

MEMORANDUM OF UNDERSTANDING
Teacher Leader Facilitators 2020-2021

BACKGROUND:

APS and ATF believe that professional development (PD) is most effective when it is site-based, embedded in everyday work, and offered “just in time.” To that end, the District’s Title I and Title II money is now dedicated to a PD structure that includes:

ISS- Instructional Support Specialists (District)

Creates and delivers face-to-face and online PD in support of district academic goals and initiatives.

TSS- Teacher Support Specialists (Zone)

Supports individual zones, schools and teachers through support of teacher leadership and delivery of school-based PD.

TLF- Teacher Leader Facilitators (School)

Differentials allocated to schools to support school-based instructional support.

THE GOALS OF THE PD STRUCTURE INCLUDE:

- Provide support for District-level programs and materials implementation.
- Address individual school and zone goals and needs.
- Build teacher leadership capacity in all schools.
- Broaden the modes of accessing professional learning.
- Meet teachers’ individual professional learning needs.
- Provide for equitable access across zones and school levels.

ALLOCATION INFORMATION:

Teacher Leader Facilitators (TLF) at each site will receive a \$5,000 differential. The number of allocations at each school will be based on the number of staff at a ratio of approximately 1 TLF per 20 classroom teachers. The differential amount and TLF ratio may be adjusted annually based on Title I and Title II funding. If possible, any change in the amount of the differential will be communicated by May 1st of the preceding school year so ongoing or incoming TLFs and school sites may make informed decisions.

- Teacher Leader Facilitators are elected by, and must be from, the constituency they serve: all general and special education classroom teachers.
- For the purposes of this position, “classroom teacher” is defined as any person with students assigned to them through Synergy in a class other than Advisory with a minimum assignment of .6 FTE as a classroom instructor. For the 2020-2021 school year, TLFs elected in 2019-2020 who do not meet this definition may complete their two-year term.
- Teacher leader facilitators will serve a two-year term and be governed by the same procedures present in the Negotiated Agreement for all other elected teacher leader positions. Instructional Councils may decide in advance to stagger elections so that consistency in the TLF group is maintained. For the second year of the program (2020-2021), Instruction Councils would then have to decide if some TLFs will serve for either one or three-year terms to begin this staggering.
- To determine the number of differentials/TLF positions at each site, total the number of general education and special education teaching staff assigned to the school and divide by 20. Then, round up or down. For example:
 - If your site has 24 licensed teaching staff, you will be allocated 1 differential.
 - If your site has 37 licensed teaching staff, you will be allocated 2 differentials.

- If your site has 63 licensed teaching staff, you will be allocated 3 differentials.
- For questions about the number of differentials, please refer to the APS intranet Curriculum and Instruction department page.

JOB DESCRIPTION: Teacher Leader Facilitator (TLF)

In addition to regular classroom duties, the TLF is an instructional leader who collaborates with the instructional council and administration to provide support for the professional development needs at the school level in conjunction with school goals and individual adult learning needs. TLFs have the responsibility and discretion to design PD based on the agreed-upon topics and intended audience. TLFs are also expected to regularly collect formal and informal feedback from their constituents. TLFs will not serve in an administrative or supervisory capacity. TLFs will utilize appropriate strategies for adult learners, such as:

- Valuing the experiences and knowledge-base of the adult learners
- Maintaining relevancy, applicability and practicality
- Integrating opportunities for sharing and empowerment
- Making experiences convenient
- Allowing for feedback to be given and received by facilitators and participants
- Providing choice and flexibility when applicable
- Appealing to various learning styles and content areas
- Engaging all learners
- Building professional relationships and shared knowledge
- Utilizing hands-on, interactive learning techniques
- Modeling research-based teaching practices

TLFs should expect to dedicate an average of two to three hours a week to the work of being a TLF. This work may include tasks such as meetings, planning, research, facilitation of professional learning opportunities and support for newer teachers and long-term substitutes. Up to 3 days of training in the summer may also be required in order to support district initiatives. Training dates will be announced prior to the last day of school.

Specific resources for TLFs can be found at the TLN Support website:

<https://sites.google.com/aps.edu/tlnhub/content-resources?authuser=1>

Site-Based Job Description Decisions

A more detailed job description with site-specific needs should be outlined by the instructional council prior to holding any elections for TLF positions. This description should address the following:

- Any role in response to district initiatives
- Estimates of activities or requirements that will occur outside of the duty day
- A tentative professional development schedule with times and opportunities for TLFs to facilitate whole staff professional development and other learning opportunities (this may include the August and January site-based PD time, monthly staff meetings, lunch-and-learn opportunities, topic-based collaborative group facilitations, book studies, etc.)
- A prioritized list of important topics for which the staff wishes to have professional development. Feedback may be collected formally and informally throughout the year so the instructional council and TLFs can adjust according to need. TLFs and Instructional Councils are encouraged to provide suggestions from which staff can choose while also allowing for staff suggestions.
 - Suggestions of large topics include, but are not limited to:
 - Social-emotional learning
 - Integrating technology into the classroom

- Cross-curricular planning
- Project-based learning
- Rubric creation
- Common formative and summative assessments
- Trauma-informed teaching
- Restorative justice practices

Essential Functions:

- Work with instructional council and administration to help plan and structure delivery of professional development and training at school sites.
- Collaborate with Teacher Support Specialist and other district support to bring PD and resources to school site based on district, school, and teacher needs.
- Collaborate and share PD plans with Teacher Support Specialist to create specific professional development as requested by the staff, Instructional Council and administration. Sharing of PD work may be done through avenues such as in-person meetings, shared Google folders, invites to participate in PD offerings, etc.
- Attend regularly scheduled Leadership Institutes with Instructional Support Specialists and Teacher Support Specialists to collaborate with other members of the TLN, engage in personal professional learning, and learn about district-wide programs and initiatives. The district will work to vary the times of these meetings so teachers do not always miss the same classes at the secondary level.
- Participate in feedback surveys regarding the efficacy of the Teacher Learning Network so that the TLN can continue to adjust based on this feedback.

Essential Skills:

- Strong written and oral communication skills.
- Full understanding of content areas and pedagogy relevant to the school-specified PD needs.
- Demonstrate best practices in instructional strategies within own classroom.
- Experience integrating technology into instruction.
- Leadership experience with adults in a school setting with a strong grasp of emotional, cognitive and motivational needs of adult learners.
- Ability to work cooperatively and maintain professional relationships with colleagues.

Minimum Requirements:

Level II or Level III classroom teacher

GENERAL GUIDELINES for TLF ELECTIONS

TLF elections will occur in May before the end of the preceding school year so that adequate time is offered for TLFs and Instructional Councils to collect feedback and work on the development of the start-of-the-year PD day.

TLFs will be elected by the constituency they serve: all regular and special education classroom teachers.

To conduct the TLF elections, please refer to guidelines for leadership elections in Appendix H on page 90 and adapt as necessary. For questions or support, reach out to APS HR or ATF.

Prior to the election, all candidates should respond to the candidate questions below and their responses should be made public to the universe of voters.

Candidate Questions for Elections:

Candidates for the TLF position(s) will provide responses to the following questions and submit the responses to the site principal(s) and the instructional council so that they may make the response available to all voting staff members before an election occurs. Sites can adjust and augment these questions.

1. Have you ever promoted professional development activities to improve math, science, and literacy?
2. Describe what you know about the needs of adult learners.
3. What is your specific content area of expertise and how would you apply that knowledge to staff-wide professional development?
4. What is your vision for supporting staff-wide professional development?
5. Describe an example of how you have worked collaboratively on a task in the past.
6. How might you address a situation in which you disagreed with your supervisor regarding a task you have been directed to complete?
7. Describe your organizational skills and give an example.

PROGRAM EVALUATION

Feedback from all stakeholders, including district and site personnel, will be utilized to adjust the model annually.

In addition, if there are site concerns about the Teacher Leader Facilitator's ability to fulfill his/her responsibilities, the following procedure will be followed:

1. The principal will contact the TLF about the concern with his/her ability to fulfill the responsibilities based on the TLF job description.
2. If the concern continues, the principal will meet with the teacher again and document the concerns.
3. If, after support is provided and the concern persists, a meeting will be scheduled with the TLF. Attendees at the meeting will include the TLF, the site principal and a representative from ATF and Human Resources.
4. Possible termination of the teacher's TLF position may also be determined at this time.
5. The TLF job description will serve as the evaluation tool.

Note: The Title I and Title II money that funds this program is based on federal and state grant money and, as such, the continuation of the program will be determined on a year-to-year basis.

The district support focus for the 2020-2021 school year will be **best practices for distance instruction including, but not limited to, Social Emotional Learning (SEL) techniques and information** due to the possibility of school closures as a result of the current health crisis. TLFs will be expected to attend training during the summer on educational technology tools and resources and provide limited support to teachers at their school during the year.