

Module 103: Teacher Leadership

Leadership & Equity Strand

Building Level

Charlotte, NC

Overview

This module highlights a new teacher leadership program in Charlotte, NC; the simulation asks a building-level leadership team to consider teacher leadership and teacher diversity issues together in order to address a chronic districtwide teacher shortage across the district affecting their school in dramatic ways.

Key Skills Developed

- Models for Teacher Leadership
- Attracting Diverse Teachers
- Strategic Thinking

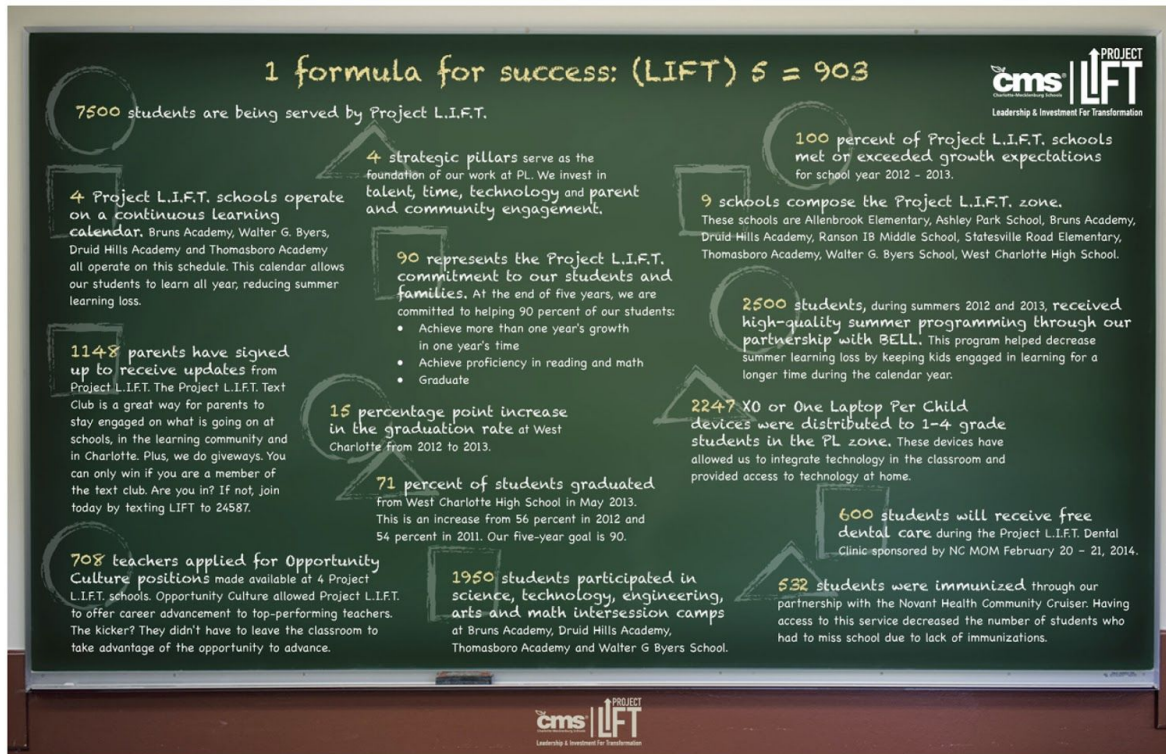
Leadership Tools & Assessments

- Strategic Planning
- Teacher Leadership Models

Professional Standards for Educational Leaders (ISLLC 2015)

- 1) Mission, Vision, and Core Values
- 3) Equity and Cultural Responsiveness
- 6) Professional Capacity of School Personnel
- 8) Meaningful Engagement of Families and Community

Case Background



With a 2015-2016 operating budget of \$1.3 billion; a \$9,215 per pupil spending rate for 146,000 students; and a starting teacher salary of just over \$40,000 per year, leaders in Charlotte, NC are struggling to attract enough qualified teachers to fill the 9,000 teaching positions in the district.

In the midst of the record teacher turnover, the district has also been the focus of public scrutiny with regard to its inability to pass timely budgets. The district has approved raises for new teachers, and yet has been unable to pay teachers and teaching assistants. The district has also failed to secure achievement for students living in high-poverty neighborhoods in the city.

WSOC-TV-1 Video: [CMS Doubles Number of Schools with Low Performance Grades](#)

Project LIFT

In 2014, district and business partners announced a public-private partnership through [Public Impact \(PI\)](#) and [Education Resource Strategies \(ERS\)](#) to use innovative classroom re-design models that offer highly-effective teachers opportunities to advance in their careers without leaving the classroom. New teacher leadership models are expected to both positively impact academic achievement for students and attract talented teachers to the city schools.

Opportunity Culture Video: [Ranson and Ashley Park Choose an Opportunity Culture](#)

Opportunity Culture Principles Include

Teams of teachers and school leaders must choose and tailor models to:

1. Reach more students with excellent teachers
2. Pay teachers more for extending their reach
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person's responsibilities

The central idea of the reform, called [Project LIFT](#), is to reallocate funds to pay teachers more for additional contributions, increase on-the-job planning and development time, and provide for flexible scheduling and grouping, while

remaining within budget constraints for city and state allocations for teachers' salaries.

Our Approach to Education

$$(LIFT) 5 = 90^3$$

Time:

Focusing on how to provide extended learning opportunities.

Talent:

Recruiting, training, and retaining excellent principals and effective teachers.

Technology:

Providing access to technology and offering resources to help increase the use of technology.

Community and Parent Engagement:

Working to create a cadre of engaged parents, motivated mentors and community connections.



Reading and Math

90 percent of our students will be proficient in reading and math.



In One Year's Time

90 percent of our students will achieve more than one year's growth in one year's time.



Graduate High School

90 percent of our students will graduate.

New Roles for Project LIFT Teacher Leaders

Project L.I.F.T. recruited teachers for four new roles, with more pay for each:

MORE PAY FOR NEW ROLES: PROJECT L.I.F.T.'S ADDITION TO DISTRICT SALARIES, 2013-14	
New Role	Additional Pay
Multi-Classroom Leader	\$16,100 to \$23,000 (depending on number of students reached and teachers on the leader's team)
Blended-Learning Teacher	\$9,200
Expanded Impact Teacher	\$9,200
Elementary Specialized Teacher	\$4,600

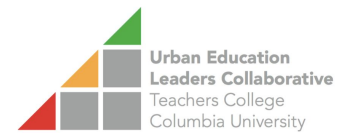
*** Multi-Classroom Leader (MCL).** This is an excellent teacher who leads a team that includes one or more other teachers. The MCL stays in the classroom as a teacher; is accountable for the team's teaching and the outcomes of all the team's students; sets the methods and materials used; and collaborates with and develops the team.

*** Blended-Learning Teacher.** Students work online — as little as an hour per day — to master basic skills, so this excellent teacher can focus in-person instruction on personalized, higher-order learning, and teachers gain planning and collaboration time.

*** Expanded Impact Teacher.** This is an excellent teacher who plans and delivers instruction for multiple classes. Students rotate between a paraprofessional, who covers the basics and supervises skills practice, and the expanded impact teacher, who focuses on personalized, enriched instruction.

*** Elementary Specialized Teacher.** This is a teacher who has demonstrated excellence in one subject or subject pair (for example, math and/or science, or language arts and/or social studies), and teaches just those subjects, with support from other teachers and paraprofessionals.

Module 103 Teacher Leadership
Part 1 (Context + Decision 1)



Project LIFT was piloted in West Charlotte. Now halfway through its 5-year span, the project is not without its critics.

Project Lift Video: [Highs and Lows for Project LIFT](#)

Despite concerns in Charlotte regarding the efficacy and value of Project LIFT, 15 schools in the district currently are involved in the program, and national funders have pledged to continue funding additional sites.

Home: Simulation Start

With this context in mind, your team is now entering into a simulation experience. Your school, Bay Ridge Middle School, is in danger of being closed by the State Board of Education. Your principal has chosen to fully embrace the Project LIFT model for the upcoming school year and has called this team together to plan for the sweeping changes that adopting Project LIFT will bring to your school. Within your team, you will each take on one role for the duration of the simulation. These are fictitious roles; please bring your past experiences in education and education leadership with you into the role as well as what you have learned about the context in Charlotte, NC.

Simulation Roles

Principal	You have been the principal of Bay Ridge Middle School for six years, and you see Project LIFT as your last chance to “save” the school before it is closed and replaced with a charter school. You are a “yes and” leader, always eager to embrace and “early adopter” stance when you encounter new ideas and resources. You see Project LIFT as an opportunity to amplify the work of excellent teachers across the school <i>and</i> as an opportunity to recruit more male teachers of color.
Assistant Principal	You are the chief implementer of all the principal’s new and old ideas. You tend to advocate for providing more support for staff and to change at a slower, more deliberate pace.
Teacher Leader	You have been teaching at Bay Ridge Middle for four years. Your teaching and collaborative work as a grade team leader have earned you respect from teachers and administrators across the school. You are fully committed to Project LIFT and trust where the principal is leading the school.
Teacher Residency Site Director	You are the site director for the new residency program, currently finishing its first pilot year in the district. You have overseen a pilot of 6 resident teachers completing both their MAT and their student teaching

	<p>at Bay Ridge Middle School through this new residency program. You have worked closely with the principal to design the new Project LIFT model to include resident teachers as a key feature of the teacher leadership model.</p>
<p>Building Union Representative & Teacher Leader</p>	<p>You are seen as a leader by your colleagues because you hold the Union Rep position at Bay Ridge. You have always maintained a strong professional working relationship with the school administrators, and you respect both the principal and assistant principal. You have concerns about Project LIFT, regarding how teachers will respond to another teacher acting as their supervisor <i>and</i> regarding your principal’s idea of using Project LIFT to attract teachers from outside of the district. You are concerned about a quota for non-White teachers being created.</p>

After allocating simulation roles in your team, please choose additional group process roles to support your team’s successful completion of the simulation.

Group Process Roles

<p>Group Leader</p>	<p>You will take a lead role in facilitating the group’s decision-making process. It is important that you work to encourage participation from all of the team members, even if they seem shy or reluctant to speak. The simulation experience depends upon all team members contributing to the decision-making process.</p>
<p>Time Keeper</p>	<p>Please help your team work deliberately through the case. Periodically give reminders of the current time and finish time for the group’s work.</p>
<p>Reporter</p>	<p>Take notes during the simulation experience for your group. Pay attention to the approach your team uses to make decisions in this case and the key issues in the case you discuss. There is no “right” way to take notes, but it will be helpful for your team to have your notes when crafting a final presentation.</p>
<p>Team Members</p>	<p>The simulation experience depends upon all team members contributing to the decision-making process. The team member taking on the group leader role will be encouraging all team members to share their ideas and offer their perspectives. Blend your own education leadership experiences with the background information provided about the role you are taking on in the case.</p>

Decision-Making Process

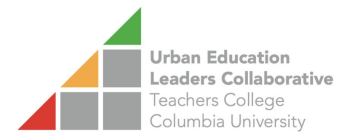
As the details of the case unfold and you are confronted with your first decision, please consider which kind of decision-making process will be best for your team and for this leadership challenge.

Decision-Making Processes (Vroom)

1. **Decide** – the leader makes the decision or solves the problem alone and announces his/her decision to the group. The leader may gather information from members of the group.
2. **Consult (individually)** – the leader approaches group members individually and presents them with the problem. The leader records the group members' suggestions and makes a decision, deciding whether or not to use the information provided by group members.
3. **Consult (group)** – the leader holds a group meeting where he/she presents the problem to the group as a whole. All members are asked to contribute and make suggestions during the meeting. The leader makes his/her decision alone, choosing which information obtained from the group meeting to use or discard.
4. **Facilitate** – the leader holds a group meeting where he/she presents the problem to the group as a whole. This differs from the consulting approach as the leader ensures that his/her opinions are not given any more weight than those of the group. The decision is made by group consensus and not solely the leader.
5. **Delegate** – the leader does not actively participate in the decision-making process. Instead, the leader provides resources (e.g., information about the problem) and encouragement.

Module 103 Teacher Leadership

Part 1 (Context + Decision 1)



Discuss all the options together, and then decide which decision-making process the group will ultimately use. Then proceed through the case, making critical leadership decisions to frame the Project LIFT teacher leadership initiative. At the end of your simulation experience, you will be asked to revisit your team's decision-making process and create a short presentation to summarize your group's process, decision-making experiences, and learnings for the case.

Using ELDEx

Step 1:

In your group, you will explore this case that leverages various media and technology to immerse you in this learning process and ensure that the UELC program delivers on its promise to empower and prepare you for the dynamic challenges of the urban education leadership role.

Step 2:

Please move through the case using the "Main Case Menu" on the right of this page. Once you reach your first task, "Your First Decision," use the information presented in the case, the foundational input offered at the start of today's session, and your learnings from your own experience in education leadership to come to your first decision. Time allowing, continue onto the Second Decision in the case.

Step 3:

Revisit your team's decisions, the impacts and results of the decisions, and then create a short presentation to share during the full-group debriefing to present your team's decision-making process, learnings, and revised final decision for the case.