Teacher Leader Model Standards

Teacher Leadership Exploratory Consortium

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Preface

In May 2008, a group of concerned educators convened to examine the current research and thinking about the critical leadership roles that teachers play in contributing to student and school success. These educators believe that teacher leadership is a potentially powerful strategy to promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a dynamic teaching profession for the 21st century.

This initial group subsequently expanded its membership and mission to form the Teacher Leadership Exploratory Consortium, which represents a broad array of education organizations, state education agencies, teacher leaders, principals, superintendents, and institutions of higher education (a list of members follows this preface). This expanded group embarked on the development of model standards for teacher leadership in August 2008 and has now completed its work.

The purpose of these standards—like all model standards—is to stimulate dialogue among stakeholders of the teaching profession about what constitutes the knowledge, skills, and competencies that teachers need to assume leadership roles in their schools, districts, and the profession.

Model standards are often used in the development of curriculum, professional development, and standards for such entities as school districts, states, professional organizations, and institutions of higher education. These standards are designed to encourage professional discussion about what constitutes the full range of competencies that teacher leaders possess and how this form of leadership can be distinguished from, but work in tandem with, formal administrative leadership roles to support good teaching and promote student learning.

Preface cont'd

In order to draft these standards, the Consortium members reviewed research, examined existing state-level teacher leadership programs, met with researchers, and learned from teacher leaders, who had experienced the challenges and successes of serving in those roles. They also examined how teacher expertise is a critical component of effective and credible teacher leadership. The group examined critical concepts related to teacher leadership such as adult learning models, negotiation, collaboration paradigms, learning communities, facilitation skills, advocacy, and professional development/learning.

They explored different models of teacher leadership and delineated the variety of formal and informal roles exercised by teacher leaders. They also examined the role of teaching expertise and effectiveness in regard to teacher leadership.

In the current policy context, the concept of teacher leadership is undergoing intense scrutiny. In the past year alone, at least eight books on the subject have been published, in addition to countless articles. An increasing number of institutions of higher education are offering degree programs in teacher leadership. A growing number of states are including teacher leader stages within their professional continuum structures.

These developments prompted in-depth discussions by Consortium members about the nature of both formal and informal teacher leadership and the multiple pathways into teacher leadership roles. There was recognition that some distinguished teacher leaders have developed their leadership knowledge through professional experience and mentoring. Other teacher leaders have pursued more formal training or recognition such as advanced degrees, additional course credits, and/or certification/licensing through national organizations such as the National Board for Professional Teaching Standards or state credentialing agencies as entry into teacher leadership roles. Some individuals choose to lead informally from the classroom or to assume leadership roles in their local or state teacher professional associations or in other

professional contexts. Others have been selected by their principals to assume more formalized leadership roles in their schools and districts and may be encouraged to assume these leadership opportunities as a pathway to administration.

Members asked hard questions. Does one have to be a great teacher in order to be a teacher leader? Is every teacher a teacher leader? Can every teacher be a teacher leader? What kinds of knowledge and skills must a teacher learn or develop in order to serve effectively as a teacher leader? How should teacher leaders be selected? How do we support teachers in leadership roles? Some of these questions were beyond the purview of the Consortium to answer. However, the discussions, arguments, and compromises that resulted informed the standards and the policy recommendations that emerged from this work.

The initial draft Standards were released for public comment in March of 2010. Commentary received was examined carefully, and adjustments to the Standards were made as a result of that input.

The Standards follow a format similar to that of the Interstate School Leaders Licensure Consortium (ISLLC) State Standards for School Leaders—that is, a series of broadly stated expectations or "domains" that define critical dimensions of teacher leadership. Under each domain, there are "functions" that more specifically define the range of actions or expectations for teacher leaders related to that domain. The Teacher Leadership Standards have been "mapped" or cross-referenced to the ISLLC standards in this booklet. In addition, the Teacher Leadership Standards will also be "mapped" to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards, originally released in 1992 to reflect model standards for licensing new teachers. The InTASC standards are currently being updated to reflect professional practice standards for all the developmental stages of a teacher's career.

The Consortium members hope that you find these Standards thought-provoking, inspiring, and, above all, useful as you begin your own explorations of the many dimensions of teacher leadership. ■

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Introduction

Leadership by teachers is essential to serving the needs of students, schools and the teaching profession. To that end, the Teacher Leadership Exploratory Consortium has developed these Teacher Leader Model Standards to codify, promote and support teacher leadership as a vehicle to transform schools for the needs of the 21st century.

The Teacher Leadership Exploratory Consortium invites the profession, the public and stakeholders to engage in dialogue about the various forms and dimensions of teacher leadership as well as the variety of contexts in which teacher leadership can be vital to serving the needs of students, schools and the teaching profession.

The teacher leader model standards can be used to guide the preparation of experienced teachers to assume leadership roles such as resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors, school team leaders, and data coaches (Harrison & Killion, 2007).

They can also serve to reinforce the role of higher education in preparing pre-service teachers to become members of professional learning communities and to develop critical skills of inquiry, communication and facilitation.

The Teacher Leader Model Standards consist of seven domains describing the many dimensions of teacher leadership:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and Student Learning

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

We describe the knowledge base needed by the teacher leader in order to meet the performance expectations related to each domain. The functions then describe in more detail key actions and practices related to each domain. It is not expected that an individual teacher leader should or could embody the many dimensions of teacher leadership outlined in the Teacher Leader Model Standards. There are many contexts in which teachers can assume leadership roles, and it is our hope that these Teacher Leader Model Standards will help expand opportunities for leadership within the teaching profession. ■

Vision Document

Vision of Teacher Leadership for the 21st Century

We begin with our description of a vision for teacher leadership with the following vignette:

Marta Colon and John Williams are instructional specialists at Riverview School, a K-8 school in a diverse working-class neighborhood. They are meeting with their principal, Luisa Rivera, to put the finishing touches on a presentation they will be making together that evening to the local school board. Riverview School has recently been recognized as an exemplary school, on the basis of the strong learning gains of students over the past five years. In addition to presenting data on student achievement, they will describe how they created a professional learning community focused on improving student learning. Moreover, Marta and John will describe the various formal and informal leadership roles assumed by teachers in their school and provide evidence of how they collectively impacted student achievement. For example, a third-year teacher who serves on the mentoring team for new teachers successfully helped a first-year teacher overcome classroom management problems by providing more engaging reading materials to students, which resulted in significant gains in reading scores during the school year. A 25-year veteran teacher opened her classroom to colleagues to observe how she engages students in science inquiry labs. As a result, this teacher and her colleagues shared materials and strategies that led to substantial improvement in 8th grade student science test scores. Marta, who recently served as an instructor at a regional teacher leadership academy, will describe how she has been leading a team of 3rd grade teachers in designing and implementing instructional strategies to improve mathematics problem-solving skills and boost the performance of students on common formative assessments. John will describe how he has been collaborating with a professor from a nearby university to create an online discussion group of teachers both inside and outside the school district to identify and implement effective research-based reading interventions for English Language Learners (ELL) in their classrooms. He will show how the online learning community affected the teaching practice of teachers leading to improved ELL reading scores in the school. Luisa will offer her perspective of how her effectiveness as a principal has increased by empowering the teachers to help shape

Teacher leadership was defined as "the process by which teachers…influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement."

the school's direction and values and by supporting teacher leaders such as Marta and John. She will also acknowledge the support of the superintendent, board, and community for providing the time and resources they needed to support innovation in the classroom and implement a collective leadership model in their school. At the conclusion of the board meeting, there will be a reception for teachers, school staff, parents, and community members to celebrate the achievement gains of students at Riverview School.

This vignette is intended to illustrate what York-Barr and Duke (2004) have defined as teacher leadership—namely, "the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement." Although the vignette showcases teacher leadership at a K-8 school, it can occur at any and all grade levels.

What else does this vignette tell us about teacher leadership?

Teacher leadership differs from other school leader roles: The term "school leader" often refers to the principal, director of curriculum, pupil services director, or other building- or district-level administrators. Teachers who serve in leadership roles may do so formally or informally. Rather than having positional authority, teachers become leaders in their schools by being respected by their peers, being continuous learners, being approachable, and using group skills and influence to improve the educational practice of their peers. They model effective practices, exercise their influence in formal and informal contexts, and support collaborative team structures within their schools.

Teacher leaders model effective practices, exercise their influence in formal and informal contexts, and support collaborative team structures within their schools.

Teacher leadership can enhance the capacity of the principal: Teachers in leadership roles work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes. By doing so, they support school leaders in encouraging innovation and creating cultures of success in school. Teacher leadership can neither be effective nor successful without principal support, but neither can the principal maximize his or her effectiveness without harnessing the talents and expertise of teachers in leadership roles.

Vision Document cont'd

Teacher leadership supports strategies and behaviors linked to increasing student achievement: Teachers in leadership roles support classroom teachers in their daily work as well as identifying and sharing effective practices in the classroom. A recent report of research related to the links of leadership practice to improved student learning concluded that "collective leadership" has positive effects on student achievement. A key finding of this study was that collective leadership, defined as the extent of influence that organizational members and stakeholders exert on decisions in their schools, has a stronger influence on student achievement than individual leadership. Moreover, teachers with designated leadership roles have a stronger influence on school decisions than staff teams or individual teachers (Seashore Louis, Leithwood *et al*, 2010).

"Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change."

Teacher leadership requires a shift in the culture of schools: As Katzenmeyer and Moller (2001) succinctly state, "Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change." A prerequisite for successful and effective teacher leadership, however, is changing the culture of schools so that teachers are accepted as leaders among their peers and that old norms of teachers working in isolation are replaced with new norms of collaboration and teamwork. This requires a clear articulation of school-wide goals, training of principals as well as teachers to understand the role of teacher leaders and support for teachers and other education professionals to work together to serve the needs of all students in the school.

Teacher leadership necessitates new organizational structures and roles in schools in order to successfully meet the needs of 21st century learners: Research of high-performing schools indicates that those schools which develop cultures of collaboration and professional inquiry have success in improving student learning (Waters, Marzano & McNulty, 2008). Teachers possess capabilities and knowledge that are critically needed to strengthen school reform and improvement. In order to unleash these strengths, they need recognized responsibilities, authority, time to collaborate, and support from school administrators to assume leadership roles. 21st century schools need collaborative, participatory organizational structures that promote problem solving and the creation of what Heifetz and Laurie (1997) term "collective intelligence."

A new paradigm is needed for the teaching profession:

When the status quo is no longer an option at a struggling school, and the consequence of conformity yields persistent failure, it is time to move to a shared leadership model. Teacher leaders believe that all students can succeed. They also believe that all teachers need collaborative support to help their students realize that goal of success (Robbins & Ramos-Pell, 2010).

Teacher leadership is an idea that is long overdue. Teacher leadership opportunities can help recruit talented individuals into the profession who might not otherwise go into teaching. Research indicates that in order to increase the likelihood that Gen "Y" teachers remain in the profession, they need opportunities to participate in decision making at the school and district level; a positive and supportive school culture which fosters teamwork and effective lines of communication; professional opportunities that include collaboration and technology; in-depth feedback and support from administrators and colleagues; time set aside for regular collaboration; and fair pay and a differentiated pay structure which includes rewarding outstanding performance, acquiring new knowledge and skills, and assuming new roles and responsibilities (Behrstock & Clifford, 2009). Furthermore, we must seek to use the expertise that already exists in the teaching force by ensuring opportunities for recognition and specific leadership roles for those who wish the added responsibilities that come with leadership.

We hope the Teacher Leader Model Standards in this document are a significant step in delineating the knowledge, skills, and competencies that teachers need in order to assume leadership roles in their schools, districts, and the profession. ■

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Developed by the Teacher Leadership Exploratory Consortium

Domain I

Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

Functions

The teacher leader:

a) Utilizes group processes to help colleagues[1] work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;

d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

[1] *By colleagues, we mean members of the school community, including teachers, administrators, specialists, and others involved in the education of children at the school or district level.*

Domain II

Accessing and Using Research to Improve Practice and Student Learning

The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Functions

The teacher leader:

a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;

b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain III

Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.

Functions

The teacher leader:

a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;

b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

c) Facilitates professional learning among colleagues;

d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;

e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and

h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain IV

Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

Functions

The teacher leader:

a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;

b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;

c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;

d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;

e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and

f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain V

Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

Functions

The teacher leader:

a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;

b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and

d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain VI

Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

Functions

The teacher leader:

a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;

d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and

e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Domain VII

Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.

Functions

The teacher leader:

a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;

d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and

e) Represents and advocates for the profession in contexts outside of the classroom.

Teacher Leadership: Considerations For Policy and Practice

There are many challenges, opportunities, and issues that teachers, school leaders, university faculty, policymakers, and the public will need to explore as they examine teacher leadership as an important strategy for school improvement.

We want to reinforce that teacher leadership can play a pivotal role in increasing student achievement and there is an urgency to act now.

> *To know about change is to know about inertia, which is to say that sometimes the status quo needs a wakeup call. You can't wait for success, you have to kick start it. (Fullan, 2009)*

The U.S. education system is facing unprecedented challenges in the 21st century. Drop-out rates remain unacceptably high, and unemployment and underemployment for youths—particularly in urban and rural areas—create a wide range of social problems in our society. Increasingly, students from other countries outperform U.S. students. In the 2008 Program for International Student Assessment (PISA)—a worldwide evaluation of the reading, mathematics, and science literacy of 15-year-olds—U.S. students scored below the average of students in the 30 Organization for Economic Development (OECD) countries in mathematics and science literacy (NCES, 2009). The burgeoning evidence that high-quality teachers significantly impact the education achievement of students suggests that we might want to examine teacher policies in those countries whose students consistently outperform their U.S. counterparts. A recent study was conducted to identify best practices related to preparing and selecting highly qualified and effective teachers in four countries—Finland, Korea, Singapore, and the United Kingdom. These countries were selected because of their students' high ranking on the 2006 PISA or 2007 Trends in International Mathematics and Science Study (TIMSS). A key finding was that each of these countries has a strong preservice teacher education component and promotes and supports

teacher leadership as a means to improve the educational system. Stigler and Hiebert (1999) concluded from their study of mathematics teaching in the U.S., Japan, and Germany that Japan's "collaborative lesson study" model, in which teachers regularly work together to improve practice, appears to be a key strategy enabling Japan's students to be consistently ranked in the top 10 countries in PISA and TIMSS. But such a model requires adaptation and a culture shift away from the traditional "private" nature of American teaching to fit within the U.S. context. Lesson study holds tremendous promise for improving student learning, but one challenge is ensuring that there are experienced teacher leaders who can launch and lead such initiatives.

It is well documented that our economy and society have shifted away from the industrial age, which was dominated by factories and assembly lines, to the information age of knowledge workers, in which technology has accelerated globalization and outsourcing of jobs overseas. Some visionaries see us entering a new era called the "conceptual age," in which creators, pattern recognizers, and meaning makers will flourish (Pink, 2005). In that new world, employers will value the ability to collaborate, think critically and creatively, and work in teams.

To educate our students to be successful in this rapidly changing world, the education system and the teaching profession must transform dramatically in the very near future. Teachers need to experience and model what we want students to be able to do. This means creating opportunities and cultures within schools for teachers that promote collaboration, sharing of practice, leading from the classroom, and collective responsibility for the success of students.

Teachers must become facilitators of learning who empower students to learn, thereby requiring that we re-shape schools as organizations. This means more than changing the way schools operate; it also means changing the social systems and norms that exist among the members of the school community.

What policies and practices must we change in order to transform schools into organizations that support teacher leadership?

First, we must transform the relationship between authority and influence in our schools. It is appropriate that school administrators exercise their legal authority and responsibilities over certain specific functions—such as hiring, personnel evaluation, managing resources, and implementing laws and regulations related to students, school programs, and curriculum—but there is a need for teacher leaders and administrators to work together to influence the school culture, policies, and practices in a positive manner that supports student learning. Teacher leaders have the ability to exercise considerable influence over instructional practice among their peers, as they lead from the classroom. They often have critical content and pedagogical knowledge that their principals may not possess.

If we want schools to be laboratories of innovation able to tackle the significant challenges they face, school leaders and teacher leaders must work together to identify, replicate, and scale up programs and practices deemed effective in supporting student learning.

Principals must feel secure and know how to support these new structures, and teachers and teacher leaders have to see their work as significant and valued.

Second, in order for teacher leadership to become an effective force for driving positive change, we must create reciprocal relationships between teacher leaders and principals. That means having principals and teacher leaders supporting one another in their work and sharing responsibility for the results. As noted in the Council of Chief State School Officers (CCSSO) policy document, *Performance Expectations and Indicators for School Leaders* (2008):

> Expectations about the performance of education leaders have changed and expanded considerably in the last decade, extending far beyond the traditional definitions of administrative roles. Responsibilities of education leaders now exceed what individual administrators in schools and districts can be expected to carry out alone. State and federal requirements to increase student learning necessitate a shift in leadership, from managing orderly environments in which teachers work autonomously in their classrooms to one in which administrators, teachers, and others share leadership roles and responsibilities for student learning. Research and best practices indicate the value of collaboration on shared vision, goals, and work needed to ensure that every student learns at high levels (CCSSO, 2008).

Third, we must carefully consider the appropriateness of the accountability structures that are created for teachers and teacher leaders. If we want to hold teachers more accountable for student learning, then we must provide them with additional control over the teaching/learning process. Similarly, if teachers want to have more influence over their profession and their professional lives, they must assume greater responsibility for policies and student results. If we want to encourage teachers to work collaboratively, then we need to consider whether teacher evaluation or compensation systems that focus on the individual teacher are appropriate, or whether it is more useful to create evaluation tools and systems that recognize and reward teamwork and collaboration. We also must consider how systems should recognize individuals in formalized teacher leader roles versus those that recognize teacher leadership as an expectation for all teachers in the school.

Fourth, we must recognize that individual schools and districts are often inundated with immediate and pressing needs and therefore lack resources or energy to invest in new, possibly untested innovative practices. As a result, we must consider how we can promote partnerships between schools and districts with the higher education community, state and national advocacy organizations, and organizations that support educational research and development. In order to be successful and productive, equal and reciprocal partnerships are needed among schools and external partners that focus on common goals and a mutual sharing of resources and expertise.

Teacher leadership as described in this document may be considered a radical and complex concept which may be difficult to achieve, given there is often much resistance among teachers, administrators, and other stakeholders to changing the status quo. However, there is a momentum growing at the federal and state level to promote teacher leadership. In recent years, a variety of federal initiatives, including legislation and grant opportunities, have provided incentives for the creation of leadership roles for teachers.

State-level interest in promoting teacher leadership is also on the rise. Kansas has adopted teacher leader standards and is in the forefront of developing the nation's first assessment of teacher leadership. A five-state consortium (Alabama, Delaware, Kansas, Kentucky, and Ohio) worked with the Council of Chief State School Officers and Vanderbilt University's Peabody College to develop a comprehensive 14-course university leadership curriculum. Georgia, Illinois, Kentucky, and Louisiana are now offering optional teacher leader endorsements as part of their teacher certification systems, and states such as Arkansas, California, and Connecticut are establishing criteria for endorsing, certifying or credentialing teacher leaders. Maryland and Massachusetts are partnering with their respective unions to expand roles of teacher leaders. States such as Ohio and Kentucky are re-designing their school leader preparation programs to support team-based approaches to school leadership.

We hope that by articulating some of the critical issues that need to be explored around teacher leadership, we can help sustain the momentum of this significant development in the teaching profession. ■

State and federal requirements to increase student learning necessitate a shift in leadership, from managing orderly environments in which teachers work autonomously in their classrooms to one in which administrators, teachers, and others share leadership roles and responsibilities for student learning.

Teacher Leadership: Issues for Exploration

The following section presents five questions that need to be explored by the many stakeholders—teachers, administrators, professional associations, unions, parent organizations, businesses, student leaders, the higher education community, local and state boards of education, state education agencies, and education advocacy organizations—who need to be part of critical conversations that focus on teacher leadership. Included are a series of suggested "supporting strategies" which we hope will encourage additional ideas and innovative practices.

How can we develop and expand the roles of teachers in their schools, districts, and the profession to support K-12 student learning?

Success in improving student learning will contribute to teachers' sense of accomplishment and professional satisfaction.

Teachers are often an untapped resource for change and improvement in schools. Clearly, genuine systemic change and improvement cannot occur without their support. Providing opportunities to exercise leadership roles encourages teachers to actively engage in, contribute to, take responsibility for and become accountable for what is happening in their schools (York-Barr & Duke, 2004). Promoting collaboration, support, and teamwork among teachers will create a culture where all members share a strong sense of community and collective responsibility for student success. In turn, success in improving student learning will contribute to teachers' sense of accomplishment and professional satisfaction.

Recent surveys[2] of teachers conducted by the MetLife Foundation, Bill & Melinda Gates Foundation, Public Agenda and Learning Point Associates, the Center for Teacher Quality, and the New Teacher Center confirm that teachers want to contribute to school decision making and

[2] *"MetLife Survey of the American Teacher" (http://www.metlife.com/about/corporate-profile/citizenship/metlife-foundation/metlife-survey-of-the-american-teacher.html?WT.mc_id=vu1101); Bill & Melinda Gates Foundation/Scholastic Inc. "Primary Sources: America's Teachers on America's Schools" (http://www.scholastic.com/primarysources/pdfs/Scholastic_Gates_noapp_0310.pdf).*

have opportunities to work with their peers. In addition, many teachers who plan on staying in the profession long-term do not necessarily want to become principals or administrators. They want to remain closely connected to the classroom and students, but are willing to assume new responsibilities that afford them leadership opportunities in or outside the classroom while still teaching full or part-time.

Supporting strategies:

In order to create more opportunities for teachers to exercise leadership roles in support of their students' learning, we must:

- Create new "hybrid" roles for teachers, in which they can remain in their classrooms at least part of the time, but also serve in such roles as instructional coaches, curriculum coordinators, teacher facilitators, and mentors;
- Promote shared or distributed leadership structures within schools that provide teachers with input into school policies, curriculum, and professional development;
- Provide teachers with common planning time, job-embedded professional development opportunities, and released time to collaborate with peers; and
- Recognize the contributions of teacher leadership to improving student learning.

How can we optimize the culture/learning environment and organizational structures of schools to support teacher leadership?

This new paradigm of teacher leadership requires a transformation of the culture of teaching and the organizational structures of schools. In our vision, teacher leaders are experienced professionals who have earned the respect of their students and colleagues and have gained a set of skills that enable them to work effectively and collaboratively with colleagues. They work

Public Agenda and Learning Point Associates "Retaining Teacher Talent" (http://www.learningpt.org/expertise/educatorquality/genY/index.php); Center for Teacher Quality and the New Teacher Center "Teaching and Learning Conditions Survey" (http://www.newteachercenter.org/tlcsurvey/).

closely with principals who have been trained to develop and implement effective mechanisms of support for teachers and teacher leaders. In reality, however, teacher leaders often feel isolated if the culture of the school is such that teachers neither value collaboration nor support their peers in leadership roles.

The traditional hierarchical structure of U.S. schools, in which teachers experience a flat career path and work in isolation from colleagues, is a holdover from the 19th century, when teachers were considered to be interchangeable parts akin to factory workers. In the 21st century, this archaic model no longer serves the needs of children or adults in schools. To be successful, schools must now shift to a culture of shared leadership, differentiated roles for teachers, and mutual accountability for student learning. This will necessitate a new conception of the principalship and the teaching profession. Indeed, a growing body of research indicates that principals in high performing schools promote the development of a shared vision of what their schools should look like and a team-based approach to leadership. This suggests that the paradigm of the future is one in which principals "are more engaged as leaders of teacher leaders" (Berry, 2009).

To be successful, schools must now shift to a culture of shared leadership, differentiated roles for teachers, and mutual accountability for student learning

Supporting strategies:

In order to create organizational structures and learning environments that provide more opportunities for teachers to exercise leadership roles in their schools that have the potential to increase student learning, we must:

- Re-think time, space, scheduling, and other support structures within schools to facilitate collaboration among teachers;
- Provide opportunities for dialogue among teachers and administrators about which school improvement strategies will best optimize student learning in the specific contexts of the school and district;
- Define clearly the parameters of teacher leadership in a school community, ensuring clarity of roles, fairness and transparency in the selection process, and confidentiality of interactions among teachers and teacher leaders where appropriate;

- Foster an openness within schools to new ideas and innovative practices by promoting classroom and school-based action research;
- Tap expanded resources such as technology and collaboration with the higher education community to learn from and disseminate best practices related to improving student learning; and
- Include student leaders, parents, businesses, institutions of higher education, and other stakeholders in developing and implementing strategies to improve school culture and student learning.

How can we best prepare and support teachers in assuming leadership roles?

As noted earlier in this document, many teachers have assumed formal and informal leadership roles in their schools, districts, and profession. However, formalized support and preparation has not always been available. We must provide professional development for teachers and administrators that incorporates the supporting strategies mentioned throughout this document. This will encourage the creation of teacher leadership roles in schools, enhance the effectiveness of teachers in leadership roles, and encourage more teachers to take on leadership responsibilities. Professional development will also provide teacher leaders with the tools to work effectively with colleagues, school administrators, parents, and the community.

Supporting Strategies

In order to prepare and encourage teachers to assume leadership roles, we must:

- Develop prospective teachers' skills during their preparation and clinical practice phase to work collaboratively in teams, to access research about best practices, to improve teaching and student learning, and to use technology to build learning communities among teachers;

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- Prepare teachers who wish to serve as teacher leaders in adult learning theory and the development of strategies, structures, and skills to provide feedback on teaching and student learning, to provide instructional coaching to colleagues, and to facilitate team-based approaches to teacher induction;
- Provide ongoing professional development to experienced teachers in how to access research about effective teaching practice, utilize new technologies to teach and communicate with colleagues, and apply adult learning theory to facilitate working with colleagues;
- Provide supportive environments in schools that encourage teachers to engage in informal leadership roles thereby creating a "pipeline" for future teacher leaders;
- Create teacher leadership academies that bring together experienced teachers aspiring to formal teacher leadership roles in their schools and provide them with training in action research, group processes, and facilitation skills;
- Provide teacher leaders with training, supervision, and support and then hold them accountable through a fair evaluation process that takes into account their leadership roles;
- Develop and support teacher leadership networks to provide ongoing support, sharing of practice, and continuing professional development for teacher leaders in different schools and districts;
- Encourage higher education institutions to prepare teachers to assume differentiated roles in the teaching profession and become part of shared leadership structures in their schools, including how to navigate school cultures that may initially resist new roles for teachers;
- Redesign principal preparation programs to support the establishment of a school culture in which collaboration among principals, teacher leaders, and teachers, the development of shared leadership structures and the potential of teacher leadership as an instrument to improve student learning are the norm; and
- Provide professional development to administrators and school board members in how to create and support teacher leadership in schools and how to improve student learning by supporting collaboration and shared leadership among teachers, teacher leaders, and administrators.

How can we promote, recognize, and reward teacher leadership?

An important goal of advancing teacher leadership is to create job enhancement opportunities for experienced teachers to advance in their field without leaving the classroom. We want to retain talented teachers in the profession, as well as recruit a large pool of talented college graduates and mid-career job-changers.

An important goal … is to create job enhancement opportunities for experienced teachers to advance in their field without leaving the classroom.

Supporting Strategies

In order to promote, recognize, and reward teacher leadership, we must:

- Increase the capacity for states and local districts to create staffing models that include differentiated career options for teachers;
- Develop new structures for licensing and/or credentialing teacher leaders;
- Engage teachers, administrators, and other stakeholders in developing criteria-based models for the selection of teachers to serve in formalized leadership roles;
- Develop systems for reward and recognition of the contributions of teachers in formal and informal leadership roles;
- Establish compensation systems that recognize teacher leadership roles, knowledge, and skills; and
- Establish a performance management and evaluation system that is consistent with the identified and varied roles of teacher leaders.

How can we best implement and sustain teacher leadership over time?

In order for teacher leadership to flourish and be recognized as an important factor in advancing student learning, new levels of trust and collaboration must be established among key stakeholders and constituents—teachers, administrators, professional associations, unions, school boards, federal and state agencies, community, etc. These groups need to be trained to work in concert to create shared leadership structures and build a culture where teachers continuously enhance and improve their practice.

Among the issues that will need to be considered are:

1) resources (new or reallocated) necessary to provide professional development to teachers and administrators,

2) availability of time within schools to create a collaborative work environment,

3) re-structuring of current teacher compensation systems,

4) the development of cost-efficient, equitable, and streamlined systems to recognize and reward teachers serving in leadership roles,

5) assessing the effectiveness of various teacher leadership models, and

6) replicating and scaling-up effective teacher leadership practices.

Supporting strategies

In order to implement and sustain teacher leadership initiatives over time, we must:

- Advocate for federal and state legislation and grant programs such as the Teacher Incentive Fund, Teacher Quality Partnerships, and Investment in Innovation Funds that will train all stakeholders to recognize the potential of teacher leadership, support new school leadership structures, and advance teacher leadership opportunities;

- Promote the incorporation of teacher leadership standards into state teacher licensure structures, National Board for Professional Teacher Standards certification, and state and local guidelines for teacher and administrator professional development and teacher evaluation;
- Encourage the removal of barriers to the mobility of teacher leadership credentials among states;
- Conduct research into what constitutes the skills, knowledge, and attributes that contribute to teacher leadership, leading to the development of valid and reliable assessments that measure teacher leadership skills;
- Implement at the local, state, and national level standards-based assessment/evaluation systems to create the groundwork for differentiated career paths, teacher leader credentials, and professional pay systems;
- Encourage the expansion of current state, federal, university-based, and privately-funded longitudinal studies and surveys on teachers to include collection of data on teacher leadership roles and their impact on teacher career choices, retention, and student achievement;
- Develop a compendium of "best practices" that illustrates how schools and districts can reallocate resources and dedicate time to promote shared decision-making structures within schools which support teacher leadership;
- Develop local, state, and national-level networks of teacher leaders to share practices and provide support to one another; and
- Encourage the evolution and adaptation of teacher leadership roles in response to new challenges, trends, and research about teaching and learning.

Finally, the challenges of investing in teacher leadership are great, but the returns on that investment are incalculable in terms of creating the next generation of educators who will be better equipped, supported, and empowered to contribute to the success of their schools and sustained student learning gains. Teacher leadership is an idea whose time has come. ■

Glossary of Terms

Action research: The process by which participants examine their own practice systematically, using techniques of research (Ferrance, 2000). Implicit in the term *action research* is the idea that teachers will begin a cycle of posing questions, gathering data, reflecting, deciding on a course of action, documenting results, and sharing findings with colleagues and the school community.

Advocate: To formulate a position and communicate it through a process that includes defining objectives, gathering facts to build a case, assessing and taking into account others' interests and resources, presenting a clear case, and revising it in response to feedback. An advocate is one who speaks on behalf of a particular viewpoint of the issue in question.

Best practices: Strategies, activities, techniques or methodologies that have been shown through research or evaluation to reliably achieve their objectives.

Coaching: A method of professional learning in which a teacher leader supports colleagues as they refine and improve practice focused on improving student learning. Coaching skills include trust building, listening, questioning, problem solving, goal setting, and providing formative feedback.

Colleagues: Members of the school community, including teachers, administrators, specialists, and others involved in the education of children at the school or district level.

Continuous improvement: The concept of continuous improvement is a theory of management advanced by W. Edwards Deming, a business consultant and philosopher. His theories were first adopted in Japan, then spread to companies like Ford Motor Company. His 14 Points for Quality Assurance (Deming, 1993) became a practical tool for carrying out continuous improvement in the workplace and promoting teamwork to solve problems and improve quality and productivity. His ideas of learning from mistakes and maintaining a commitment to improvement and quality have been adapted by educators such as Wiggins and McTighe (2007), whose cycle of vision-feedback-adjust bears resemblance to the Deming Cycle of plan, do, check, and action.

Culture: A set of practices, attitudes, values, and beliefs shared by a particular group or organization. More specifically, *school culture* can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths understood, maybe in varying degrees, by members of the school community (Stolp & Smith, 1994).

Data-driven decision making: A process of making educational decisions based on the analysis of classroom data and standardized test data. Data-driven decision making uses data on function, quantity and quality of inputs, and how students learn, to suggest educational solutions.

Differentiated instruction: The process by which several different learning experiences are offered to students within a lesson or series of lessons designed to meet students' varied needs or learning styles. This also is referred to as "individualized" or "customized" instruction.

Facilitation skills: The ability to use knowledge of group processes to formulate and deliver the necessary structure for meeting interactions to be effective. This includes being sensitive to effective processes and meeting dynamics that allow participants to focus on the content or the substance of their work together (Basic Facilitation Primer, 2003).

Formative assessment: A type of classroom assessment closely related to the instructional process. Ideally, these assessments are incorporated into classroom practice where they provide the information needed to adjust teaching and learning on an ongoing basis. Thus, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Job-embedded learning: Planned and purposeful learning that occurs while teachers and administrators engage in their daily work. While performing their job duties, participants simultaneously specify goals for professional learning and achieve those goals through a process of collaboration with colleagues on matters related to their work. They learn by doing, reflecting on their experiences, and then generating and sharing new insights and learning with one another.

Job enhancement: Extending the duties and responsibilities of a job, often entailing greater levels of responsibility, autonomy, and control, thereby increasing job satisfaction.

Mentoring: A developmental relationship in which a more experienced or more knowledgeable teacher helps a less experienced or less knowledgeable teacher develop the skills to be effective in the classroom, develop the ability to be reflective about his or her teaching, and become an active member of the school community.

Performance management and evaluation systems: A comprehensive process used to measure, improve, and reward the performance of agencies, programs or employees, including an

evaluation of how well an employee performs his or her job compared to a set of predetermined standards (as defined by the Pew Center on the States [www.pewcenteronthestates.org]).

Professional development: A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. Effective professional development is based on a model of continuous improvement, and should directly impact a teacher's classroom practices and student achievement. Every educator should be engaged in professional learning at the school as part of the workday. Professional learning should utilize the expertise of educators in the school/district, with support from universities and other external educators (as defined by the National Staff Development Council [www.nsdc.org]).

Professional learning community: A collaborative process in which teachers and other education professionals commit to engaging in continuous improvement through ongoing professional learning. This process is characterized by collegial exchange in which educators work together to improve student learning by investigating problems; specifying goals for educator learning; engaging in collaborative learning through formal and informal professional learning strategies such as lesson study, examining student work, and peer coaching; reflecting on practice; and holding one another accountable for improved practice and results.

Re-culture: The need to change the professional culture of schools. "Transforming the culture—changing the way we do things around here—is the main point " (Fullen, 2001).

Reflective practice: Thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline. In education, this refers to the educator examining his or her own teaching methods in light of how well students are learning, determining in collaboration with colleagues or coaches how to improve one's practice, examining the results of an intervention, and making any necessary changes (Schön, 1983).

Research-based: Characterized as having been identified through research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

School community: A group of people bound by a common interest in ensuring a high-quality education for all students in a school or district. School community members include, but are not limited to, students, teachers, administrators, school counselors, school support personnel, families, community agencies, businesses, residents, and other partners in the educational process.

Stakeholders: All those who are significantly affected by or desire to influence specific programs or policies. This can include educators, parents, community members, teachers' associations, and legislators.

Student learning: The broad array of skills and competencies that we expect students will gain across their K-12 education. This includes deep knowledge of core concepts within and across disciplines, problem-solving, creative and critical thinking, collaboration, analysis, synthesis, demonstrating social and civic responsibility, and applying learning to new situations.

Summative assessment: A structured and standardized means of measuring student progress. These assessments are given periodically at particular points to determine what students do and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they also are used as part of district and classroom programs such as end-of-course exams, benchmark tests, and end-of-unit tests. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process.

Teacher leader: A teacher who assumes formally or informally one or more of a wide array of leadership roles to support school and student success. Examples of roles include instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader (e.g., serving on a school committee, acting as a grade-level or department chair, supporting school initiatives, or representing the school on community or district task forces or committees), data coach, catalyst for change, resource provider, or learner. Teacher leaders model continual improvement, demonstrate lifelong learning, and use what they learn to help students achieve (Harrison & Killion, 2007).

Teacher leadership: The process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement (York-Barr & Duke, 2004).

Transformational change: Change that affects the entire organization and requires creating the conditions to develop the capacity of both organizations and individuals to learn. This means moving away from just structural changes to changing the culture of the classroom and school (Fullen [b], 2001). ■

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Appendix

Mapping the Teacher Leader Model Standards with the ISLLC 2008 Educational Leadership Policy Standards and InTASC 2011 Model Core Teaching Standards

Teacher Leader Model Standards
Developed by the Teacher Leadership Exploratory Consortium

Domain I

Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning. **ISLLC 1, 2, 3, 5, 6; InTASC Essential Knowledge 2K, 3K, 10N; InTASC Dispositions 1H, 1I, 1J, 1K, 2N, 2O, 3N, 3O, 3P, 3Q, 3R, 7N, 10P**

Functions

The teacher leader:

a) Utilizes group processes to help colleagues[3] work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change; **ISLLC 1C, 3C, 3D; InTASC Performances 3A, 3C, 6D, 7A, 7E, 10A**

b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning; **ISLLC 1C, 5B; InTASC Performances 3F, 3H, 3Q, 3R, 5E, 5N, 8H, 8J**

c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning; **ISLLC 2A; InTASC Performances 2N, 3A, 10C, 10F**

[3] *By colleagues, we mean members of the school community, including teachers, administrators, specialists, and others involved in the education of children at the school or district level.*

d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; **ISLLC 5C; InTASC Performances 2D, 3B, 3E, 4B, 5G** and

e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues. **ISLLC 4B; InTASC Performance 3C**

Domain II

Accessing and Using Research to Improve Practice and Student Learning

The teacher leader understands how research creates new knowledge, informs policies and practices, and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development. **ISLLC 1, 2, 3, 4, 5, 6; InTASC Essential Knowledge 4J, 4K, 4L, 5M, 6L; InTASC Dispositions 4O, 4P, 4Q, 4R**

Functions

The teacher leader:

a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning; **ISLLC 4A; InTASC Performances 1B, 4C, 5A, 5B, 5C, 8G, 10H, 10I**

b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning; **ISLLC 1E, 3A, 4A; InTASC Performances 6C, 6I, 9C**

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; **ISLLC 4D; InTASC Performances 10E** and

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning. **ISLLC 1B; InTASC Performances 5D, 5E, 6I, 6L, 10A, 10I**

Domain III

Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals. **ISLLC 1, 2, 3, 5; InTASC Essential Knowledge 1D, 1E, 2G, 3M, 4M, 4N, 5I, 5J, 5K, 5L, 5M, 5N, 5O, 6L, 6M, 7I, 7J, 7K, 8N, 8O, 9K; InTASC Dispositions 5Q, 5R, 5S, 7N, 8P, 10R, 10T**

Functions

The teacher leader:

a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals; **ISLLC 1A, 2F; InTASC Performances 2F, 3A, 7A, 7E, 8C, 10B, 10C, 10I**

b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning; **ISLLC 1A, 2F; InTASC Performances 2A, 2B, 2C, 7A, 7B, 7C, 8A**

c) Facilitates professional learning among colleagues; **ISLLC 1D, 2A; InTASC Performances 3B, 3G, 10F, 10I**

d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning; **ISLLC 2H, 3B; InTASC Performances 2C, 3G**

e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning; **ISLLC 1B; InTASC Performance 9C**

f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning; **ISLLC 2G, 6B; InTASC Performances 3D, 10J**

g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; **ISLLC 2F; InTASC Performances 3E, 3H, 6M, 10I** and

h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning. **InTASC Performances 5A, 5B, 5J**

Domain IV

Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals. **ISLLC 2, 3; InTASC Essential Knowledge 1D, 1E, 1F, 2G, 2H, 2I, 3I, 3J, 3K, 3M, 4M, 5L, 6K, 7G, 7H, 7I, 7J, 7K, 7L, 7M, 8J, 8K, 8L, 8N, 8O, 9G, 9K, 9N; InTASC Dispositions 2N, 2O, 4M, 7N, 7O, 7P, 7Q, 8N, 8O, 8P, 8Q, 8R, 8S**

Functions

The teacher leader:

a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; **ISLLC 2B, 2D, 2I; InTASC Performances 1A, 6G, 7D, 7F, 8A, 9C, 10A, 10F**

b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices; **ISLLC 3E; InTASC Performances 4D, 9B, 10B**

c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator; **ISLLC 2A, 3D; InTASC Performances 3B, 8D, 10F, 10J, 10K**

d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs; **ISLLC 2C, 3D; InTASC Performances 5F, 8D, 5D**

e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; **ISLLC 2H, 3B; InTASC Performances 3G, 3H, 4G, 8G, 9F, 10G** and

f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction. **ISLLC 2C, 5C, 2F; InTASC Performances 1E, 4B, 5G, 8D, 9E, 9M**

Domain V

Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies. **ISLLC 1, 2; InTASC Essential Knowledge 6J, 6K, 6L, 6M, 6O, 6P, 9H; InTASC Dispositions 6Q, 6R, 6S, 6T, 6U, 6V, 9L, 10T**

Functions

The teacher leader:

a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards; **ISLLC 2F; InTASC Performances 1A, 6A, 6G, 9C**

b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning; **ISLLC 1D, 2E, 5A; InTASC Performances 2A, 6B, 6C, 8B, 9C, 10A, 10B**

c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; **ISLLC 2A, 5B; InTASC Performances 6F, 10B, 10C** and

d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning. **ISLLC 1B; InTASC Performances 6C, 6E, 7D**

Domain VI

Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning. **ISLLC 4, 5; InTASC Essential Knowledge 1G, 2J, 2K, 3L, 4M, 10M, 10N; InTASC Dispositions 1K, 2L, 2M, 2O, 10Q, 10O**

Functions

The teacher leader:

a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community; **ISLLC 3C, 4B; InTASC Performances 3F, 5G, 9D, 9E**

b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances; **ISLLC 4C; InTASC Performances 1C, 3F**

c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students; **ISLLC 5C; InTASC Performances 9E, 9L, 9M**

d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; **ISLLC 4A; InTASC Performances 2D, 9D, 9E** and

e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community. **ISLLC 4C; InTASC Performances 1C, 2D, 2E, 2F, 8E**

Domain VII

Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession. **ISLLC 5, 6; InTASC Essential Knowledge 1G, 9J, 10L, 10M; InTASC Dispositions 9O, 10P, 10R, 10S**

Functions

The teacher leader:

a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning; **ISLLC 6C; InTASC Performances 1G, 10B, 10D**

b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students; **ISLLC 5D, 6A, 6B; InTASC Performances 1C, 10E**

c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members; **ISLLC 5D, 5E, 6B; InTASC Performances 10J, 10K**

d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; **ISLLC 6B; InTASC Performances 10J, 10K** and

e) Represents and advocates for the profession in contexts outside of the classroom. **ISLLC 5D, 5E, 6B, 6C; InTASC Performance 10H** ■

Appendix cont'd

The table below summarizes the cross-walk between the InTASC 2011 Standards and Teacher Leader Model Standards.

InTASC 2011	Teacher Leader Model Standards
Standard 1: Learner Development – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**X**
A. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	**X**
B. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.	**X**
C. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**X**
D. The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.	**X**
E. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.	**X**
F. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.	**X**
G. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	**X**
H. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	**X**
I. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	
J. The teacher takes responsibility for promoting learners' growth and development.	**X**
K. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.	**X**

Standard 2: Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**X**
A. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	**X**
B. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	
C. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	**X**
D. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	**X**
E. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	**X**
F. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	**X**
G. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.	**X**
H. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	**X**
I. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.	**X**
J. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	**X**
K. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.	**X**
L. The teacher believes that all students can achieve at high levels and persists in helping each student reach his/her full potential.	**X**
M. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	**X**
N. The teacher makes learners feel valued and helps them learn to value each other.	**X**
O. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	**X**

Appendix cont'd

Standard 3: Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	**X**
A. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	**X**
B. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	**X**
C. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	**X**
D. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	**X**
E. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	**X**
F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	**X**
G. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	**X**
H. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	**X**
I. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.	**X**
J. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.	**X**
K. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.	**X**
L. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.	**X**
M. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	**X**
N. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.	**X**
O. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	**X**
P. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.	**X**
Q. The teacher seeks to foster respectful communication among all members of the learning community.	**X**
R. The teacher is a thoughtful and responsive listener and observer.	**X**

Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**X**
A. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	
B. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	**X**
C. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	**X**
D. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	**X**
E. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	
F. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	
G. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	**X**
H. The teacher creates opportunities for students to learn, practice, and master academic language in their content.	
I. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	
J. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.	**X**
K. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	**X**
L. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.	
M. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	**X**
N. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	**X**
O. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	**X**
P. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	**X**
Q. The teacher recognizes the potential for bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	**X**
R. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.	**X**

Appendix cont'd

Standard 5: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**X**
A. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	**X**
B. The teacher engages learners in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	**X**
C. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	**X**
D. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	**X**
E. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	**X**
F. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	**X**
G. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	**X**
H. The teacher develops and implements supports for learner literacy development across content areas.	
I. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	**X**
J. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	**X**
K. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.	**X**
L. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	**X**
M. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	**X**
N. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.	**X**
O. The teacher understands creative thinking processes and how to engage learners in producing original work.	**X**
P. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.	**X**
Q. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	**X**
R. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.	**X**
S. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	**X**

Standard 6: Assessment – The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**X**
A. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	**X**
B. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	**X**
C. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	**X**
D. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	**X**
E. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	**X**
F. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	**X**
G. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	**X**
H. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	
I. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	**X**
J. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	**X**
K. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	**X**
L. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	**X**
M. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.	**X**
N. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	**X**
O. The teacher knows when and how to evaluate and report learner progress against standards.	**X**
P. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	**X**
Q. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.	**X**
R. The teacher takes responsibility for aligning instruction and assessment with learning goals.	**X**
S. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.	**X**
T. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	**X**
U. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	**X**
V. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	**X**

Appendix cont'd

Standard 7: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**X**
A. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	**X**
B. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	**X**
C. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	**X**
D. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	**X**
E. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.	**X**
F. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	**X**
G. The teacher understands content and content standards and how these are organized in the curriculum.	**X**
H. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	**X**
I. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	**X**
J. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	**X**
K. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	**X**
L. The teacher knows when and how to adjust plans based on assessment information and learner responses.	**X**
M. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	**X**
N. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	**X**
O. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	**X**
P. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.	**X**
Q. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	**X**

Standard 8: Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**X**
A. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	**X**
B. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	**X**
C. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	**X**
D. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	**X**
E. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	**X**
F. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	**X**
G. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	**X**
H. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	**X**
I. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	**X**
J. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization, and recall) and how these processes can be stimulated.	**X**
K. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.	**X**
L. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	**X**
M. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.	**X**
N. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.	**X**
O. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	**X**
P. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.	**X**
Q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	**X**
R. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.	**X**
S. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.	**X**

Appendix cont'd

Standard 9: Professional Learning and Ethical Practice – The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**X**
A. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	**X**
B. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	**X**
C. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	**X**
D. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	**X**
E. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	**X**
F. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	**X**
G. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.	**X**
H. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.	**X**
I. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	**X**
J. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).	**X**
K. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.	**X**
L. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	**X**
M. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.	**X**
N. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	**X**
O. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	**X**

Standard 10: Leadership and Collaboration – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**X**
A. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	**X**
B. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	**X**
C. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	**X**
D. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	**X**
E. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.	**X**
F. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	**X**
G. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	**X**
H. The teacher uses and generates meaningful research on education issues and policies.	**X**
I. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	**X**
J. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	**X**
K. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	**X**
L. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.	**X**
M. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.	**X**
N. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.	**X**
O. The teacher knows how to contribute to a common culture that supports high expectations for student learning.	**X**
P. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.	**X**
Q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.	**X**
R. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	**X**
S. The teacher takes responsibility for contributing to and advancing the profession.	**X**
T. The teacher embraces the challenge of continuous improvement and change.	**X**

Appendix cont'd

ISLLC 2011	Teacher Leader Model Standards
Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	**X**
A. Collaboratively develop and implement a shared vision and mission	**X**
B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	**X**
C. Create and implement plans to achieve goals	**X**
D. Promote continuous and sustainable improvement	**X**
E. Monitor and evaluate progress and revise plans	**X**
Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	**X**
A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations	**X**
B. Create a comprehensive, rigorous, and coherent curricular program	**X**
C. Create a personalized and motivating learning environment for students	**X**
D. Supervise instruction	**X**
E. Develop assessment and accountability systems to monitor student progress	**X**
F. Develop the instructional and leadership capacity of staff	**X**
G. Maximize time spent on quality instruction	**X**
H. Promote the use of the most effective and appropriate technologies to support teaching and learning	**X**
I. Monitor and evaluate the impact of the instructional program	**X**
Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.	**X**
A. Monitor and evaluate the management and operational systems	**X**
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	**X**
C. Promote and protect the welfare and safety of students and staff	**X**
D. Develop the capacity for distributed leadership	**X**
E. Ensure teacher and organizational time is focused to support quality instruction and student learning	**X**
Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	**X**
A. Collect and analyze data and information pertinent to the educational environment	**X**
B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	**X**
C. Build and sustain positive relationships with families and caregivers	**X**
D. Build and sustain productive relationships with community partners	**X**
Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	**X**
A. Ensure a system of accountability for every student's academic and social success	**X**
B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	**X**
C. Safeguard the values of democracy, equity, and diversity	**X**
D. Consider and evaluate the potential moral and legal consequences of decision making	**X**
E. Promote social justice and ensure that individual student needs inform all aspects of schooling	**X**
Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	**X**
A. Advocate for children, families, and caregivers	**X**
B. Act to influence local, district, state, and national decisions affecting student learning	**X**
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	**X**

Notes

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