

## Leadership Development

# Teacher Guide

We invest in teachers through comprehensive professional learning, leadership development and coaching. Our leadership development programs for teachers include our Teacher Leader Pathways and the opportunity to participate in the Partnership Leadership Fellows cohort, a principal training program offered in partnership with UCLA.



### TEACHER LEADER PATHWAYS

The Partnership believes the leadership of teachers is essential to the success of our students, and we invest heavily to cultivate their talent in service of building a strong pipeline of transformational leaders. Our Teacher Leader Pathways provide leadership opportunities, personal growth, and incentives to Partnership teachers who seek to impact their school community by leading their peers to personal and schoolwide goals. The program supports educators in developing their instructional practices and their careers, and consists of ongoing cycles of professional learning, coaching and support to guide and develop them as leaders in their schools. Together, teacher leaders learn, practice, reflect on, and model effective classroom instruction and leadership to improve student achievement. Teacher leaders have the opportunity to engage with fellow teacher leaders from other schools in a community of practice that shares resources and best practices. In the

end, our vision for this work is that by developing teachers as leaders, we're building a coalition of educators at the school-level equipped to work as a united team that can successfully reach schoolwide and network-wide goals, and advocate for broader change.

We currently offer five teacher leadership pathways – key members of a school's ILT – dedicated to systems building in areas such as instruction, school culture, and family engagement. The annual scope and sequence for teacher leader learning is mapped to the same systems-focused learning of principals and assistant principals in the Leadership Institute. We are intentional about integrating learning for each member of the ILT so they can focus on both individual and team actions to move systems in a unified way toward full implementation.

"Being a Team Lead means that I am able to review our schools' overall goals, and lead curriculum to stay on track with planning and successful execution of these goals. I also have found the Team Lead Seminars very helpful and supportive...I always walk away with great information and better ways to lead social-emotional work in the classroom."

**Anavelen Macias**  
4th grade teacher and  
Partnership Team Lead,  
Grape Street Elementary

The opportunity to serve in a teacher leader role is open to all Partnership teachers via an application process that includes a joint principal/teacher commitment to ensure that the school will provide the time, resources, and space for the teacher leader to succeed and that the teacher will fully engage in the role and work collaboratively with administration as key members of the ILT. When selecting teacher leaders, the Partnership looks to ensure that people accepted into the roles have the time, mindset, skillset, and experience to deliver upon the expectations set by the ILT. Teacher leaders receive a stipend from the Partnership for attendance at teacher leader seminars and for fulfilling school-level expectations.

### **Team Leads**

Typically grade-level or department heads, Team Leads are responsible for leading content- or grade-level teams in planning and execution of standards-based curriculum, high-leverage literacy strategies, data-driven instruction, and formative assessment practices. Through this role, educators cultivate their leadership skills and develop content knowledge while supporting the development of colleagues in strengthening their instructional practices to transform student outcomes. In order to support the work of several departments (at the secondary level) and several grade-levels (at the elementary level), sites tend to have multiple Team Leads.

We support teachers in the following grade-level/content area cohorts:

- Elementary (TK-6)
- Secondary ELA/Social Studies (6-12)
- Secondary Math (6-12)
- Secondary Science (6-12)
- Special Education (K-12)

### **Peer Coach**

The Peer Coach is a staff member that is provided with the necessary release time to coach teammates, and ensures the ILT builds an effective coaching system in school, as defined in the Partnership Implementation Framework (PIF). They lead a cohort of teachers through observation and in-depth

coaching cycles to increase their effectiveness, while supporting schoolwide PD cycles. Through this role, educators learn to support their teammates in reaching personal and schoolwide goals with differentiated supports.

The Senior Peer Coach is a role for a coach who is ready to take on additional responsibilities within the network: by hosting a Peer Coach seminar at a school site to be observed coaching live, capturing videos of exemplary coaching cycles at their school site for use in developing other coaches, and by directly coaching other Peer Coaches.

### **Arts Lead**

The Arts Lead, in collaboration with their school leader, facilitates the ongoing planning and implementation of the arts strategic plan to meet the arts Call-to-Action goal. This role leads efforts to align arts strategies and resources across the school feeder pattern, foster an arts-rich culture, and coordinate school-based arts events that will showcase the visual and performance art of students. They also contribute to the planning of a Partnership-wide arts event. Arts Leads cultivate their leadership skills and develop arts education content knowledge while supporting the development of colleagues in strengthening their instructional practices.

### **Restorative & College Culture Lead**

The Restorative & College Culture Lead (RCCL) leads the culture team in planning and implementing restorative practices and college-completing knowledge to build intentional school culture such that the school meets their Call-to-Action Culture goal. The RCCL coordinates schoolwide strategies around social-emotional learning, attendance, and restorative culture and college access. Through this role, educators cultivate leadership skills while positively impacting school culture and classroom climate in order to transform student social-emotional skills, college-completing aspirations and outcomes, and restorative communities.

### **Family Engagement Lead**

The Family Engagement Lead leads the collective impact work of the Family Action Team at their school site, which includes 1) assessing the school's level of engagement with families, 2) developing action plans and implementing equity-centered family engagement strategies aligned with schoolwide goals, and 3) training and coaching teachers on ways they can better engage families. Family Engagement Leads also lead workshops at Parent College.

## **How the Program Works:**

### **Professional Development**

Teacher Leaders participate in the Partnership's Summer Institute (four full days); Winter Institute (one full day); and professional learning seminars throughout the school year. Each scope and sequence is aligned to annual

school leader learning, and focused on collectively building and implementing key systems at school sites.

### **Individual Coaching**

Teacher Leaders receive at least two cycles of planning, observation, feedback and coaching (mid-year and end-of-year).

### **Informal Coaching and Conversations**

Teacher Leaders have access to the Partnership’s Academic Team staff members for need-based, side-by-side coaching and support.

### **Leadership**

Teacher Leaders are members of their school’s ILT and as such, have the ability to influence the development and implementation of the school’s strategic plan.

### **Annual Stipend & School Reimbursement**

As compensation for their time and impact, teachers earn a yearly stipend dependent on the teacher leader attending all professional development sessions and completing required deliverables. Schools also receive reimbursement for the substitute teachers that provide coverage when teacher leaders are at our seminars. The Partnership covers a large majority of this cost for our schools.

**PARTNERSHIP  
LEADERSHIP FELLOWS  
(PLF) @ UCLA PRINCIPAL  
LEADERSHIP INSTITUTE  
(PLF @ PLI)**

The best candidates for leadership are often the emergent talent working within our schools, those who most intimately know the community and carry with them a strong drive for excellence. Since 2015 we have invested in a unique aspiring leaders program in partnership with the University of California Los Angeles’ (UCLA) Center X Principal Leadership Institute (PLI).

With UCLA’s focus on social justice leadership, and the Partnership’s mission-driven approach, PLF @ PLI offers world class preparation for tomorrow’s urban school leaders and specializes in the preparation of school leaders who can lead transformational work to address issues of marginalization and inequity in historically under-resourced urban schools. The program accepts a small cohort of exceptional teachers, guidance counselors, coordinators and coaches from Partnership schools seeking to pursue school administration.

Fellows receive supplemental professional development and financial assistance and commit to working in Partnership schools, or schools similar to ours where they can continue to serve for a period of at least 4 years upon graduating. Through this experience, aspiring leaders earn an M.Ed. and Tier 1 administrative credential at UCLA, one of the nation’s top-ranked graduate schools of education, and experience an in-depth course of real world preparation for urban school leadership with the support of the Partnership for Los Angeles Schools. As we continue to develop this program in the

“PLF@PLI is a challenging yet supportive learning experience that will push you to examine your own bias and privilege and take more concrete steps to make a difference for our most marginalized students. The support that the Partnership provides makes that an even easier leap.”

**Tarik Smith**  
Restorative Justice  
Coordinator,  
Carver Middle School

coming years, we hope to study and share our results on how internal pipeline development programs that involve strategic partnership with districts, school transformation organizations like the Partnership, and university partners can be leveraged to contribute to the success of high-need urban schools.