ISLN 1/22/15

Opening Session:

How do you use teachers as leaders in your school/district? Why is that important?

1. Bardstown

* District Level CIA (Continuous Improvement Committee) teacher leaders & principals
* teachers from every school at every grade level at sci/ss meeting,
* TMI through PIMSER
* try to get as many teachers involved as we can--department chairs, SBDM, team perspective each school also has a leadership team
* Content leaders--come together to discuss schoolwide strategies

2. Mercer--Question--two fold challenge--How do you define the right person for the right role without leaning on the same individuals? How to compensate without teachers feeling like paid hourly employees?

1. Bourbon

* teams at middle school
* team leader on every team organizing meetings, talking about kids, ABC days--A--academics, B behavior, C communicate with parents
* Teacher leadership teams discuss SB grading, school topics, organizing meetings--share back with other teachers.
* Mike Rutherford presentation--have to maximize strength--teacher talents--developing the art of a teacher--maximize teacher strengths.

1. Washington Co.--37 teachers/administrators in district leadership team.

* Design effective strategies.
* Go back to schools and implement work: district decisions, facilitate plc's book studies, professional learning, smart boards, instructional rounds, tech training, finding problem of practices in instructional rounds
* When principals know there is new work they have conversations with teacher leaders--what do you think? How can we improve? Suggestions? New ideas? (before taking back and introducing to the rest of the school—really work to get teacher leader input)

1. Harrison--DLT meetings focused on task at hand, not bus duty, etc.

* Teachers get time at every faculty meeting to share with faculty about what is happening at district.
* Separate teacher leadership team and principal meeting.
* See who is good in what and who is good in another--shared leadership must represent academic strengths, management strengths, makes a more balanced leadership team than all academic leaders.
* It's tough to maintain, and you have to be very conscientious to maintain from year to year/meeting to meeting.

1. Burgin

* book study group with a small group--will expand next year to full faculty
* PLC as action research team
* Likes ideas of teacher leadership team joining district leadership team
* Likes idea of open membership. Uses leadership team, but wants to add open membership.

1. Anderson

* Avoid favoritism by being very strategic about finding strengths of individual teachers. Some teachers might be strong in instruction, other with safety or technology.
* Constantly keeping track of how they are complementing and praising leaders.
* Build leaders/coach leaders.

**Breakout Session 1: Teacher Leadership Pathway--Ideas for creative scheduling:**

1. Bardstown:

* different in every school, department
* do a lot of PLC work outside of school day due to time
* partial PLC’s but due to master scheduling in a smaller school, it's difficult to create common PLC time.
* Partial PLC's--grade level partners, arrange coverage as requested.

1. Bourbon

* all schools are in different places
* working on building capacity
* working to build where teachers can run PLC's and not be as dependent on administrators to be in meetings
* All schools have common planning.
* District allocated extra positions to allow for common planning.
* Middle school has a personal and team planning back to back.
* It's a real commitment by district to allow for extra teachers to allow for the time for PLC's to take place.
* Making sure PLC's are not just someone doing a PD, but looking at assessment data, working on getting teachers to lead. Wanting to build action research--I tried this, my data is telling me this, here is how it worked, here is what I want to use next.
* Middle school changed from two teams together at every grade level, now 1st 45 minutes math and science come together, then ELA and SS 2nd 45 minutes. McNabb has common planning amongst content area.
* Bourbon Middle uses team planning--builds family aspect of a team.
* How do you keep that culture but add vertical content?
* District is going to have vertical planning next year periodically throughout the year.

3. Scott Co. used to have Super Tuesdays so half of the content teachers had content area PLC's, other teacher covered lessons. Allowed for interventions, SPED needs, (Becky)

**Rotation 2: Share your ideas for creative scheduling**

1. Scott County

* Send leadership team agenda early, so they have thoughts and ideas gathered
* principal functions as a notetaker--teachers lead
* Teachers selected staff members for leadership teams.
* Shared criteria for members with teachers, then teachers nominated, and selected members for leadership team.
* At each grade level content teachers plan, then sub is provided one day per month for vertical planning
* HS--Super Tuesday--PLC hour per content--rest of school covers those classes. Plans left for coverage are strong and content related. Allows teachers to see what is happening in other classes, improve professional practice. (Becky Woosley shared—what Scott Co. did 5 yrs ago)

5. Woodford

* PL time for principals in Tuesday meetings, then they do professional learning with science and math teachers on Wednesday, then ss/ela on Thursday. Sub for full day, sub rotates half day. Arrange so planning periods for math are during math meeting time, subs cover 2 classes and planning.
* Start meeting with what's worked and what didn't
* MS/HS send 2 per content area/Ele 1 per content area, then teachers go back to PLC in buildings with professional learning to share

**Breakout Rotation 3: Ideas for Creative Scheduling**

1. Burgin--PLC's and new teacher program with a mentor--helps bring out leadership

2. Madison--Common planning times/scheduling—differs depending on whether you are elementary, middle or high

3. Martin Co. (Mike shared) Elementary--grade level teams, had to write a plan for PLC's, teachers set strategies, teachers led, got PD credit approval for working after school

4. Harrison

* vertical teams, data teams
* If we're really going to be professional, we have to analyze data.
* When we moved to data team, teachers got excited. High school math wants to meet with middle school math.
* PD plan became part of the work.
* Teachers are now more architects of their own learning.
* Meetings became more focused when they were on teachers' time.