

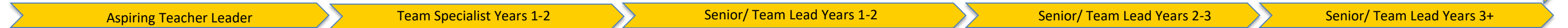
**Purpose:** Articulate the **progression of skills** in development of leadership competencies in service of **best first instruction**. This will promote **alignment** of support across stakeholders and empower individuals to **personalize** their own learning trajectory.

**How can this be used?**

Aspiring and Current Teacher Leaders	Leaders of Leaders	Central Support Partners
<ul style="list-style-type: none"> <li>Drive your own learning by identifying your strengths and gaps</li> <li>Ground feedback conversations in a common language</li> </ul>	<ul style="list-style-type: none"> <li>Ground feedback conversations in a common language</li> <li>Differentiate supports for teacher leaders based on individual strengths and gaps</li> <li>Provide clarity for aspiring teacher leader development</li> </ul>	<ul style="list-style-type: none"> <li>Align central-based supports with school-based supports for structured, social, and experiential learning</li> </ul>

The intent of this document is to use the common language to align supports for growth and development of teacher leaders, NOT to be used as a performance evaluation tool. To support clarity of expectations refer to the [Teacher Leader Role Descriptions](#) (all roles) or [School Leadership Framework Scoring Guidance](#) (Senior/Team Leads only).

Each column builds on learning in the previous columns to support a progression of learning.



School Leadership Framework	A: Building Foundational Skills and Mindsets	B: Developing skills related to leading a team through collaborative planning, DDI, or Professional Learning	C: Developing skills related to 1:1 observation/feedback and coaching	D: Deepening skills of 1:1 support and team support	E: Deepening leadership skills by expanding impact
<p><b>Instructional Expertise</b> Develops a team of teachers' ability to deliver joyful, rigorous and personalized instruction that leads their students to high academic achievement</p>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of standards and instructional shifts</li> <li>Use curriculum scope and sequence and materials/resources</li> <li>Identify exemplary work that reaches expectations of the standards</li> <li>Model (can demonstrate and name) DDI practices as a classroom teacher</li> <li>Model (can demonstrate and name) best instructional practices for their content area including culturally responsive education</li> </ul>	<ul style="list-style-type: none"> <li>Support other teachers to unpack standards to align rigor</li> <li>Articulate vertical alignment of standards to a team of teachers</li> <li>Facilitate a team of teachers in backwards planning for unit plans and daily lesson plans using standards, assessment data, and interim assessments so that learning is accessible to all learners</li> <li>Facilitate a team of teachers to create shared or individual lesson plans that leverage best instructional practices in the content area including culturally responsive education, alignment to the school's ELA programming, and addressing opportunity gaps</li> <li>Facilitate a team of teachers in DDI to analyze data and student work through a root cause analysis within the grade level or content that identifies the gap in content and/or language and the highest leverage next step</li> </ul>	<ul style="list-style-type: none"> <li>Provide individual feedback to teachers on assessments and unit/lesson plans</li> <li>Deliver feedback on a classroom observation that results in a highest-leverage action step that: (1) is targeted to specific student data and learning gaps in content and language, (2) is connected to the LEAP Framework, (3) supports best instructional practices in the content areas, incorporating CRE practices</li> <li>Lead a teacher (or team of teachers) through 4-8 week learning cycles that set intention with a SMART goal, engage in learning through weekly observation/feedback and action steps, and reflect on learning</li> <li>Support a team of teachers or individual teachers across grade levels/content areas in DDI to analyze data and student work through a root cause analysis within the grade level or content that identifies the gap in content and/or language and the highest leverage next step</li> <li>Ensure that the work in collaborative planning is connected to the work in 1:1 coaching and professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of recent research and best practices in grade/content area</li> <li>Deepen understanding of best instructional practices in specific contexts (ex, CRE practices, SPED, ELD, co-teaching, aggressive monitoring, etc) to improve supports for teachers</li> <li>Deliver ongoing feedback that leads to improved student outcomes</li> <li>Lead a teacher (or team of teachers) through 4-8 week learning cycles that intentionally build towards year-long goals</li> <li>Demonstrates awareness of shifts in assessments and understands the implications for instruction</li> <li>Facilitate DDI and collaborative planning that intentionally aligns to long-term team goals</li> <li>Facilitate DDI that ensures alignment to the school's ELA program model</li> <li>Use data to align school PL, Team PL, and coaching support</li> </ul>	<ul style="list-style-type: none"> <li>Apply recent research within content/standards</li> <li>Use real time coaching moves to support best first instruction</li> <li>Model (can demonstrate and name) leading for instructional expertise as a teacher leader</li> <li>Facilitate DDI and collaborative planning that intentionally aligns to long-term school goals</li> </ul>
<p><b>Vision and Strategy</b> Invests team in the school's vision through strategic planning, change leadership and innovative practices</p>	<ul style="list-style-type: none"> <li>Demonstrate engagement in current school vision</li> <li>Demonstrate commitment to relevant team and school goals</li> <li>Use school data to adopt and apply an education innovation</li> <li>Set short and long term learning goals for self</li> </ul>	<ul style="list-style-type: none"> <li>Lead team building and check-ins to engage team in school and team vision</li> <li>Facilitate discussions/meetings to challenge current systems/processes and encourage innovative alternatives</li> <li>Model flexibility and encourage feedback on new procedures, systems, etc.</li> <li>Set team goals aligned to school-wide strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>Engage team voice to contribute in team vision development</li> <li>Set and ensure individual and team goals are aligned to school-wide strategic plan</li> <li>Support change management for a team of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ensure short and long-term team and individual goals are coherent and aligned to school-wide strategic plan</li> <li>Facilitate decision-making discussion to engage team voice</li> <li>Facilitate a team of teachers to develop innovative solutions</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the creation of school-wide vision/UIP and strategic plan</li> <li>Support change management school-wide</li> <li>Collaborate with other school teams to develop goals and strategic plans that contribute to school vision</li> </ul>

\*Best if printed on 11x17 size paper

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<p><b>People and Culture</b> Builds instructional and leadership capacity among a team of teachers, developing a team culture of continuous learning that maximizes staff and student morale and performance</p>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of adult learning theory</li> <li>● Build collaborative peer relationships based on trust</li> <li>● Model (can demonstrate and name) a spirit of continuous learning and feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Use norms and working agreements to develop team culture</li> <li>● Apply adult learning theory principles to develop and facilitate professional development for teams of teachers</li> <li>● Use strategies to support a team to move through the phases of team development</li> <li>● Use strategies for building consensus in a team that supports shared ownership</li> <li>● Facilitate team discussion that values diverse perspectives</li> <li>● Host tough conversations that include opposing positions</li> </ul>	<ul style="list-style-type: none"> <li>● Build evaluative relationships with teachers based on trust</li> <li>● Use questioning strategies to build teacher ownership of goals and action steps</li> <li>● Use the coaching continuum (coach, collaborate, consult) to determine the best approach with a coachee</li> <li>● Provide feedback (written and verbal) that is evidence-based to support addressing gaps in performance</li> <li>● Provide performance evaluations that are calibrated, including classroom observations and Mid/End-of-year conversations</li> <li>● Separate judgement from observation evidence</li> <li>● Host difficult feedback conversations that result in shifts in behavior or instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate support for team members for example: working with resistant teacher or providing intensive support to struggling teachers</li> <li>● Host tough conversations that result in shifts in mindset</li> <li>● Increase teacher ownership and accountability for student outcomes</li> <li>● Empower team members to be the driver their own development</li> <li>● Empower team to provide feedback and engage in difficult conversations</li> </ul>	<ul style="list-style-type: none"> <li>● Support effective implementation of Team Specialists</li> <li>● Apply adult learning theory to building leadership capacity in team members</li> <li>● Distribute responsibilities to team and allows for growth opportunities</li> <li>● Host tough conversations that result in a strengthened relationship</li> </ul>
<p><b>Community and Equity</b> Contributes to a positive, inclusive school community that supports the development of the Whole Child and meaningfully engages students, families and community members</p>	<ul style="list-style-type: none"> <li>● Engage in inclusive culture building opportunities</li> <li>● Understand community, history, demographics and current state/status of community</li> <li>● Model (can demonstrate and name) best instructional practices that support the development of the whole child</li> <li>● Identify what has informed cultural lens</li> </ul>	<ul style="list-style-type: none"> <li>● Identify inequities in instruction and materials and differentiate accordingly for all learners, including building upon EL students' language and culture</li> <li>● Assess instruction and materials for equitable access</li> <li>● Facilitate team discussions to ensure practices are equitable for all students and culturally responsive</li> <li>● Identify social emotional needs of the classroom</li> <li>● Model (can demonstrate and name) best practices for family engagement as a teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Challenge self and team to celebrate an increase of culture of inclusiveness while also naming areas of growth</li> <li>● Model and provide supports of best practices for team to bring parents, including those that speak other languages, and community partners in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Coach team of teachers on best practices for equity, community engagement, and inclusive classrooms</li> <li>● Seek and cultivate ongoing strategic partnerships in community</li> <li>● Use parent and community data to drive team or school culture initiatives</li> <li>● Support team of teachers to implement family engagement strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Empower others to create an inclusive culture of belonging for students, families, and the team within the school</li> <li>● Leverage engagement and voice of the community to meet school goals</li> <li>● Support school to implement family engagement strategies</li> </ul>
<p><b>Personal and Values</b> Demonstrates values-driven, reflective and resilient leadership</p>	<ul style="list-style-type: none"> <li>● Model (can demonstrate and name) shared core values</li> <li>● Demonstrate self-awareness of core strengths and opportunities for growth</li> <li>● Build relationships across lines of difference</li> <li>● Communicate across cultures</li> <li>● Recognize personal biases and assumptions and its implications on their work</li> </ul>	<ul style="list-style-type: none"> <li>● Mitigate their own triggers and impact during team collaboration</li> <li>● Demonstrate self-awareness of core strengths and opportunities in shared core values behaviors</li> <li>● Use understanding of emotional intelligence to develop team culture</li> <li>● Recognize behavioral style and how it impacts communication</li> <li>● Articulate personal motivations for leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Provide feedback in coaching on shared core values behaviors</li> <li>● Reframe and recognize triggers in others</li> <li>● Solicit and adapt to feedback from team</li> <li>● Use understanding of emotional intelligence to develop strong evaluative relationships</li> <li>● Understand how behavioral style impacts trust in relationships</li> <li>● Use understanding of bias to intentionally build a strong team culture and coaching relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Understand how behavioral style impacts change management</li> <li>● Provide feedback on emotional intelligence in teachers</li> <li>● Flex communication style to meet needs of stakeholders</li> <li>● Inspire team members to demonstrate shared core values behaviors</li> <li>● Use leadership story to inspire team members</li> </ul>	<ul style="list-style-type: none"> <li>● Establish an atmosphere of trust with stakeholders outside of immediate team</li> <li>● Develop communication skills of teachers to increase their impact as a professional</li> <li>● Inspire school to demonstrate shared core values behaviors</li> </ul>
<p><b>Operational and Organizational</b> Achieves team goals by driving results, maximizing resources, and ensuring effective management of team systems and operations</p>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge and use of relevant resources for current role</li> <li>● Use time effectively to meet role requirements</li> <li>● Understand components of the school ELA programming.</li> </ul>	<ul style="list-style-type: none"> <li>● Use transparent progress monitoring system to track team goals</li> <li>● Ensure decision-making processes are transparent and engage all team members</li> <li>● Use agendas and other structures to ensure effective use of team collaboration time</li> <li>● Demonstrate knowledge of relevant resources to support team goals</li> </ul>	<ul style="list-style-type: none"> <li>● Use transparent progress monitoring system to track individual teacher progress towards short-term goals</li> <li>● Plan for and use time effectively to meet role requirements</li> <li>● Prioritize tasks when time is limited</li> <li>● Use pre-planning and other structures to ensure effective use of 1:1 time with teachers</li> <li>● Demonstrate knowledge of relevant resources to support individual teacher needs</li> </ul>	<ul style="list-style-type: none"> <li>● Use transparent progress monitoring system to track team progress towards short-term and long-term goals</li> <li>● Leverage all available resources to improve student outcomes for team</li> <li>● Create systems of accountability and measurements of impact for team of teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Use progress monitoring system to track team progress towards team and school goals</li> <li>● Demonstrate knowledge of relevant resources needed to support school goals</li> </ul>