. 2014. <http://centerforaiw.com/resources/center-aiw-materials>

⁸² Oldenkamp. Op. cit.

⁸³ “Learning Team for Growth: A Guide for AIW Coach Reflection.” The Center for Authentic Intellectual Work. 2012. pp. 1-3. http://centerforaiw.com/sites/centerforaiw.com/files/AIW_LT4G.pdf

Figure 2.3: Learning Team for Growth Coaching Diamond Process

Source: The Center for Authentic Intellectual Work⁸⁴

In addition, the AIW framework provides rubrics for coaches to score lessons based on the AIW topic areas and evaluation criteria. Coaches use rubrics in their work with teachers to “center the conversation and create collaboration.”⁸⁵ These rubrics evaluate lessons based on the three AIW criteria: task, student work, and instruction, and include examples of effective lessons.⁸⁶ A sample rubric is provided in Appendix C.

EVIDENCE FOR SUCCESS

The AIW program is based on an extensive study of students in the United States conducted between 1990 and 2003. A series of studies have found a significant correlation between instruction and assessment techniques similar to those promoted by AIW and student performance.⁸⁷

AIW has received positive feedback from participants, who claim that its techniques promote collaboration within schools and can be immediately implemented in classrooms.⁸⁸ Teachers report improved classroom discussions and higher expectations of students since the implementation of AIW. Students in schools participating in AIW show significantly improved standardized test scores compared to students in non-AIW schools.⁸⁹

⁸⁴ Ibid. pp. 6-15.

⁸⁵ Oldenkamp. Op. cit.

⁸⁶ “Authentic Intellectual Work.” Sioux City Community School District. n.d. pp. 1-2. http://www.sai-iowa.org/Resources/SAI_Handout2.pdf

⁸⁷ Newmann, et. al. Op. cit. pp. 14-19.

⁸⁸ Oldenkamp. Op. cit.

⁸⁹ Elizabeth Weinstein, M. Bruce King, and Fred M. Newmann. “An Initial Evaluation of the Iowa DE Project to Enhance Students’ Authentic Intellectual Work.” Iowa Department of Education. May 2, 2012. pp. 4, 17-24. <http://dm.education.wisc.edu/mbking1/present/AIWEvaluationReportFinal-1.pdf>

APPENDIX A: NEW TEACHER CENTER CONTINUUM OF MENTOR DEVELOPMENT

The following chart describes the continuum of mentor development in the New Teacher Center. Mentors are expected to continuously improve in each of the elements described.

Mentor Development Standards

| STANDARD | ELEMENTS |
|--|---|
| Engages, supports, and advances the professional learning of each teacher | Uses reflective conversation skills to engage Participating Teachers in collaborative problem-solving and reflective thinking to promote self-directed learning. |
| | Uses a variety of strategies and resources, including technology, to respond to Participating Teachers' professional needs and to the learning needs of all students |
| | Uses data to engage Participating Teachers in examining and improving practice |
| | Facilitates learning experiences that promote collaborative inquiry, analysis, and reflection on practice |
| Creates and maintains collaborative professional partnerships to support teacher growth | Creates an environment of trust, caring, and honesty with all Participating Teachers to establish and maintain strong relationships and promote professional growth |
| | Uses coaching and collaboration time effectively, implementing procedures and routines that support Participating Teachers' learning |
| | Understands each Participating Teacher's school and community and build relationships with school and community members to foster Participating Teachers' success and student achievement |
| | Promotes development of Participating Teachers' professional responsibility and collaboration with families and broader school community |
| Utilizes knowledge of student content standards, teaching pedagogy, and professional teaching standards | Utilizes knowledge of pedagogy and instructional practices to advance teacher and student development |
| | Utilizes knowledge of content standards to advance teacher and student development |
| | Uses knowledge of professional teaching standards to advance teacher and student development |
| | Uses knowledge of equity principals to deepen Participating Teachers' application of standards |

| STANDARD | ELEMENTS |
|--|--|
| Designs and facilitates professional development for teachers | Builds on and values prior knowledge, background, interests, experiences, and needs of Participating teachers |
| | Designs professional development to promote understanding and application of Program Standards |
| | Creates an effective environment for professional learning |
| | Uses a variety of research-based instructional strategies to differentiate professional development for Participating Teachers |
| Utilizes assessments to promote teacher development and learning | Plans and organizes for implementation of formative assessments to advance classroom practice |
| | Uses results of formative assessments to guide mentoring |
| | Develops Participating Teachers’ abilities to self-assess practice based on evidence, to set professional goals, and to monitor progress |
| Develops as a professional leader to advance mentoring and the profession | Establishes professional goals and pursues opportunities to grow professionally |
| | Works with colleagues, administrators, and school communities to advance the teaching profession |
| | Reflects on mentoring practice and program |

Source: New Teacher Center⁹⁰

⁹⁰ Ellen Moir, Wendy Baron, Rosalie Chako, Mamey Cox, Judy Everett, Kevin Drinkard, Susan Giovanni, Janet Gless, Alison Gold, Laura Gschwend, Kathy Hope, I-Heng McComb, Marilyn Torp, and Colleen Stobbe. “Continuum of Mentor Development.” New Teacher Center. 2005. pp. 5-12. <http://www.ccbtsa.org/pdfs/Mentors10-11/MentorContinuum.pdf>

APPENDIX B: TAP JOB RESPONSIBILITIES AND EVALUATION RUBRICS

The following chart describes the job responsibilities of teacher leaders in the TAP program.

TAP Teacher Leader Job Responsibilities

| AREA | MENTOR TEACHER RESPONSIBILITIES | MASTER TEACHER RESPONSIBILITIES |
|--|--|--|
| Leadership Team Participation | The TAP leadership team (TLT) is responsible for the overall implementation of TAP. Some of the responsibilities a mentor teacher will have as a member of this team are to: analyze student data to identify professional needs; develop an academic achievement plan; create a school evaluation plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability. | Some of the responsibilities a master teacher will have as a member of this team are to: analyze student data to identify student learning goals; develop a school academic achievement plan; create a school assessment plan; monitor goal setting, activities, classroom follow-up and goal attainment for cluster groups and Individual Growth Plans (IGPs); assess teacher evaluation results; and maintain inter-rater reliability. |
| Cluster Group Planning and Implementation | With cooperation and support from the master teacher, the mentor teacher develops the long-range cluster plan and weekly cluster group agendas, following the STEPS for Effective Learning. He/she leads or co-leads weekly cluster meetings and maintains the cluster group record. When time permits, he/she also provides appropriate classroom follow-up. | As a cluster group leader, the master teacher will be responsible for: developing the long-range cluster plan, weekly cluster group meeting records, and activities with other members of the leadership team; overseeing and leading, co-leading or attending selected cluster meetings, following the STEPS for Effective Learning; providing appropriate classroom follow-up; and assessing cluster groups' progress toward goals. |
| Support for Teachers' Individual Growth Plans | With oversight from the master teacher, the mentor teacher facilitates teachers in developing their goals and acquiring instructional interventions with proven results. He/she is also responsible for enhancing teacher proficiency with classroom-based follow-up, and for ensuring that the progression of teacher skill development is aligned with changing student needs. | The master teacher oversees groups of teachers in developing goals, provides instructional interventions with proven results, facilitates teacher proficiency with these new strategies through classroom-based follow-up, and ensures that the progression of teacher skill development is aligned with changing student learning needs. |
| Evaluations and Conferencing | The mentor teacher conducts classroom evaluations and conferences for both announced and unannounced observations. | The master teacher conducts classroom evaluations and conferencing for both announced and unannounced observations. |
| Classroom Follow-up | The mentor teacher provides observation/feedback, model teaching (demonstration lessons) and team teaching following every cluster meeting and in individual teacher mentoring situations. | The master teacher provides support following every cluster meeting (e.g., observation/feedback, model teaching, demonstration lessons and team teaching following every cluster meeting and in individual teacher mentoring situations). |

| AREA | MENTOR TEACHER RESPONSIBILITIES | MASTER TEACHER RESPONSIBILITIES |
|-----------------------------------|--|---|
| <p>Professional Growth</p> | <p>--</p> | <p>While the master teacher is expected to come to the job with a high level of educational knowledge, they will be afforded the opportunity to work with a TAP director and other master teachers to enhance their skills and provide their teachers with only the best instructional interventions and strategies. In some cases, mentor teachers will also attend selected in-service training sessions.</p> |
| <p>Qualifications</p> | <p>The mentor teacher plays an essential role in TAP. In addition to helping create the academic achievement plan for the school, their role involves serving as a liaison between the master and career teachers to ensure all teachers are receiving the support necessary to improve their instruction and increase student achievement. By including mentors who are provided release time, the TAP model ensures that all teachers have the opportunity to be mentored.</p> | <p>Master teachers are required to have substantially more experience in curriculum development, professional development and mentoring than a traditional teacher. They must represent the “gold standard” in teaching and serve as a role model to all other instructional staff. Master teachers should have at least five years’ experience and a proven track record in increasing student achievement. Master teachers must have contributed to their profession through activities such as conducting research, publishing articles or other work in reputable education journals, teaching at the higher education level, presenting at conferences, and receiving awards that recognize their educational talents. Finally, master teachers need to be excellent communicators with students and adults alike.</p> |

Source: National Institute for Excellence in Teaching⁹¹

⁹¹ “TAP Implementation Manual.” Op. cit., pp. 25-27.

The following chart describes the performance standards by which participants in the TAP program are evaluated.

TAP Teaching Skills, Knowledge, and Responsibilities Performance Standards Overview

| PERFORMANCE STANDARD | CRITERIA |
|---|---------------------------------------|
| Instruction | Standards and Objectives* |
| | Motivating Students* |
| | Presenting Instructional Content* |
| | Lesson Structure and Pacing* |
| | Activities and Materials* |
| | Questioning* |
| | Academic Feedback* |
| | Grouping Students* |
| | Teacher Content Knowledge* |
| | Thinking* |
| | Problem Solving* |
| The Learning Environment | Teacher Knowledge of Students* |
| | Expectations* |
| | Managing Student Behavior* |
| | Respectful Culture* |
| Designing and Planning Instruction | Environment* |
| | Instructional Plans |
| | Student Work |
| Responsibilities | Assessment |
| | Staff Development** |
| | Instructional Supervision** |
| | Mentoring** |
| | Community Involvement** |
| | School Responsibilities** |
| | Growing and Developing Professionally |
| Reflecting on Teaching | |

*Indicates criteria that are evaluated during classroom observations

**Indicates criteria that only apply to master and mentor teachers

Source: National Institute for Excellence in Teaching⁹²

⁹² "Teaching Skills, Knowledge, and Responsibilities Performance Standards." Op. cit., p. 17.

APPENDIX C: AIW TEACHER EVALUATION RUBRIC

AIW consists of three parts: task, student work, and instruction. There are standards and scoring criteria in each of the three areas for math, science, language arts, social studies, and any subject (guidance, art, music, etc.). This rubric is used by coaches to evaluate career teachers along AIW's guidelines.

Task:

- **Construction of Knowledge in _**
 - Is the task's dominant expectation for students to organize, interpret, analyze, synthesize, or evaluate _____ information?
- **Elaborated _____ Communication (written and/or verbal)**
 - Does the task ask students to express conclusions about _____ concepts, procedures, and problems and give support for their conclusions through coherent explanation or reasoning that involves elaborated use of language?
- **Value Beyond School in _____**
 - Does the question, issue, or problem posed by the task require students to apply _____ concepts, procedures, or problems to clarify, understand, or resolve situations in the world beyond school while influencing an audience beyond school?

Student Work:

- **Construction of Knowledge in _____**
 - To what extent does the student's work show _____ interpretation, analysis, synthesis, or evaluation?
- **Conceptual Understanding in _____**
 - To what extent does the student show understanding of _____ concepts by using them to explain a _____ problem?
- **Elaborated _____ Communication**
 - To what extent does the student use elaborated communication with explanations or arguments that are clear, complete, accurate, coherent, and convincing, with no significant errors?⁹³

⁹³ "Authentic Intellectual Work." Op. cit.

Instruction:

- **Higher Order Thinking (HOT)**
 - What is the frequency to which almost all students are performing HOT almost all the time?
- **Depth of Knowledge and Student Understanding**
 - How deep is the knowledge in the lesson? To what extent does the lesson sustain a focus on a disciplinary concept and where almost all students demonstrate an understanding by arriving at a reasonable explanation or argument of how they answered a question?
- **Substantive Conversation**
 - Do almost all students participate in the three features of substantive conversation, and at least one example of sustained conversation occurs?
- **Value Beyond School**
 - Do most students use the knowledge and skills of the concept in contexts beyond the classroom, and do they apply it to influence an audience beyond their classroom?

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