

Teacher Leader Competency Framework



THE TEACHER LEADER COMPETENCY FRAMEWORK

Leading Educators believes that with the proper leadership roles and skills, teacher leaders can dramatically impact their team’s effectiveness and their students’ academic achievement. The Teacher Leader Competency Framework represents our distillation of the core behaviors that result in strong teacher leaders. With proper support, all of these competencies are both learnable and teachable.

The development of teacher leaders, however, does not occur without intentional support. Teacher leaders in schools are often chosen based on strong results with students. Success with students, though, is not sufficient preparation for leading adults. Without adequate preparation and support, teacher leaders may become frustrated and come to believe that progress with adults is beyond their grasp. To guide development, the Teacher Leadership Competency Framework articulates the components necessary for effective teacher leadership. Each competency is broken down into essential behaviors that, when combined, provide targets for teacher leaders to extend their impact on their team and on students.

Student Learning and Teacher Effectiveness



A Vision of Excellent Instruction and Culture

Developing Self



- Self-Awareness
-
- Self-Management
-
- Social Awareness
-
- Relationship Management

Coaching Others



- Fundamental Skills
-
- Ways of Being
-
- Coaching Cycle

Leading Teams



- Functioning Teams
-
- Planning for Impact
-
- Professional Development Design
-
- Facilitation

Driving Initiatives



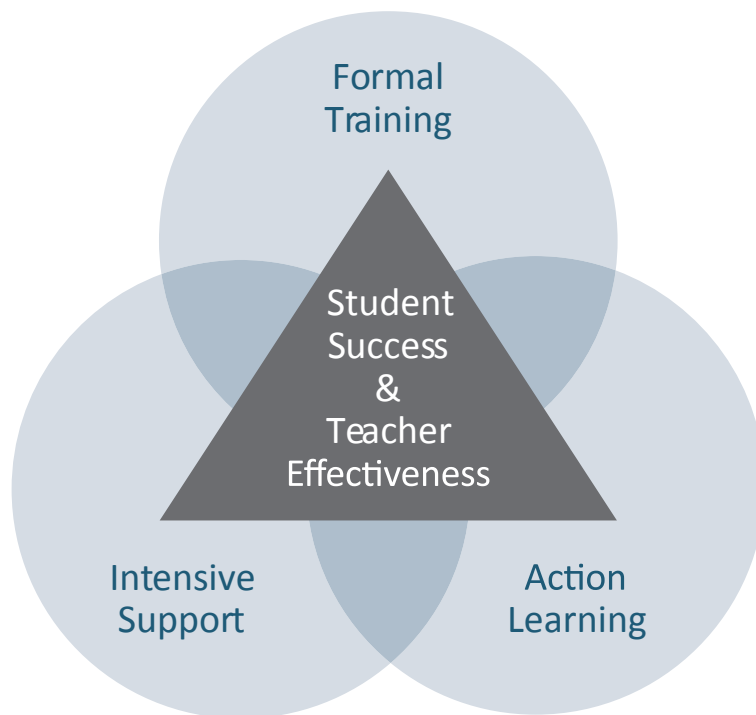
- Vision
-
- Plan
-
- Act
-
- Assess



Core Values

Our Teacher Leader Competency Framework is composed of five components. At the base, the framework is supported by a set of **Core Values** that indicate a capacity for teacher leadership. These include a commitment to Equity, Service, Community, Growth and Results. On these values rest the four pillars of teacher leadership. The pillars of **Developing Self** and **Driving Initiatives** are critical for all teacher leaders. According to their role, teacher leaders will also focus on either **Coaching Others** or **Leading Teams**. Each pillar is composed of competencies that allow teacher leaders to extend their impact. Teacher leaders work to develop their personal leadership capacity, apply that leadership in coaching or team leadership, in order to drive initiatives that build towards a Vision of Excellent Instruction and Culture. This vision represents the bar of excellence set by teacher leaders for their team. As they lead their team towards a common vision of excellence, they increase both teacher effectiveness and student learning.

The Teacher Leader Competency Framework was created by synthesizing research with the best practices of high-performing teacher leaders. It draws heavily from the work of our sister organization, Teaching Leaders, which trains middle leaders in the United Kingdom. Most importantly, Leading Educators is indebted to the work of over 850 teacher leaders across the country who have participated in our trainings. We continue to learn and draw inspiration from these dedicated pioneers in all of our programs.



THE BASE OF TEACHER LEADERSHIP



CORE VALUES

VALUES	BEHAVIORS
1-Equity	a. Models the belief that, regardless of circumstances, all children can master rigorous material b. Challenges historical and current inequity
2-Service	a. Listens and seeks to understand the needs and perspectives of others b. Gives priority and attention to the needs of students
3-Community	a. Collaborates with colleagues to increase the collective impact on student success b. Supports, celebrates, and challenges colleagues
4-Growth	a. Develops self and others to make their best better b. Sees limitations willingly, accurately, and non-defensively c. Actively seeks opportunities to leverage strengths and develop growth areas
5-Results	a. Works diligently and purposefully to reach results without lowering expectations b. Takes personal responsibility for outcomes and keeps commitments

THE FOUR PILLARS



DEVELOPING SELF

COMPETENCIES	BEHAVIORS
1-Self-Awareness	<ul style="list-style-type: none">a. Reflects on values to improve self-knowledge and effectivenessb. Demonstrates self-confidence and assurance in abilities and values without arrogancec. Reflects on strengths and weaknesses to improve self-knowledge and effectivenessd. Reflects on work style and preferences to improve self-knowledge and effectivenesse. Reflects on the way actions impact colleaguesf. Systematically seeks personal feedback from others
2-Self-Management	<ul style="list-style-type: none">a. Identifies emotional triggers and manages reactions to conflict and stressful situationsb. Creates and follows through on a plan to manage tasks based on areas of strength and growthc. Practices new strategies and behaviors to manage stress and renew energyd. Systematically organizes time and resources to maximize personal effectivenesse. Seeks out new strategies and behaviors to maximize effectivenessf. Analyzes and adjusts how time is spent to ensure all responsibilities are met
3-Social Awareness	<ul style="list-style-type: none">a. Accurately senses and seeks to understand colleagues' preferences, emotions, and perspectivesb. Discerns the social networks in the school in order to navigate politicsc. Examines and reflects on cultural frame of reference in order to overcome personal biasesd. Seeks to understand and empower the cultures represented in the school community when communicating and making decisions
4-Relationship Management	<ul style="list-style-type: none">a. Builds trust and openness with colleagues by respectfully and appropriately sharing personal and professional storiesb. Asks for feedback and routinely checks in on the health of working relationshipsc. Adjusts behaviors to respect colleagues' preferences, emotions, and perspectivesd. Appropriately matches leadership styles to individual and contextual needs by identifying the skill level and motivation of colleagues



DRIVING INITIATIVES

COMPETENCIES	BEHAVIORS
1-Vision	<ul style="list-style-type: none"> a. Incorporates the needs of students, community members, school leaders, and colleagues in defining a vision of success for students and teachers b. Researches and seeks out opportunities to develop expertise to define a vision of success for students and teachers c. Clearly communicates vision of success for students and teachers d. Demonstrates strong change management by creating a sense of urgency around priorities, ensuring team members see the need for change and the importance of immediate action
2-Plan	<ul style="list-style-type: none"> a. Analyzes context to identify the highest-need annual and interim priorities with clear links to vision of success for students and teachers b. Establishes clearly-defined, measurable, and ambitious goals for student achievement, culture, and teacher practice c. Analyzes short- and long-term consequences for students and colleagues before making decisions d. Makes decisions to drive high-quality results while respecting the values and capacity of teammates and school e. Adopts or develops clear metrics and tools to monitor student achievement data against benchmarks towards end of year goals f. Adopts or develops clear metrics and tools to monitor teacher practice against instructional priorities and standards of excellence
3-Act	<ul style="list-style-type: none"> a. Thoroughly follows through with implementation of interventions in priority areas b. Invites key stakeholders (considering students, community members, school leaders, and colleagues) to provide input on and participate in project planning and implementation c. Reinforces successful interventions to ensure they become new practices
4-Assess	<ul style="list-style-type: none"> a. Analyzes and reflects on student achievement data against benchmarks towards end of year goals b. Analyzes and reflects on teacher practice against instructional priorities and standards of excellence c. Sets and adjusts new goals based on student achievement and teacher practice data d. Adjusts existing interventions or designs new interventions based on data e. Adjusts existing supports for team members or designs new supports based on data f. Holds teammates accountable to interventions based on student achievement and teacher practice data g. Celebrates small wins to maintain momentum of change initiatives h. Updates key stakeholders (students, community members, school leaders, and colleagues) on the progress of initiatives



COACHING OTHERS

COMPETENCIES	BEHAVIORS
Foundational Skills	
1-Coaching Relationship	<ul style="list-style-type: none"> a. Celebrates coachee’s successes and empathizes with challenges b. Establishes and maintains a coaching agreement to clarify norms of frequency, confidentiality, and a coaching relationship focused on improving student success c. Sets and maintains focus on short- and long-term goals linked to an aligned vision of excellent instruction and/or student culture d. Creates a coach organization system to track notes, action steps, and progress towards goals
2-Listening	<ul style="list-style-type: none"> a. Paraphrases, summarizes, and mirrors coachee’s words and gestures to demonstrate and clarify understanding b. Makes connections to the learning from previous coaching visits in order to communicate and deepen understanding c. Helps coachee unpack fuzzy or emotionally-laden thinking
3-Powerful Questioning	<ul style="list-style-type: none"> a. Asks open-ended and solution oriented questions b. Asks questions that create new awareness and new action to accomplish goals
Ways of Being	
4-Facilitative and Directive Coaching Styles	<ul style="list-style-type: none"> a. Encourages coachee to reflect and create plans that honor their background, experience, and best thinking b. Prompts coachee to take the lead in determining the content and direction of the coaching visit c. Identifies if the coachee requires additional or urgent support before taking a lead on the content and/or direction of the coaching visit d. Asks for permission to direct the coaching conversation e. Directs the coaching session by sharing coach’s expertise or resources
Coaching Cycle	
5-Reflection	<ul style="list-style-type: none"> a. Offers genuine praise, building confidence and awareness in coachee b. Prompts coachee to analyze data to examine the current reality, including strengths, challenges, relationships, or underlying dynamics c. Provides feedback using concrete evidence and/or data tied to the instructional framework and goals of coachee

COMPETENCIES	BEHAVIORS
6-Action Planning	<ul style="list-style-type: none"> a. Identifies a clear goal for the coaching session that is connected to short- and long-term goals and current needs b. Helps coachee to brainstorm and create a plan for action steps that are high leverage, based on student goals and growth, and achievable for the coachee c. Uses co-planning to help coachee clarify instructional content and outcomes when appropriate d. Models high leverage bite-sized actions for teacher to observe and repeat when appropriate e. Creates opportunities for coachee to master action steps through targeted practice and feedback f. Creates clear plan for follow up including timeline, future observations, and deliverables
7-Implementation	<ul style="list-style-type: none"> a. During an observation, collects concrete evidence tied to the instructional framework and coachee's goals b. Records data and information from observations and modeling to inform reflections and assessments



LEADING TEAMS

COMPETENCIES	BEHAVIORS
Foundations of Functioning Teams	
1-Team Culture	<ul style="list-style-type: none"> a. Creates and reinforces clear mission, vision, and values to guide team’s work towards student success b. Acknowledges team strengths to foster authentic, trusting relationships c. Models vulnerability and apologizes when appropriate to foster authentic, trusting relationships d. Seeks knowledge about individual team members both as people and as learners in order to collaborate more effectively
2-Team Communication	<ul style="list-style-type: none"> a. Pushes conversations to be lively, inclusive, and equitable, with participation from all team members b. Encourages unfiltered discussion to explore differing opinions and reach shared decisions
3-Team Structures	<ul style="list-style-type: none"> a. Creates and reinforces norms with team to maximize collaboration and impact in each meeting b. Clarifies next steps (who, what, by when) in each meeting and follows up to ensure tasks are completed
Planning for and Measuring Impact	
4-Team Goals	<ul style="list-style-type: none"> a. Establishes and reinforces an aligned vision of excellent instruction and/or student culture among teammates b. Involves team in crafting compelling and rigorous goals for the professional learning cycle to drive teaching practice and student achievement
5-Long-Term Planning	<ul style="list-style-type: none"> a. Creates a comprehensive sequence of meetings and objectives to build toward achievement of team goals b. Schedules additional meeting time if needed to achieve team goals c. Adjusts meeting sequence when gaps are identified or opportunities become available d. Leverages skills and interests of team members in creating meeting sequence e. Identifies resources outside of the team as needed to achieve team goals
6-Assessment	<ul style="list-style-type: none"> a. Assesses the degree to which objectives are mastered for each meeting or professional development session b. Gathers evidence of how learning is transferred to practice and uses evidence to guide future planning c. Collects and shares feedback with team to adjust future planning d. Analyzes student achievement data and other evidence towards goals with team, celebrating success and making adjustments as needed

COMPETENCIES	BEHAVIORS
Professional Development and Meeting Design	
7-Professional Development and Meeting Design	<ul style="list-style-type: none"> a. Writes measurable objectives that drive towards team priorities and can be achieved in a single meeting or professional development session b. Links content based on current research and best practices to the differing needs of participants c. Designs complete agendas (including objectives, roles, timing, and activities) and shares them in advance of meetings d. Selects high-leverage instructional and/or cultural topics so at least 80% of time is spent focused on adult and student learning instead of on logistics e. Creates high quality materials for meetings and professional development (agendas, handouts, slideshows, etc.) that are clear, logical, and visually appealing f. Designs concrete experiences that spark participant learning g. Designs time for reflection to step back from the task, identify confusions, and articulate new understandings h. Designs opportunities for participants to generalize specific experiences into transferable principles i. Designs opportunities for practice and application to build mastery and receive feedback
Facilitation	
8-Session Delivery	<ul style="list-style-type: none"> a. Connects with participants using a positive, warm, and respectful tone b. Creates brisk, engaging “illusion of speed” through well-managed transitions and clear directions c. Holds participants accountable for sticking to established norms for the session d. Provides clear and concise directions and explanations, and highlights key points e. Limits facilitator talk to less than 30% of a session f. Ensures balanced participation during discussion g. Asks open-ended, non-rhetorical questions and includes think time to push participants to do the work h. Challenges low expectations, misconceptions, and excuses i. Builds in checks for understanding to ensure participants are mastering material j. Adjusts the plan if participants need additional support or master material quickly

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