TEACHER LEADER
PreK-12

Standard #1   The teacher leader is able to apply strategies of adult learning across teacher leadership activities.

  Knowledge: The teacher leader demonstrates knowledge of
  1. The differences in knowledge acquisition and transfer for children and adults
  2. Stages of career development and learning for colleagues
  3. Effective use of individual and group interactions such as collaboration, networking, facilitation, team building, and conflict resolution
  4. Effective listening, oral communication, presentation skills, and expression in written communication
  5. Research and exemplary practice on "organizational change and innovation"

  Performance: The teacher leader
  1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups
  2. Assesses teachers' content knowledge and skills throughout professional learning
  3. Fosters mutually respectful and productive relationships among colleagues
  4. Uses effective communication skills and processes
  5. Demonstrates the ability to adapt to the contextual situation and make effective decisions
  6. Demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process
  7. Improves colleagues' acquisition and application of knowledge and skills

Standard #2   The teacher leader is able to advance the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing quality feedback in order to support reflective practice focused on improving curriculum, instruction, and assessment.

  Knowledge: The teacher leader demonstrates knowledge of
  1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes
  2. Models and protocols for effective observation and feedback
  3. Role and use of critical reflection in improving professional practice

  Performance: The teacher leader
  1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices
  2. Uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment
  3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment
  4. Develops, leads and promotes a culture of self-reflection and reflective dialogue
  5. Applies mentoring as well as coaching practices to support colleagues' individual and group professional improvement and career development

Standard #3   The teacher leader is able to improve the quality of colleagues' collaboration and interaction with families and other stakeholders.

  Knowledge: The teacher leader demonstrates knowledge of
  1. Child development and conditions in the home, culture and community and their influence on educational processes
  2. Contextual considerations of the family, school, and community and their interaction with educational processes
  3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture

  Performance: The teacher leader
  1. Develops colleagues' abilities to form effective relationships with families and other stakeholders
  2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools
  3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process

Standard #4   The teacher leader is able to initiate and facilitate colleagues' design and implementation of action research and analysis of data for individual and group decision making.

Knowledge: The teacher leader demonstrates knowledge of
1. Action research methodology
2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor
3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes

Performance: The teacher leader
1. Models and facilitates relevant and targeted action research
2. Models and facilitates analysis and application of research findings to improve educational outcomes
3. Engages colleagues in identifying research questions as well as designing and conducting action research to improve educational outcomes
4. Facilitates the analysis of data for informed decision making to improve educational results with a focus on increased productivity, effectiveness and accountability
5. Assists with application and supports dissemination of action research findings to improve educational outcomes

Standard #5   The teacher leader is able to develop and support collaborative teams and promote collegial interactions that improve the effectiveness of practice.
Knowledge: The teacher leader demonstrates knowledge of
1. Collaboration, facilitation, team building, and conflict resolution techniques
2. Influence of individual characteristics on group interactions
3. Structures and processes for collaborative work
4. The process of development of group goals and objectives

Performance: The teacher leader
1. Facilitates development of a responsive culture with shared vision, values, and responsibility
2. Applies understanding of team members' characteristics to develop collaborative teams
3. Guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives
4. Promotes team-based responsibility for assessing and advancing the effectiveness of practice
5. Creates structures and processes for collaborative teams that promote collegiality and result in improved practice

Standard #6   The teacher leader is able to identify and assess opportunities for educational improvement, and advocate effectively for them within and beyond the school community
Knowledge: The teacher leader demonstrates knowledge of
1. Effective identification and interpretation of data, research findings, and exemplary practices (e.g. Multi-Tiered System of Support)
2. Alignment of opportunities with identified needs
3. Synthesis of information to support a proposal for educational improvement
4. Local, state and national policy decisions and their influence on instruction
5. The process to impact policy and to advocate on behalf of students and the community

Performance: The teacher leader
1. Identifies and evaluates needs and opportunities
2. Generates ideas to effectively address solutions/needs
3. Analyzes feasibility of potential solutions and relevant policy context
4. Advocates effectively and responsibly to relevant audiences for realization of opportunities

Standard #7   The teacher leader is able to inform and facilitate colleagues' selection or design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions that improve the quality of instruction and student learning.
Knowledge: The teacher leader demonstrates knowledge of
1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes
2. Analysis and interpretation of data from multiple sources
3. Use of formative and summative data to inform the continuous improvement process

Performance: The teacher leader
1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement

2. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other relevant sources) to guide instructional decisions and improve educational practice

Standard #8   The teacher leader is able to inform and facilitate the design and implementation of coherent, integrated and differentiated professional development based on assessed student and teacher needs.

<u>**Knowledge:**</u> The teacher leader demonstrates knowledge of
1. Selection and evaluation of professional development resources appropriate to the identified need(s) along the professional career continuum.
2. The standards of high quality professional development and their relevance to improved learning
3. Application of the concepts of adult learning to the design and implementation of professional development
4. Effective use of professional development needs assessment, designs, protocols, and evaluation tools
5. The role of 21st century skills and technologies in educational practice
6. The role of shifting cultural demographics in educational practice

<u>**Performance:**</u> The teacher leader
1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education
2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs
3. Involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals
4. Utilizes and facilitates the use of technology and media literacy as appropriate
5. Continually assesses the effectiveness of professional development activities and adjusts appropriately