**Meeting**: Educator Working Group

**Date**: December 8, 2015 from 5:00PM-7:00PM

**Location**: Collette Education Center, Dover, DE

**Participants**: Educators from around the state forming the Educator Working Group, consultants from TNTP

**Introductions**

The chairs of the Educator Working Group introduced themselves. TNTP staff introduced themselves. Members of the Educator Working Group introduced themselves and described their view on what teacher leadership means. Members of the public that were in attendance also introduced themselves.

The meeting facilitators outlined the agenda and objectives of the meeting.

The group revisited the norms and follow-up from the previous meeting.

DDOE representatives could not attend the meeting. One topic to be addressed is the evolution of the meetings from last year to this year. Two options were presented: 1) do a webinar in advance of the holidays or, 2) revisit the topic at the January meeting.

**Discussion on Leadership Roles**

Question from the working group members that were raised during discussion:

* Are teachers and administrators on the Technical Advisory Group?
* Where does the decision point around compensation and senior leader decision points enter the conversation?
* Are there any teachers on the voting committee?

The facilitators presented the draft role language based on the needs identified in the previous meeting. Roles were drafted to solve for the needs, with multiple roles per need in some cases.

*What feedback did you hear from your colleagues?*

* Add paraprofessional to #5 around model teacher – could increase adult skills that could positively impact students.
* Struggled to even get feedback, because folks shut down as it related teacher leaders due to the lingering negative feelings from the town halls.
	+ In other locations, when we say the idea of a teacher leader, for our colleagues, people see it as a threat, they are above us. Colleague animosity – why you? Curious about perceptions in other locations.
	+ Examples shared:
		- Lawrence requires teacher nominations and teacher input.
		- Denver focused it on school needs and specific options within the school and process was school-based.
* We have teachers concerned about how this will stifle their leadership or creativity, that it will put parameters on the opportunity and the collaborative nature of the work.
* The concern with being out of the classroom is a major struggle and teachers are worried about being pulled out.

*What school or student needs are not represented?*

* Always looking ahead, looking at different mindsets and shifting to inquiry mindset, I have teacher leaders researching what is going on out there, taking cutting edge PD and bringing it back to our school. They are the future looking leader, cutting edge. That helps run the direction of my building. Spend a lot on the here and now, but this helps us think forward.
	+ Add access to high levels of professional development?
	+ Research and Development seems to capture it.

*Are there any other teacher leader roles we should consider to address school & student needs?*

* Research & Development

*Key ideas to highlight*

* Teacher Mentor language is strong
	+ Seems like we should redo the mentor program rather than creating a new role or teacher leader role
	+ This seems to come from a lack of a good mentor program vs. a good opportunity for leadership.
	+ Are some of these roles really the leader opportunity we need to address or are we solving for other issues?
	+ Model teacher is a really good teacher, not sure they are actually a leader in the building. Want to get them in the leader roles now as a 2nd step.

The group then indicated preferences for the current draft roles. Those roles with the most votes:

* Curriculum Lead
* Instructional Technology Coach
* Research & Development
* Instructional Culture Coach
* Instructional Practice Coach

Feedback provided:

* For Instructional Technology Coach, in some districts, there is a whole department and each school has a technology lead. It is about both the equipment and the blended learning instruction.
	+ How often are they in schools? Do they teach?
		- There is a teacher at the building level that goes to the broader district and then brings it back.
	+ Clarification is that we want someone identified at each school vs. broader district roles. Want a school-based engaged teacher that focuses on this.
* For Research & Development
	+ Is there one person that tackles all of this or should each of these roles have a component of R&D in each of their role? All need to be able to do it.
	+ Remove this as a unique role, but it needs to be a key component of all the roles.
* Can we narrow in on some key needs/buckets to identify and support with some potential roles that would hit on it? A few roles for the larger needs vs. some specific roles?
* This also helps when we roll this out to districts, gives them increased flexibility.
* How many roles do we anticipate schools have? This might scope how big these roles can be. If we can bucket, it helps us provide more common criteria, then some schools might increase the # of leads based on the need.

The group identified the following buckets with the desire to draft a few roles underneath each bucket:

* Instruction is the top priority
	+ Draft 2 possible roles
	+ What roles are more important?
		- Hands-on, practice with teacher, coach practice
			* Each school determines the individual need/focus area based on the school’s goals and priorities
		- Model teacher setting
* Curriculum
	+ Draft 1- 2 possible roles
		- Presentation or facilitation vs. Gatherer of resources, new strategies, etc.
* What else?
	+ Community and culturally responsive
		- This could embrace school, student culture, student needs, community, partnerships – very broadly defined culture
	+ Recommendation: Community
		- That actually embraces culture more broadly and is multi-level
		- Draft 1 or 2 roles possible roles

**Question for our Colleagues**

* Start sharing out the three buckets identified and the potential roles drafted and gather feedback.

**Next Steps**

The next EWG meeting is on January 6, 2016 at 5pm at the Collette Education Center in Dover.

The group selected February 16th and March 9th when presented with two dates to meet in each of those month.

At the next meeting, the questions that will be addressed at future meetings will be shared, to forecast the topics that will be covered. The draft for the potential 6 or 7 roles will be built out for review. The chairs will send some materials to the EWG in advance of the next meeting for review and edits.