

TEACHER LEADER/LEAD PROFESSIONAL DESIGNATION COMPETENCIES

A recipient of the Teacher Leader Endorsement and Lead Professional Designation shall meet the expectations set by the following competencies:

1. FOSTERING A COLLABORATIVE CULTURE TO SUPPORT EDUCATOR DEVELOPMENT AND STUDENT LEARNING

- 1.1 Lead professionals use group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.
- 1.2 Lead professionals model effective communication and facilitation skills that advance shared goals for professional learning and improved student outcomes.
- 1.3 Lead professionals promote effective interactions among colleagues from diverse backgrounds to create an inclusive school culture.

2. ACCESSING AND USING RESEARCH TO IMPROVE PRACTICE AND STUDENT LEARNING

- 2.1 Lead professionals assist colleagues in selecting and implementing evidence-based research practices for improved student outcomes.
- 2.2 Lead professionals facilitate the collection, analysis, and interpretation of research data and apply the findings to improve teaching and learning.

3. PROMOTING PROFESSIONAL LEARNING FOR CONTINUOUS IMPROVEMENT

- 3.1 Lead professionals apply adult learning theory to plan and facilitate professional learning among colleagues that is job-embedded and aligned to content standards and school/district improvement goals.
- 3.2 Lead professionals collaborate with administrators and advocate for sufficient planning time and support for colleagues to engage in professional learning.
- 3.3 Lead professionals provide constructive, actionable feedback to colleagues to strengthen teaching practices and improve student learning.

4. FACILITATING IMPROVEMENTS IN INSTRUCTION AND STUDENT LEARNING

- 4.1 Lead professionals identify opportunities to improve curriculum, instruction, assessment, school organization, and/or school culture based on evaluation of data sources.
- 4.2 Lead Professionals engage in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to evidence-based practices.
- 4.3 Lead professionals recognize the skills, expertise, and knowledge of colleagues and utilize colleagues to address curriculum expectations and student learning needs.
- 4.4 Lead professionals model culturally responsive pedagogy and promote instructional practices that ensure individual learning needs are the focus of instruction.

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5. PROMOTING THE USE OF ASSESSMENTS AND DATA FOR SCHOOL AND DISTRICT IMPROVEMENT

5.1 Lead professionals guide colleagues in the design, implementation, scoring, and interpretation of formative and summative assessments to improve educational practice and student learning.

5.2 Lead professionals engage with colleagues in challenging conversations about student learning based on assessment data to promote changes in instructional practices or organizational structures to improve student learning.



6. IMPROVING OUTREACH AND COLLABORATION WITH FAMILIES AND COMMUNITY

6.1 Lead professionals collaborate with families, communities, and colleagues to develop a shared understanding of the cultural diversity within the learning community and to identify comprehensive strategies to address the diverse educational needs of families and the community.

6.2 Lead professionals create opportunities for colleagues to self-examine their understanding of community culture and diversity so they can adopt culturally responsive strategies to enrich the educational experiences and achievement levels for all students.



7. ADVOCATING FOR STUDENT LEARNING AND THE PROFESSION

7.1 Lead Professionals are knowledgeable of local, state, and national trends and policies in education and use this knowledge to advocate for students and colleagues.

7.2 Lead professionals follow appropriate channels to advocate for the rights and/or needs of students, to secure additional resources to support student learning needs, and to communicate these needs effectively among colleagues and targeted audiences such as parents and community members.

7.3 Lead Professionals advocate for access to professional resources that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school and district improvement goals.