



TEACHER
INCENTIVE
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Designing Effective Teacher Leadership Positions in Human Capital Management Systems



Sara Kraemer
Blueprint for Education

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1. Overview: The Need for Teacher Leadership Roles

As K–12 teachers’ jobs increase in complexity, content, and workload, there is simultaneous pressure for teachers to improve and innovate their practice and for districts to find ways to retain effective teachers in the classroom. Many districts have developed teacher leader roles to provide a resource for supporting colleagues in improving their practice and as a way to recognize and retain the best teachers. There is also a strong need for alternative teacher leadership models, both inside and outside the classroom, to support the professional growth of teachers and provide career alternatives to those who wish to take on leadership roles but do not necessarily want to leave the classroom.

While teacher leader models have been articulated and developed in the literature and in practice (for example, Bond, 2015; Foltos, 2013), this paper uses an example teacher leader program from a Teacher Incentive Fund (TIF) grantee to illustrate how teacher leader roles can be designed to both support the improvement of teacher capacity and retain effective teachers. This model, called the Teacher Support Colleague (TSC), supports classroom teachers’ practice, curriculum design, professional development, and professional growth within the context of educator evaluation systems and human capital management systems (HCMS).

A coherent and comprehensive HCMS aligns educator effectiveness measures to a district’s instructional vision and includes career ladder positions, recruitment and retention strategies, induction programs, mentoring approaches, and job-embedded professional development that all align to support the competencies needed to implement the vision. Teacher leaders can play a pivotal role in HCMS. While most HCMS are designed at the district level, their effective implementation depends in large part on what happens at the school level. Teacher leader roles, and specifically the TSC role described in this paper, have the potential to support the instructional leadership in the school as well as increase teacher involvement in HCMS activities. The teacher leader is a primary lever to implement and align the goals of the broader HCMS initiatives in schools and classrooms that is both teacher driven and supports teachers’ professional goals.

Teacher leader positions are both an HCMS practice area and a key in the implementation of HCMS practices in schools and classrooms.

Last, evaluation systems influence teachers’ abilities to implement reflective, improvement-based teaching strategies. While the intent of evaluation systems is to affect day-to-day decisions in teaching, there is very little evidence that summative student performance data (e.g., value-added, growth, and achievement measures) from evaluation systems meet the analytic needs of teachers who must improve and adapt their practice on a daily, weekly, and monthly basis (Lai & McNaughton, 2013). Evaluation systems may increase the pressure on teachers to improve their practice through data use; however, there are very few models of *the process* of using data for instructional improvement (Little, 2012; Marsh, 2012), what school-level factors

affect data use (Coburn & Tuner, 2011), and whether the current job design of the teaching profession supports key competencies expected of teachers (Mayrowetz, Murphy, Louis, & Smylie, 2007). The teacher leader role provides a viable alternative to support teachers in the effective use of evaluation system results to improve their practice.

While the role of the teacher leader (within the context of an HCMS) is not a “catch-all” to ameliorate these challenges, this role (and approach) provides key school-based structures and supports to align and integrate district-level HCMS goals at the school level in a way that supports teachers and their teaching practice. **Thus, the primary aim of this paper to assist districts, school leaders, and teachers in the effective *design* of teacher leader roles within the context of their HCMS. Specifically, the goals of this paper are to:**

- Present a case study of one TIF 4 grantee that has created teacher leader positions to support its HCMS.
- Articulate job design principles for teacher leader roles in schools.
- Describe the alignment of the work of school-level teacher leaders to district-level HCMS.

2. Teacher Leaders in the TIF Program

One TIF grantee has created and embedded teacher leader roles in its HCMS. The North East Florida Educational Consortia (NEFEC) developed the TSC role to augment its Sustainable Educator Evaluation and Compensation (SEEC) Project. NEFEC, an education service agency, administers the SEEC project, which consists of a consortia of eight rural school districts in northeast Florida.

The TSC role has been integral to the implementation of each of the districts’ HCMS. While each of the school districts applied the same HCMS framework and approach to create its system, each district focused on key areas that were relevant to itself. See Kraemer et al. (2015) for an overview of the SEEC HCMS in the TIF program. NEFEC and the consortia districts worked together to create the expectations, roles, characteristics, responsibilities, and job description for the TSC role. They were also intentional to use the word “colleague” in the title of the position, as they wanted other teachers to see the TSC as a peer, rather than a coach or a mentor. See Table 1 for a summary of the TSC role. While the TSC role was similar in each district, each also adapted the TSC goals and activities to the priorities of its HCMS.

During the third year of their SEEC grant (spring 2015), a team of TIF technical assistance providers conducted onsite interviews at four of the consortia districts to examine the role and impact of the TSCs and HCMS at the school level. The technical assistance providers, experts who assist TIF grantees in the design and implementation of their programs, conducted 2 focus groups with TSCs, 8 principal interviews, 8 teacher interviews, 10 TSC interviews, and 3 superintendent interviews at Flagler County School District, Lafayette District Schools, Union County Schools, and Bradford County School District.

Table 1. Summary of Teacher Support Colleague Role in the TIF SEEC Program

Job Elements	Descriptions
Qualifications	<ul style="list-style-type: none"> • A history of effective instructional practices and consequent student growth. (Effective or Higher). • Active participation in recent, intensive professional development in scientifically research-based practices. • Successful provider of professional development. • Experience collaborating with peers. • Demonstration of leadership skills.
Responsibilities	<ul style="list-style-type: none"> • Participate in Train-the-Trainer professional learning sessions and small group professional development. <ul style="list-style-type: none"> – Standards-based, data-driven instruction. – Using data to make instructional decisions. – Educator observation tools. – Effective feedback cycle. • Meet with NEFEC project employees and Student Growth Colleagues. • Collaborate with the Student Growth Team to facilitate professional development sessions for teachers and school leaders from multiple schools. • Provide school-based professional development and support that includes interim assessments and analysis, curriculum mapping, standards-based instruction, and small-group instruction around student outcomes and educator practices. • Provide individualized, job-embedded training and support to educators to allow for direct and immediate implementation of refined practices and standards-targeted instruction to enhance student growth, including <ul style="list-style-type: none"> – Leadership of Professional Learning Communities. – Team teaching approaches. – Individual technical assistance and practice modeling for teachers and school leaders. • Assist with analysis of student growth data. • Spend 60 percent of available time in the delivery of small group training.
Expectations	<ul style="list-style-type: none"> • Participate in professional learning spring 2013. • Collaborate with Student Growth Team members to develop and deliver professional learning in the summer of 2013. • Years 2–5: Develop/deliver small-group professional learning to teachers and leaders, including cross-district. • Work with teachers and leaders in a variety of job-embedded training situations, including: <ul style="list-style-type: none"> – Leading professional learning communities. – Team teaching alternatives. – Individual technical assistance and practice modeling for teachers and school leaders. – Mentoring and coaching. • Assist with the analysis of student growth data, standards-based instruction, and tools used for instructional and leadership practice assessments.
Characteristics	<ul style="list-style-type: none"> • No student responsibilities. • Respected. • Change agent. • Self-directed. • Creative. • Positive.

Flagler County Schools

The TSCs in Flagler County Schools play a pivotal role in providing job-embedded professional learning to teachers, modeling effective teaching, leading or co-leading professional learning communities with teachers, providing informal (and non-evaluative) coaching, updating curriculum with new standards, and reflecting with teachers on their teaching practice. TSCs followed the general outline of the job responsibilities for the position and also customized their duties and responsibilities to the context of specific schools.

Flagler County Schools selected TSCs from the current pool of teachers in the district because Flagler felt the TSCs know the kids well, have buy-in from teachers and administrators, know and understand the school culture, have rapport with the principal, are respected by their peers, and have their “hearts” in the building. TSCs also viewed themselves as the “middle link” between the teachers and administrators. Because the TSC role did not have responsibility for making performance evaluation decisions, TSCs garnered buy in from teachers and trust from administrators. In addition, because the TSC is at the same level as the teacher (and is not in an evaluative role), teachers felt safe to show weakness or uncertainty to the TSC. Teachers noted that teaching is rooted in solidarity, and the TSCs are strong supports to find answers to their questions.

TSCs worked closely with teachers on the evaluation system. While TSCs were not evaluating teachers in the classroom, they knew the evaluation system well and provided guidance to teachers on how to move from effective to highly effective (as well as explain why highly effective teachers may be rated as effective). They helped change the mentality in their schools that an effective rating is “bad” and worked with teachers to understand how the evaluation system operated as well as how to align it to their teaching practice.

Teachers articulated many benefits to working with TSCs. More than ever before, the burden of proof for effectiveness is on teachers, and they are frustrated as professionals that they are not trusted. However, the TSC works with them to make them become highly effective, and in fact, that is one of the key goals for the TSC job. When asked if the TSCs were helping students become better learners and teachers become better teachers, teachers said “yes,” and noted that:

- Students are better at problem solving.
- Student and citizen behavior at school has improved.
- Positive teaching practice results in changes to content delivery, improved lessons, better in-class stories.
- If the teachers do not have access to the professional development they need, the TSC will find the content or application, as needed.

The TSC role was also beneficial to the TSCs themselves. They enjoyed having a leadership role that focused on teaching and being with students. Since it is career ladder position, they felt it was great training to take on more administrative roles and provide key instructional leadership to the school. They appreciated not having to evaluate teachers, which they felt was key to securing teachers’ trust and respect. They also felt that having a dedicated TSC in each school was beneficial because not all good teachers are necessarily good mentors. They also noted that Flagler County Schools enjoys a good working relationship with their union. In fact, one TSC is also the union president.

Principals in the district noted several positive changes as a result of the TSC role. First, they noted the importance of the Teacher Support *Colleague* instead of a Teacher Support *Coach*. The latter suggests remediation, as well as a hierarchical relationship. With a Teacher Support *Colleague*, the teachers work together as peers. This relationship builds collaboration and an exchange of ideas. Further, principals noted that teachers are more comfortable with TSCs than with administrator; they do not feel like it is an evaluative relationship. Last, the TSCs have the confidence of the teacher—they do not share what teachers say to TSCs with to the principal. Teachers are able to be vulnerable to say what is not working and not worry about repercussions.

Overall, district leadership described TSCs as “game-changers.” The role aligns to their HCMS approach aimed to provide learning environments that are inclusive, differentiated, and growth-oriented.

Lafayette District Schools

TSCs in Lafayette District Schools provide daily support to teachers in classrooms, as well as modeling to newer teachers (either new to the school or new to a new program or curriculum). They provide material support and resources or work with students on diagnosing their level—whatever the teacher requests of them. Teachers also said that the TSC offers support with a wide range of specific activities, such as reflecting on ideas; analyzing data; extracting data from data systems; and providing professional learning to individuals, groups, or the school. Teachers feel the TSCs are very approachable, flexible, and provide up-to-date knowledge (such as on the state standards). TSCs’ primary areas of work are: (1) lead professional learning communities (PLCs), (2) instructional coaching, and (3) professional learning.

TSCs lead or co-lead conversations in PLCs with a teacher lead (one teacher lead per grade level). The agendas are set around data, student concerns, online components to reading and math, technology support (through technology coach). TSCs also participated in trainings on how to have difficult or challenging conversations. Teachers found it especially helpful because the TSCs may have known the other teachers for a long time. For example, they have straightforward conversations or wait for the time to have a conversation.

TSCs wait to get invited into classrooms to provide instructional coaching, unless the principal instructs them to go into classrooms. Therefore, this area of work has been the slowest to develop, but it is also gaining momentum, and the TSCs are finding ways to get invited into the classroom. They first ask teachers open-ended questions, such as: “How’s it going?” or, “What are your biggest challenges?” and provide guidance from there. NEFEC supports the TSCs with monthly reflections and progress goals around instructional coaching.

The TSCs (at the time of the interview) had completed two large professional development events; one involved the whole school, and the other consisted of a new teacher orientation that included a presentation and workshop. TSCs appreciated the type of interactive professional development that NEFEC delivers and is reflected in the approach TSCs use in their delivery of professional learning to teachers.

Principals found a lot of value with the additional professional support of the TSCs. Since Lafayette District Schools is a small district (1 elementary school, 1 high school), the addition of the TSC provided cross-grade collaboration and more in-depth discussion for PLCs. They also found the additional support relieves the

administration burden on teachers. The TSCs keep track of recertification points based on professional development hours, administer testing progress monitoring, and facilitate twice monthly grade-level meetings. The added teacher support is a real benefit.

Union County School District

TSCs in Union County School District work one-on-one and in small groups with teachers. Their roles, tasks, and duties cover a range of areas, including:

- Helping teachers understand the evaluation system.
- Helping teachers develop their individual professional development plans, which constitute 20 percent of their evaluation.
- Vetting test items and helping develop end-of-course tests.
- Helping connect teachers with resources.
- Modeling classroom strategies.
- Reviewing classroom, school, and evaluation data with teachers.
- Working with the reading and math coaches, especially on formative assessments (elementary TSCs in particular).
- Participating in school leadership teams.
- Providing “in-house professional development.”
- Mentoring and encouraging teachers.
- Discussing observation results with teachers (one-on-one).
- Working with principals to review evaluation data and identify areas of potential professional development for teachers at the school, grade, and subject level.

Overall, TSCs in Union County School District feel that their positions have been able to make professional development more individualized and tailored to teacher needs. One TSC mentioned that some teachers have told them “I understand now what my standards mean.” TSCs said that the district has always had “a family atmosphere,” but recently they have seen increased collaboration among teachers, especially cross-curricular collaboration. Although they work with new teachers, they feel the district could be doing more in the area of teacher induction. Before this year, induction was primarily providing new teachers with a first-year mentor. The TSCs would like to expand the mentoring beyond the first year, which likely would help with teacher retention.

Teachers said that they enjoyed a collaborative culture at the school district and that teachers were passionate about teaching. The role of TSC served to further strengthen the collaborative and positive teaching culture in schools.

Principals in Union County School District noted that one of the key impacts of the grant was the TSC positions. Teachers have much more one-on-one support and have also assisted in the implementation of the evaluation system by explaining results to teachers and reviewing data with principals to plan professional

development. Overall, they have increased professional development, and some of the in-school professional development topics are chosen during the summer based on evaluation data and teacher surveys. The school works toward three sets of goals: district (currently content standards), school, and individual teacher goals. Schools send small groups of teachers to outside professional development sessions, and they share what they have learned when they return.

Principals shared that all schools have leadership teams that include administrators, counselors, coaches, and TSCs. TSCs and teachers participate in decision making through grade-level and content- area teams and emphasized that the district academic success was a result of ongoing support to teachers, regular use of data, and ongoing communication and collaboration.

Bradford County School District

In Bradford County School District, TSCs help teachers use standards-based pedagogical strategies, noting that many teachers are struggling to adapt the new Florida standards. Their goal is to get teachers to increase the rigor of their instruction and not simply “teach to the test.” They also provide guided planning, modeling, and coaching. These strategies help to improve student growth, as well as educator growth. The TSCs have “data chats,” which are guided discussions with individual teachers that allow for deep reflection. Further, the TSCs help with lessons studies, which provide training on Marzano. The studies use best practices in research—rather than focusing on Marzano—since many teachers feel “put off” since it is part of the evaluation system. The TSCs noted that they are not privy to teachers’ evaluation results, so they help them improve by examining student data, the standards, and any areas the teacher notes. In addition, a principal may ask them to work with a teacher on a particular issue. TSCs noted that it is essential for them to be viewed as a support—or they will lose their credibility. They noted that younger teachers are more receptive to the model. However, as more teachers use them one on one, they are seeing a cultural shift across the district, and most teachers now view the TSC role as a support.

The TSCs take the time to develop rapport with the teachers, as some teachers are more skeptical than others. Due to contracts, it is often difficult for TSCs to find one-on-one time with teachers, so they need to be creative—especially at the high school level. At the elementary level, they can meet with teachers during special classes.

The TSCs must split their time between school sites and believe that each site should have a TSC to achieve the maximum benefit. The TSCs know that their district has limited resources, but they also know what a crucial role their position plays. Understanding the context of a small rural district, the TSCs must wear multiple hats—and they are willing to do whatever is asked of them to benefit their district.

Teachers have found a lot of benefit with working with TSCs, noting that teachers have different needs over the course of their career. TSCs have provided supports by modeling lessons, especially for teachers in high-stakes grades and subjects. Other teachers in this district have taken on mentoring roles and perform tasks such as observing a new teacher’s lesson, providing feedback, and preparing notes to document a teacher progress.

3. Teacher Leader Job Design

Like any job, the work of teacher leaders benefits from job-design planning. The design of teacher leaders' jobs, work, and tasks should also align to the school and district vision of instructional improvement. From an HCMS perspective, effective job design practices promote a better "fit" between the person and job because basing HCMS programs on the competencies results in selection and retention of people who fit the job requirements and value the intrinsic and extrinsic rewards the jobs offers (Kraemer et al., 2015).

Job design approaches are well-established in the field of organizational studies. One well-developed model is the job characteristics theory (JCT) (Hackman & Oldham, 1980). This approach to job design identifies five characteristics as main contributors to job performance, job satisfaction, and motivation. When a job encompasses most or all of these job and task characteristics, internal work motivation increases, which eventually leads to higher employee productivity and effectiveness (Hackman & Oldham, 1980).

Table 2 summarizes the five key design principals of effective job design for teacher leaders: skill variety, task identity, task significance, autonomy, and job feedback. A set of questions corresponds to each job design category to help district and school leaders effectively design the role of teacher leaders.

Table 2. Teacher Leader Job Design Categories and Corresponding Questions

Job Design Elements and Definitions	Questions to Ask When Designing a Teacher Leader Role
<p><i>Skill variety:</i></p> <p>The degree to which a job requires a variety of activities and involves the use of a number of different skills and talents of a teacher leader. Jobs that have a high degree of skill variety are seen as more challenging and enhance feelings of competence.</p>	<ol style="list-style-type: none"> 1. What is the range of tasks that a teacher leader could engage in? 2. Do potential teacher leaders want to engage in a variety of tasks or focus on one or two priorities? 3. What are the activities that teachers say they would like support in? How would a teacher leader support those activities? 4. How would teacher leader activities vary by school, time of year, specific student population, or other relevant contextual factors? 5. What are the necessary skills and experiences to become a teacher leader and, once in the role, achieve mastery in that position? 6. What are the teaching leadership competencies (skills, knowledge, and behaviors) teacher leaders need to know and demonstrate in the job? 7. How can teacher leaders support teachers and the evaluation system?
<p><i>Task identity:</i></p> <p>The degree to which the job requires completion of a “whole” task or identifiable piece of work. This translates to teacher leaders participating the school system, rather than focusing on one part of the school. When there is a high degree of task identity, teacher leaders may feel a sense of satisfaction, completion, and engagement.</p>	<ol style="list-style-type: none"> 1. How do the tasks of the teacher leader “hang” together? Will the teacher leaders be able to complete the activities associated with supporting teachers across a range of professional learning opportunities? 2. Given their tasks and workload, can teacher leaders balance activities and tasks they are responsible for? 3. Are the additional supports or changes needed to the school day, resources needed, or leadership engagement so that teacher leaders can successfully engage in their work? 4. How will teacher leaders be able to adjust their workload or tasks to be able to complete their work, if needed? (See questions on Autonomy.) 5. Are teacher leaders part of school-level decisions? What unique perspectives would they bring to school-level decision making? 6. How will you ensure that teacher leaders are a part of or made aware of issues at both the classroom and school levels? 7. How do teacher leaders contribute to the HCMS, such as recruitment, induction, mentoring, and professional learning?
<p><i>Task significance:</i></p> <p>The degree to which the job has a substantial impact on the lives of other people and contributes to the school as a whole.</p>	<ol style="list-style-type: none"> 1. How do teacher leaders enhance the professional learning of teachers? 2. How will you capture, and perhaps even measure, the impact of teacher leaders on teachers’ practice, school culture, and teaching and learning goals for the school and district? 3. How will you co-design (with teacher leaders) a professional learning community for teacher leaders so that their professional lives are enriched and supported by their colleagues? 4. How will the teacher leaders find meaning in their work? How would they describe a meaningful contribution to teachers and their school? 5. Are there important school-based priorities that teacher leaders should contribute to?

Table 2. Teacher Leader Job Design Categories and Corresponding Questions—continued

Job Design Elements and Definitions	Questions to Ask When Designing a Teacher Leader Role
<p>Autonomy:</p> <p>The degree to which the job provides substantial freedom, independence, and discretion to the teacher leader in making important job-based decisions, scheduling the work, executing job-based functions, determining job priorities, and carrying out the procedures used in the work. It is considered fundamental in building a sense of responsibility and confidence in the teacher leaders. Autonomy is highly important to people in the work place. When skill variety is high, autonomy must also be high; if not, burnout, frustration, and a sense of feeling defeated may occur.</p>	<ol style="list-style-type: none"> 1. How much job control will teacher leaders have? 2. How will you involve teacher leaders in determining the priorities of their work? 3. How will teacher leaders carry out their work? Will they determine their schedule, sequencing of tasks, and relationship priorities? 4. Will the teacher leader professional learning community provide an avenue for teacher leaders to reflect on what to change or improve in their job? 5. Will teacher leaders have the job authority to make task or work changes when needed? How will they go about doing this? 6. Will teacher leaders have the confidence of the teachers they work with, as they do in the TSC example? Meaning, will they have the ability to have private and confidential conversations with teachers about their performance, and not share it with others? 7. How will you ensure that teacher leaders feel trusted, respected, and that the school supports them in their job?
<p>Job feedback:</p> <p>The degree to which carrying out work activities provides the teacher leader with direction and clear information about the effectiveness of their performance.</p>	<ol style="list-style-type: none"> 1. How will teacher leaders receive feedback on their job? 2. How would teacher leaders define “feedback” about their performance? 3. What are the formal and informal forms of feedback that will help teacher leaders understand if they are performing their job well? 4. How will you evaluate, along with teacher leaders, their ability to demonstrate competencies (knowledge, skills, and behaviors) expected of teacher leaders? 5. How will you involve teachers in the feedback process for teacher leaders? 6. How will you develop school culture where job feedback is valued, useful to the teacher leader, and not feared? 7. How will you demonstrate, on an ongoing basis, that teacher leaders are respected and have the confidence of school and district administration? 8. What are the forms of feedback that are meaningful to teacher leaders?

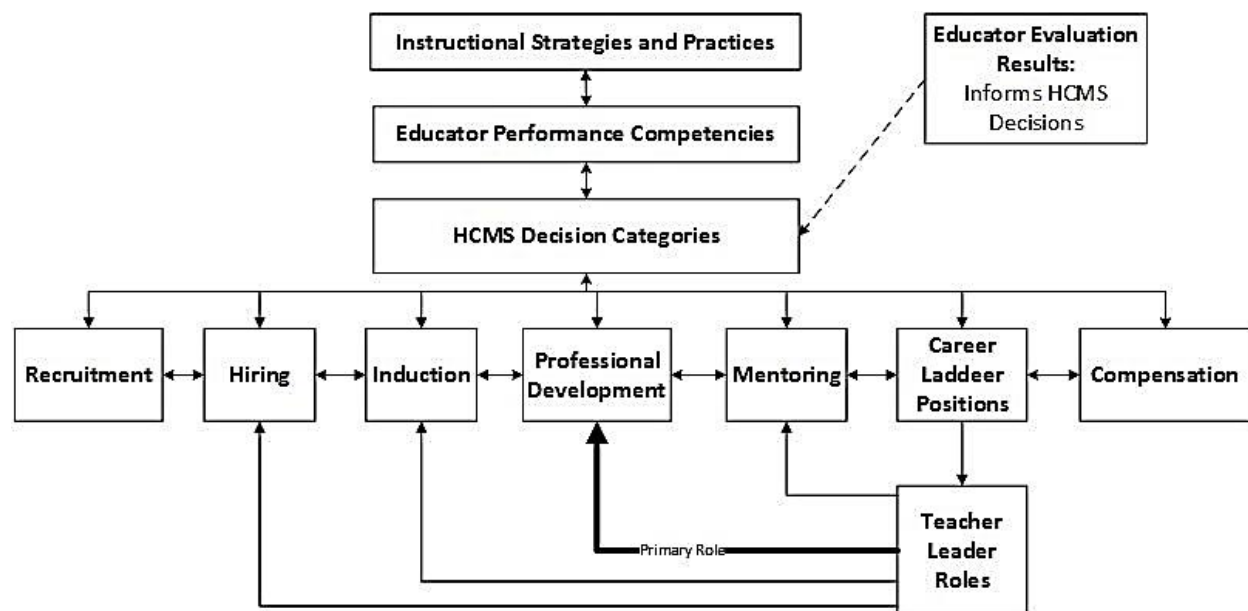
4. Alignment of Teacher Leaders in an HCMS

An HCMS is a coherent set of policies and practice that work together to attract, develop, deploy, motivate, and retain teachers who have the competencies (i.e., knowledge, skills, abilities, and behaviors) to achieve the district’s goals. Districts start with their goals for student learning, then identify the key educator competencies needed to meet district goals, design HCMS practices (such as teacher leaders, performance evaluation, and professional development) aligned to competencies, and measure human capital outcomes

gauge their success (e.g., teacher development, motivation, retention, satisfaction). Please see Heneman and Milanowski (2004, 2011) for a detailed articulation of HCMS design.

The teacher leader is both an HCMS practice area *and* a key in the implementation of HCMS practices in schools and classrooms. Figure 1 depicts an HCMS system at the district-level and how teacher leaders work to implement key HCMS practices at the school level. The purpose of this graphic is to summarize how the pieces of the HCMS system interact with one another, and how the role of teacher leaders supports the HCMS.

Figure 1. HCMS and Teacher Leaders



The top half of the picture describes the district-level HCMS system, which aligns the district’s instructional strategies to educator performance competencies within the district’s HCMS system. The results from the educator evaluation system (depicted in the dotted line) also informs the HCMS decisions. For example, a teacher leader must be rated as effective or higher in the evaluation system to be a candidate for the position.

The lower half of the picture depicts how the teacher leaders interface with the HCMS at the school level. The teacher leader is a type of career ladder position, meaning the teacher leader role in of itself is part of the district-level HCMS. The primary role of the teacher leaders is to provide key job-embedded professional learning, and those priorities are defined both at the district level and school levels (as depicted by the bolded arrow line). Other areas of focus for the teacher leaders include mentoring teachers, working with teachers on programs for high-quality induction, and in some cases, participate in hiring of teachers at schools.

5. Conclusion

Teacher leaders are an important system of support and influence at the school level for several key reasons. Teacher leaders provide additional instructional leadership and support to teachers in classrooms. Since they work across classrooms, and sometimes grades, they are in a unique position to establish and maintain peer relationships, identify common obstacles and areas of improvement, and provide additional leadership support for school administration. From an HCMS perspective, the implementation of HCMS practices in the district may be strongly influenced by the teacher leader role, as these key instructional leaders may become involved in the school-level practices, such as recruitment, hiring, induction, mentoring, and evaluation. District and school leaders can use the job design principles and guiding questions to create effective and enriched teacher leader positions in their schools (Table 2).

The TSC is an example of how a teacher leadership position is designed to support the effective implementation of an HCMS at the school level. Several common themes emerged about the value of TSCs in the SEEC project district. One was a key design decision to not have the TSC make evaluation decisions or be part of the evaluation process. This facilitated developing the trust of teachers and conversations with them about their teaching challenges. However, TSCs were content experts in the evaluation system itself and could provide coaching specific to enhancing their evaluation system scores and providing explanation of evaluation system results. These also served to enhance the trust between teachers and TSCs.

The SEEC consortia distinguished the role of TSC from other career ladder positions or roles, such as mentor or coach, and emphasized job-embedded professional learning as the central task of TSCs. Job-embedded professional learning, which at times may have aspects of coaching or mentoring, focused on modeling best teaching practice, reflecting on teaching practice with teachers, facilitating professional learning colleagues, and gathering best-practice information to use in the classroom. Teachers reported feeling supported and that their teaching practice was enhanced as a result of working with the TSCs. The TSC role emphasized the HCMS area of job-embedded professional development, but TSCs also played a role in mentoring, induction, and in some cases, hiring. Their roles are essential to the delivery of instruction, implementation and use of the evaluation system, and HCMS in the SEEC program.

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