

Roles & Responsibilities

Year 1 Goal

To prepare teacher-leaders to infuse research-based literacy tools and strategies into units and lesson plans, and build the capacity of teachers and teacher-leaders to assist others in their school in implementing them.

	Teacher-Leaders	Local Trainers/Instructional Coaches	Principal	SREB Trainer
Year 1: Building Capacity of Local Trainers and Teacher-Leaders	<ul style="list-style-type: none"> Attend all trainings. Infuse research-based tools and strategies into teacher-created unit/lesson plans and instruction regularly. Math: Implement at least six formative assessment lessons in one course with the same students to inform instruction. If on a block, implement six FALs per semester. Literacy: Implement at least three modules in one course with the same students. If on a block, implement three modules per semester. Identify personal growth opportunities. 	<ul style="list-style-type: none"> Attend all trainings. Math: Support teacher-leaders in all assigned schools. Literacy: Write and teach part of a module and support teacher leaders in all assigned schools. Observe and give teachers feedback (along with the SREB trainer and independently). Communicate with principals and SREB trainer about progress of teachers. Co-facilitate trainings. Work with the SREB trainer to articulate for principals and teachers how other initiatives are enhanced by being a part of these strategies. Identify and celebrate exemplary teachers and school/district leaders. 	<ul style="list-style-type: none"> Attend all trainings (or designee). Share with staff and faculty how being a part of these strategies align with his/her vision of instruction. Ensure the entire faculty understands its role in the plan to implement the strategies schoolwide. Know when local and SREB trainers are visiting school. Visit classrooms with local and SREB trainers. Learn what to look for in classrooms of teachers using these strategies. Participate in teacher debrief sessions with local and SREB trainers. Ask local and SREB trainers to articulate how other initiatives are enhanced by being a part of these strategies. Utilize coaching from local and SREB trainers to determine next steps. Support and celebrate the fidelity of implementation by teacher-leaders. 	<ul style="list-style-type: none"> Lead professional learning for teacher-leaders. Work closely with local trainers and principals to build capacity to be the primary support for teacher-leaders. Conduct school visits. Observe and give teachers feedback along with the local trainer and principal. Work with the local trainer to articulate for principals and teachers how other initiatives are enhanced by being a part these strategies. Identify and celebrate exemplary teachers and school/district leaders.

Year 2 Goal

To prepare local trainers and teacher-leaders to assist and collaborate with 50 percent of the other teachers in their school to implement research-based tools and strategies.

	Teacher-Leader	Local Trainer	Principal	SREB Trainer
<p>Year 2 and Beyond:</p> <p>Spreading and Sustaining Tools and Strategies</p>	<ul style="list-style-type: none"> Attend all trainings. Infuse research-based tools and strategies into teacher-created unit/lesson plans and instruction regularly. Math: Implement at least six formative assessment lessons in one course with the same students to inform instruction. If on a block, implement six FALs per semester. Literacy: Implement at least two modules in one course with the same students. If on a block, implement two modules per semester. Assist the local trainer and principal in establishing professional learning communities. Collaborate with other teacher-leaders in school. Identify personal growth opportunities. 	<ul style="list-style-type: none"> Attend all trainings. Support all assigned schools. Observe and give teachers feedback (with the SREB trainer and independently). Communicate with principals and SREB trainer about progress of teachers. Co-facilitate trainings. Work toward becoming a certified local trainer. Assist teacher-leaders and principals in establishing professional learning communities. Identify and celebrate exemplary teachers and school/district leaders. 	<ul style="list-style-type: none"> Attend all trainings (or designee). Visit classrooms with local and SREB trainers. Participate in teacher debrief sessions with local and SREB trainers. Dedicate professional learning time so teachers can collaborate on research-based tools and strategies. Utilize coaching from local and SREB trainers to determine next steps. Support and celebrate the fidelity of implementation by teacher-leaders. 	<ul style="list-style-type: none"> Lead professional learning for teacher-leaders. Work closely with local trainers and principals to build their capacity to be the primary support for teachers. Conduct school visits. Observe and give teachers feedback along with the local trainer. Attend school/district PLC meetings with the local trainer. Identify and celebrate exemplary teachers and school/district leaders.