

Teacher Leadership



Teacher Self-Assessment Tool

MARCH 2017



Introduction

As interest in teacher leadership has grown, many leading organizations have developed tools and guidance to support schools, districts, and teacher leaders themselves. For instance, the [National Network of State Teachers of the Year](#) developed resources on teacher leader career pathways and advocacy approaches, as well as teacher leader standards. Likewise, the [National Board for Professional Teaching Standards](#) developed teacher leadership competencies. Regional educational laboratories also have worked to better understand teacher leadership, specifically what we can learn about teacher leadership from the research literature.

In collaboration and consultation with the Regional Educational Laboratory (REL) Midwest Educator Effectiveness Research Alliance, REL Midwest and the Center on Great Teachers and Leaders developed this tool for teachers to self-assess their knowledge, skills, and competencies to serve in teacher leadership roles. Teachers, working either on their own or with their peers, coaches, or evaluators, can use this tool to assess their level of readiness for being a teacher leader and develop a plan to prepare themselves for leadership.

About This Tool

REL Midwest researchers conducted a review of the literature on teacher leadership and worked with stakeholders in the Midwestern states to identify the most critical competencies necessary for successful teacher leadership. The literature and stakeholder input shaped the content of the tool.

How to Use the Tool. The teacher leadership competencies in this tool are organized into four domains (see page 2). Each domain includes several competencies: some are foundational, for teachers who are beginning to think about leadership roles, and others are advanced, for teachers who are already taking on leadership roles. Each competency is divided into

several indicators that include possible evidence and look-fors to consider when assigning a rating. Teachers can take this self-assessment to determine how they exhibit these foundational and advanced competencies and identify areas of growth.

Instructions. For each indicator, read the primary indicator language and consider the evidence and look-fors, introduced as “Teacher leaders may demonstrate this by....” These look-fors are not intended to be all-inclusive; rather, they provide a few examples of how you might demonstrate the indicator in your practice.

Assign yourself a rating for each indicator, based on the following rating scale. You also may write notes or leave comments related to the specific indicator.

- Not Evident** Has not had the opportunity to acquire or demonstrate a skill.
- Beginning** Beginner; has some skills.
- Developing** Has some skills; working to master skills.
- Advancing** Has mastered most skills; still learning and growing.

At the end of each domain, please note the evidence or experience you used to determine the ratings for indicators in the domain. Working on your own or with peers, coaches, or evaluators, you can use the ratings to reflect on your strengths and areas for growth. You also can identify next steps to build on strengths and grow your leadership competencies.

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1. CULTURE and CONTEXT

Subdomain	Indicators	Ratings
Foundational Competencies		
1.1 Developing Positive Relationships and Trust	<p>1.1.1: Develop trusting relationships among adults (Center for Strengthening the Teaching Profession [CSTP], 2009; Jackson, Burrus, & Roberts, 2010; Leading Educators, 2015).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • “Creating a safe environment” (e.g., by listening to what teachers have to say and providing encouragement and support) for other teachers to take risks (e.g., to try out new practices) and share their experiences (CSTP, 2009). • “Model[ing] vulnerability and apologiz[ing] when appropriate to foster authentic, trusting relationships” (Leading Educators, 2015). • Developing constructive relationships with teachers and partners (Yukon Education, 2013). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>1.1.2: Provide and get feedback (Council of Chief State School Officers [CCSSO], 2013; Leading Educators, 2015; Yukon Education, 2013).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Asking for feedback from district and school leaders and implementing feedback for self-improvement. • Asking for feedback from other teachers and “critical friends” or colleagues. • Providing tactful feedback to other teachers when asked. • Establishing feedback mechanisms between colleagues (e.g., one-on-one or with teams through instructional rounds, professional learning community meetings, co-planning sessions, and coaching sessions). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>1.1.3: Value diverse opinions (CSTP, 2009).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Asking for others to share their views and opinions. • Respecting all perspectives (CSTP, 2009). • Accepting others’ opinions and viewpoints without judgment. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

1. COLLABORATION and COMMUNICATION

Subdomain	Indicators	Ratings
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1.1 Evidence

1.1 Next Steps

Subdomain	Indicators	Ratings
Foundational Competencies		
1.2 Listening Skills	1.2.1: Express interest in others (Jackson et al., 2010). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Paraphrasing responses of teachers (CSTP, 2009; Yukon Education, 2013). Asking clarifying questions of teachers (CSTP, 2009; Yukon Education, 2013). Asking open-ended questions to teachers (Leading Educators, 2015). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	1.2.2: Show sensitivity to others (Jackson et al., 2010). Teacher leaders may demonstrate this by acknowledging when it was difficult for someone to share an opinion.	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

1.2 Evidence

1. COLLABORATION and COMMUNICATION

Subdomain

Indicators

Ratings

1.2 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
1.3 Group Processes, Facilitation, and Coaching Skills (Center for Teaching Quality, National Board for Professional Teaching Standards, & National Education Association, 2014 Yukon Education, 2013)	1.3.1: Run effective meetings (Center for Teaching et al., 2014 CSTP, 2009; Yukon Education, 2013). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Using agendas and meeting notes effectively. Using “technology to enhance communication,” including PowerPoint presentations, conference calls, video conferencing, online document sharing or webinars, and other technology tools (CSTP, 2009). Enacting a variety of “strategies for setting up spaces, materials, and pacing” that increase participant engagement (CSTP, 2009). “Reading” a group to determine when members are engaged, disengaged, excited, tired, or in agreement or disagreement with the presentation (CSTP, 2009). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	1.3.2: Use group processes (the processes that people in groups use to solve a problem or make a decision) effectively (CSTP, 2009; Teacher Leadership Exploratory Consortium [TLEC], 2011). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Using meeting protocols effectively (CSTP, 2009). Establishing and enforcing norms; clearly defining and enforcing group roles and responsibilities. “Moving a group to task completion” (CSTP, 2009). “Help(ing) colleagues...make decisions” in a group setting (TLEC, 2011). “Promot(ing) meaningful change” within small groups, large groups, and the school (TLEC, 2011). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

1. COLLABORATION and COMMUNICATION

Subdomain	Indicators	Ratings
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1.3 Evidence

1.3 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
1.4 Conflict Resolution and Mediation	<p>1.4.1: Resolve conflict, between both self and colleague, and mediate between other colleagues (Jackson et al., 2010).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Facilitating difficult conversations. • Checking in with teachers involved in conflict resolution. • “Model[ing] vulnerability and apologiz[ing] when appropriate to foster authentic, trusting relationships” (Leading Educators, 2015). • Promoting diplomacy and actively establishing diplomacy as an expectation to alleviate future conflict. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>1.4.2: Mediate diverse viewpoints.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • “Synthesiz(ing) and summariz(ing)” the opinions of other teachers (CSTP, 2009). • “Us(ing) knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues” (TLEC, 2011). • Actively acknowledging one’s biases and privileges. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

1. COLLABORATION and COMMUNICATION

Subdomain	Indicators	Ratings
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1.4 Evidence

1.4 Next Steps

2. PROFESSIONAL LEARNING and GROWTH

Subdomain	Indicators	Ratings
Foundational Competencies		
2.1 Ongoing Self-Development	<p>2.1.1: Ensure continuous improvement of practice.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> Engaging in a continuous improvement process (CCSSO, 2013; Yukon Education, 2013). Exhibiting/demonstrating a growth mind-set. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>2.1.2: Proactively participate in staff development (Yukon Education, 2013).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> Engaging regularly in staff development and sharing learnings with others. Intentionally seeking out and advocating for personalizing professional development for self and sharing learnings with others. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

Subdomain	Indicators	Ratings
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2.1 Evidence

2.1 Next Steps

Subdomain	Indicators	Ratings
Foundational Competencies		
2.2 Ongoing Self-Reflection	<p>2.2.1: Actively engage in and demonstrate ongoing self-reflection (Leading Educators, 2015).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Knowing and acknowledging personal strengths and weaknesses. • Being willing to say when they do not know something. • “Reflect[ing] on work style and preferences to improve self-knowledge and effectiveness” (Leading Educators, 2015). • “Reflect[ing] on the way actions impact colleagues” (Leading Educators, 2015). • Managing personal “thoughts, feelings, and actions to achieve goals” (Public Impact, 2012). <hr/> <p>2.2.2: Ask for feedback.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Asking for and implementing feedback from district and school leaders. • Asking for and implementing feedback from other teachers. • Accepting feedback graciously, even if it includes suggestions for improvement. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing <input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

Subdomain	Indicators	Ratings
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2.2 Evidence

2.2 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
2.3 Understanding Adult Learning	<p>2.3.1: Understand how adult learners differ from students, focusing on the needs, insights, and skills of adult learners when planning or conducting professional learning activities (CCSSO, 2013).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Creating a culture of collegiality with a group of teachers (TLEC, 2011). • Add specific research to spell out how adult learners differ from student learners. • Read different types of adult learners (e.g., elementary versus secondary school teachers). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

2.3 Evidence

2. PROFESSIONAL LEARNING and GROWTH

Subdomain	Indicators	Ratings
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2.3 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
2.4 Facilitating Professional Learning Among Colleagues	2.4.1: Encourage reflection among colleagues (CCSSO, 2013). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Modeling reflection. Strategically including reflection time in professional learning activities (CSTP, 2009). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	2.4.2: “Facilitat[e] professional learning” (CSTP, 2009). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Establishing a trusting climate among colleagues, wherein taking risks and making mistakes is acceptable (CCSSO, 2013). Creating engaging professional learning that asks colleagues to actively participate. Identifying and “disrupting assumptions” of teachers to support student learning (CSTP, 2009). Anticipating, being aware of, and addressing the needs of teachers; making professional development valuable and useful and matching learning from professional development to teacher and school needs. Tailoring professional learning when necessary to help teachers feel the explicit connections to grade, content, and classroom/school contexts. Fostering teacher buy-in by identifying needs and delivering professional learning based on those needs. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	2.4.3: Differentiate professional learning for adults at different skill levels. Teacher leaders may demonstrate this by “fostering responsibility for the group’s learning by all group members” (CSTP, 2009).	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

Subdomain	Indicators	Ratings
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2.4 Evidence

2.4 Next Steps

3. INSTRUCTIONAL LEADERSHIP

Subdomain	Indicators	Ratings
Foundational Competencies		
3.1 Demonstrating Pedagogical Knowledge	3.1.1: Use content knowledge and enact high-quality instruction (CSTP, 2009). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • Being viewed as an effective teacher by other teachers (Jackson et al., 2010) but with room to grow—willing to make mistakes and learn from them. • Building credibility with peers as an effective teacher. • Demonstrating “effective [use of] pedagogical strategies in the classroom” (CTSP, 2009). • Effectively implementing teaching skills and pedagogical knowledge of his or her subject area (Jackson et al., 2010). • “Promot[ing] instructional strategies that address issues of diversity and equity in the classroom (TLEC, 2011). • Ensur[ing] that individual student learning needs remain the central focus of instruction” (TLEC, 2011). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	3.1.2: Engage in effective assessment (CSTP, 2009). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • Understanding various formative and summative assessment methods (TLEC, 2011). • Selecting and implementing assessment strategies aligned with the curriculum (CTSP, 2009). • Consistently checking for student understanding using multiple formats during classroom instruction. • Using data from students’ informal and formal assessment to track student progress (e.g., growth toward students’ learning goals or standards). • “Work[ing] with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning” (TLEC, 2011). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

3. INSTRUCTIONAL LEADERSHIP

Subdomain	Indicators	Ratings
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3.1 Evidence

3.1 Next Steps

Subdomain	Indicators	Ratings
Foundational Competencies		
<p>3.2 Beginning Coaching Skills</p>	<p>3.2.1: Improve the practice of other teachers.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Opening up their classroom to observation by other teachers to share best practices and “model effective instructional strategies for colleagues” (CCSSO, 2013). • “Facilitating growth-oriented dialogue about instruction” (Boston Teacher Leadership Certificate [BTLC] Program, 2013). • “Expanding colleagues’ instructional resources and routines” (e.g., identifying “instructional resources or routines that can be adopted or adapted to address the problem of practice your team is working on” and “try them yourself” (BTLC Program, 2013). 	<p><input type="radio"/> Not Evident</p> <p><input type="radio"/> Beginning</p> <p><input type="radio"/> Developing</p> <p><input type="radio"/> Advancing</p>

3.2 Evidence

3. INSTRUCTIONAL LEADERSHIP

Subdomain	Indicators	Ratings
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3.2 Next Steps



Subdomain	Indicators	Ratings
Foundational Competencies		
3.3 Demonstrating Social and Emotional Competency	<p>3.3.1: Create a supportive classroom climate.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Cultivating a classroom culture that values student collaboration. • Modeling emotionally supportive behavior in the classroom. • Reinforcing emotionally supportive behavior exhibited by students. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>3.3.2: Supporting student social and emotional learning.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Understanding the social and emotional needs of students (e.g., feeling safe and supported at school and experiencing meaningful relationships with adults and peers at school). • Addressing student social and emotional needs, in addition to academic standards, in the classroom. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>3.3.3: Demonstrate strong classroom organization.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Promoting strong student engagement in the classroom. • Implementing successful rules and routines in the classroom. • Engaging in management techniques that keep students in the classroom and focused on the lesson, not in the office or out of school. • Organizing time and resources for maximum effectiveness (Leading Educators, 2015). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

Subdomain	Indicators	Ratings
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3.3 Evidence

3.3 Next Steps

Subdomain	Indicators	Ratings
Foundational Competencies		
3.4 Understanding Data and Research	3.4.1: Understand how to use data (BTLC Program, 2013). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • Showing “the ability to analyze both subject matter concepts and pedagogical strategies” (CSTP, 2009). • “Collaborat[ing] with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning” (TLEC, 2011). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	3.4.2: Understand educational research (TLEC, 2011). Teacher leaders may demonstrate this by reading and being aware of new educational research.	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

3.4 Evidence

3. INSTRUCTIONAL LEADERSHIP

Subdomain	Indicators	Ratings
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3.4 Next Steps



Subdomain	Indicators	Ratings
Advanced Competencies		
3.5 Using Data and Research to Improve Practice	<p>3.5.1: Apply educational research (TLEEC, 2011).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> Identifying relevant practices from educational research and applying them in the classroom or on the job. “Assist[ing] colleagues in accessing and using research in order to select appropriate strategies to inform student learning” (TLEEC, 2011). “Teach[ing] and support[ing] colleagues [in] collect[ing], analyz[ing], and communicat[ing] data from their classrooms to improve teaching and learning” (TLEEC, 2011). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>3.5.2: Engage in a data reflection cycle.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> Analyzing data regularly as part of individual reflection on practice. Changing practices based on data analysis. Engaging in and sharing the results of action research conducted alone or collaboratively (CCSSO, 2013). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>3.5.3: Use data to inform decision making (BTLC Program, 2013) and help others to use data to make decisions.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> “Facilitat[ing] and leading the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture” (TLEEC, 2011). “Engag[ing] in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and help[ing] to make connections to research-based effective practices” (TLEEC, 2011). Modeling data collection, analysis, and reflection and how they should lead to changes in practice (TLEEC, 2011). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

Subdomain	Indicators	Ratings
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3.5 Evidence

3.5 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
3.6 Applying Coaching Skills	3.6.1: Provide constructive and actionable feedback (TLEC, 2011). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Coaching other teachers in how to improve instruction. Ensuring that feedback provided to other teachers is constructive and actionable. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	3.6.2: Lead conversations that prompt self-reflection. Teacher leaders may demonstrate this by <ul style="list-style-type: none"> Modeling reflection in conversations and in professional development opportunities. Intentionally building time into professional development opportunities for teachers to reflect on practice. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

3.6 Evidence

3. INSTRUCTIONAL LEADERSHIP

Subdomain	Indicators	Ratings
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3.6 Next Steps



4. SCHOOL COMMUNITY and ADVOCACY

Subdomain	Indicators	Ratings
Foundational Competencies		
4.1 Supporting and Strengthening the School Community	<p>4.1.1: Participate in school initiatives.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Serving as an active participant in school initiatives, including school improvement efforts. • Expressing interest in leading school improvement efforts. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>4.1.2: Create a welcoming environment (Yukon Education, 2013).</p> <p>Teacher leaders may demonstrate this by supporting an open school environment that is receptive to the involvement of families and community members (Yukon Education, 2013).</p>	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>4.1.3: Advocate for students.</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Ensuring that student success is the focus of any conversation among teachers and leaders about students. • Working to ensure that their students receive the necessary services and supports. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	<p>4.1.4: Demonstrate respect for diverse cultures (TLEC, 2011).</p> <p>Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Encouraging opportunities for diverse voices to be heard from students, families, and colleagues. • Fostering opportunities to teach and learn about diversity. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

4. SCHOOL COMMUNITY and ADVOCACY

Subdomain	Indicators	Ratings
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4.1 Evidence

4.1 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
4.2 Demonstrating Systems Thinking	4.2.1: Understand local, regional, and national education trends. Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • Understanding how educational policy is made at the local, state, and national levels. • Explaining to other teachers relevant education trends, such as college and career readiness standards or the Every Student Succeeds Act. • Explaining to other teachers the impact of relevant district initiatives. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

4.2 Evidence

4. SCHOOL COMMUNITY and ADVOCACY

Subdomain	Indicators	Ratings
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4.2 Next Steps



Subdomain	Indicators	Ratings
Advanced Competencies		
4.3 Building Partnerships (Yukon Education, 2013)	4.3.1: Partner with families (TLEC, 2011; Yukon Education, 2013). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • “Promot[ing] regular, ongoing collaboration with families” by teachers (TLEC, 2011; Yukon Education, 2013). • Encouraging others to engage in regular, ongoing collaboration with families. • Viewing family members as partners in a child’s education, treating them with respect in all circumstances and respecting their backgrounds. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	4.3.2: Partner with other stakeholders (TLEC, 2011; Yukon Education, 2013). Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • “Promot[ing] ongoing systematic collaboration with ... community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning” (TLEC, 2011). • Enhancing and extending collaboration with other stakeholders through outreach and partnerships (Yukon Education, 2013). 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

4. SCHOOL COMMUNITY and ADVOCACY

Subdomain	Indicators	Ratings
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4.3 Evidence

4.3 Next Steps

Subdomain	Indicators	Ratings
Advanced Competencies		
4.4 Involvement in School Improvement	4.4.1: Lead school and district initiatives. Teacher leaders may demonstrate this by <ul style="list-style-type: none"> • Taking ownership of school and district initiatives. • Leading district committees, such as subject-area committees or improvement committees. • Encouraging the participation of the whole school community in school improvement initiatives. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing
	4.4.2: Lead school improvement initiatives. Teacher leaders may demonstrate this by taking ownership of school improvement efforts.	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

4.4 Evidence

4. SCHOOL COMMUNITY and ADVOCACY

Subdomain	Indicators	Ratings
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4.4 Next Steps



Subdomain	Indicators	Ratings
Advanced Competencies		
4.5 Professional Advocacy	<p>4.5.1: Advocate for colleagues and the profession. Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Participating in local professional organizations by attending meetings, serving as a representative, or advocating for important causes. • Supporting the teaching profession by activities such as mentoring and being a collaborating teacher to teacher candidates. • Serving as an advocate to provide more opportunities for shared leadership among all teachers. • Empowering all teachers to play a role in school decision making. <hr/> <p>4.5.2: Advocate for the school and community. Teacher leaders may demonstrate this by</p> <ul style="list-style-type: none"> • Attending relevant school and community events to show membership in the school community. • Advocating for important causes that impact the school and the community. 	<input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing <input type="radio"/> Not Evident <input type="radio"/> Beginning <input type="radio"/> Developing <input type="radio"/> Advancing

4. SCHOOL COMMUNITY and ADVOCACY

Subdomain	Indicators	Ratings
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4.5 Evidence

4.5 Next Steps

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