



# Oak Park Elementary School District 97

---

260 Madison ▪ Oak Park ▪ Illinois ▪ 60302 ▪ ph: 708.524.3000 ▪ fax: 708.524.3019 ▪  
www.op97.org

To: Dr. Ushma Shah, Superintendent

From: Dr. Natacia Campbell Tominov, Assistant Superintendent of Human Resources and Equity  
Dr. Luis Fernando De Leon, Assistant Superintendent of Middle Schools  
Patrick Robinson, Assistant Superintendent of Elementary Schools

Re: Teacher Leadership Role Committee Recommendations for School Year 2024-2025

Date: May, 12, 2025

---

## **How will we ensure instructional equity and excellence in Oak Park D97?**

School-based teams will work collaboratively using logic models to demonstrate how effective instructional practices come together using the following concepts:

- collective teacher efficacy
- universal design for learning (UDL)
- competency-based education (CBE)
- the 2022 Danielson Framework for Teaching (FFT)
- Illinois Culturally Responsive Teaching and Leading Standards (CRTLS)

The transformational theory guiding this effort is as follows:

*If we change adult practices to support students' success in our current focal student cohort, we will meet short, medium and long-term outcomes for ALL students.*

## **How do teacher leader roles support this goal?**

The OPTA Collective Bargaining Agreement outlines leadership roles for District 97 teachers. These leadership roles are based on the recognition of teachers' expertise and belief in the importance of having practitioners in leadership positions. Specific roles are designed to achieve several purposes:

- Support increased student growth and attainment
- System development and program implementation
- Support the implementation of the district's Educational and Racial Equity Policy
- Establish and support collective leadership at the district and school level
- Maximize support for the classroom teacher
- Encourage Innovation
- Increase leadership and development opportunities

The OPTA Collective Bargaining Agreement established Leadership Roles for OPTA members within Article XVI: Section G of the agreement. In the Section G language, the parties agreed to establish the Leadership Role Committee consisting of two (2) OPTA members appointed by the OPTA Executive Board and three (3) members selected by the Superintendent. The Leadership Role Committee that convened during the current school year consisted of the following individuals:

- Natacia Campbell Tominov - Assistant Superintendent of Human Resources and Equity

- Fernando Carrillo - Orchestra/Music Teacher, Brooks & Julian
- Luis Fernando De Leon - Assistant Superintendent of Middle School
- Patrick Robinson - Assistant Superintendent of Elementary School
- Gabrielle Rosebum - Music Teacher, Beye School

The OPTA Agreement states that the Leadership Role Committee shall annually meet, by no later than March 20th of each year, to discuss whether to recommend that the Board add, delete, or reduce the number of types of roles and whether to make any adjustments in the tiered pay level of a specific role based on new initiatives and/or whether the actual time commitments made by teachers in a specific leadership role exceeds or falls short of the initial estimated commitments.

### **How will schools monitor impact?**

To demonstrate their contribution to school improvement, each teacher receiving a teacher leader role stipend will submit visible work products demonstrating their contributions to student learning at the end of each trimester. Visible work products will vary depending on the purpose of the teacher's role and may include evidence and/or documentation of leadership, such as:

- Design and facilitation of agendas for teacher team meetings
- Develop action plans for classroom and/or school instructional improvement, including analysis of student data assessments
- Conduct instructional coaching rounds and provide supportive real-time feedback and suggestions to classroom teachers
- Partner with classroom teacher/s to identify student needs and bring forward solutions to be considered by grade-level and/or school-level teams
- Design and provide targeted professional development opportunities
- Identify innovative approaches to address a particular need and document the impact

### **What is the timeline for this process?**

The Committee has met to review and discuss the needed roles for the 2024-2025 school year and has engaged relevant district and school administrators in role review.

In order to have a timely teacher leader roles application process that supports planning for summer professional learning, the Committee proposes the following timeline:

- **On 5.14.24:** The district will committee presents the roles proposal to the Board of Education and requested funding
- **On 5.21.24:** The Board of Education acts on the funding request
- **On 5.22.24:** If the Board of Education approves funding, the roles application is launched via Frontline
- **On 5.31.24:** The roles application period ends
- **By 6.3.24:** Principals complete role selection
- **By 6.4.24:** The Teacher Leadership Role Committee meets to finalize roles
- **On 6.5.25:** SY25 Teacher Leader Roles are communicated to staff members

Please see the attached SY 2024-2025 Teacher Leadership Role Recommendations document to summarize role recommendations and stipend amounts.

 SY24/25 Stipend Teacher Leadership Role Descriptions

### **Financial Impact**

For the 2024-2025 school year, the projected financial impact of the proposed roles is **\$637,5000**.