



Lead Teacher Pilot Extended

*Leading Learning.
Empowering Educators.
Elevating Outcomes.*

Howard County Public School System
July 2026

Together we will
BE GREAT!



Lead Teacher Pilot Model

Clarifying the 40/60 Split



The Facts

Schools: 3 Elementary 1 Middle

Lead Teachers: 8/7

Focus: ELA/Math

Considerations

40%

Student-Facing

60%

Adult-Facing

The Lead Teacher role is defined as 40% student-facing and 60% adult-facing.

Considerations: Student-facing portions may include small group intervention, teaching a course, or co-teaching.

Year One Pilot Evaluation Findings

- The Lead Teacher model is promising and worthy of continued investment, provided that year two implementation includes clearer role parameters, stronger onboarding, and deliberate decisions about how Lead Teachers' time should be used.
- The model appears most powerful when Lead Teachers are embedded in classrooms and collaborative planning structures, use data to identify instructional needs, and engage in coaching cycles that include planning, modeling or co-teaching, observation, feedback, and reflection.
- The model appears least sustainable when Lead Teachers are expected to simultaneously function as classroom teachers, interventionists, professional learning designers, coaches, curriculum experts, and direct service providers without clear prioritization.
- Successful schools treated implementation as an ongoing improvement process rather than a fixed design.
- Schools that established recurring administrator–Lead Teacher planning structures, aligned the role to school improvement priorities, and refined implementation throughout the year reported stronger integration, greater role clarity, and more strategic use of Lead Teacher expertise.

Teachers/New Hires Reported:

- Strong evidence that the role was valued by those who received support.
- Strongly agreed that the support they received was valuable, that interactions with the Lead Teacher were positive and productive, and that they would recommend collaboration with a Lead Teacher to colleagues.
- They implemented strategies, practices, or ideas introduced through Lead Teacher support to a great extent, and the remaining 4 indicated implementation to a moderate extent.
- Lead Teacher support was not merely appreciated; it translated into changes in teacher practice.

Time Use Survey Indicated

Key Evaluation Question	Summary Finding
How did implementation evolve?	The role became clearer, more trusted, and more integrated into school leadership and instructional improvement structures.
What forms of support were most valued?	Teachers most often received collaborative planning, data analysis, professional learning, resource development, observation/feedback, modeling, and co-teaching. 
What evidence of impact emerged?	Teachers reported improved practice, increased confidence, relevant strategies, and positive effects on student learning. Administrators described stronger instructional coherence and greater teacher access to support.
What remains challenging?	The primary challenge is balancing direct student intervention with coaching and teacher support. Teacher-of-record expectations, schedule design, and role differentiation require additional clarity.

Core Competencies

Leading, Empowering, and Elevating

Lead Teachers drive instructional excellence and build collective capacity through five core competencies:

01

Instruction

Exemplar Instruction & Professional Practice

- Models High-Impact Strategies
- FFT Integration

02

Collaboration

Collective Efficacy & Team Learning

- Facilitates Team Problem Solving
- Coaches individuals

03

Culturally Responsive Practices

Equity & Inclusive Environments

- Mitigates Personal Biases
- Values Diversity

04

Professional Growth

Models Professional Curiosity

- Seeks Reciprocal Feedback
- Leads Responsive Adult Learning

05

Systems Thinking

Problem Solving & Strategic Leadership

- Leads School-wide Initiatives
- Aligns with MTSS

Lead Teacher Pilot Model

Clarifying the 40/60 Split



The Facts

Schools: 11 Elementary 3 Middle

Lead Teachers: 21

Focus: ELA/Math

Considerations

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Adult-Facing

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The Work



Leading and Learning

Clarifying the 40/60 Split



Year 1 Accomplishments

Piloting the model

Actualizing the Pool

Cross Division communication
and professional learning
networks

Enhanced relationship with
bargaining units

Institutionalizing the budget

Year 2 Refinements

40%

Student-Facing

60%

Adult-Facing

Expanding customized professional
learning

Enhancing Recruitment/Pool
Process

Expanding teacher/principal voice

Expanding the program