



Teacher
Leadership
Institute

The Teacher Leadership Competencies



NATIONAL EDUCATION ASSOCIATION

The National Education Association is the nation's largest professional employee organization, representing over 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.



NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Established in 1987, the National Board for Professional Teaching Standards is an independent, nonprofit organization working to advance accomplished teaching. Recognized as the gold standard in teacher certification, the National Board believes higher standards for teachers means better learning for students.



CENTER FOR TEACHING QUALITY

For 20 years, CTQ has led efforts to improve public education, drawing from the expertise and insights of experienced educators. CTQ has worked with thousands of teachers, administrators, and system leaders nationwide to create solutions to make public schools better.

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Introduction

Teacher leadership is no longer optional. Its importance in student learning, teacher retention, school culture, school improvement, the crafting of sound education policy, and productive and innovative teachers' associations has been demonstrated by both research and practice. Those who engage in teacher leadership in any capacity have seen its impact on their students and colleagues, but the evidence goes far beyond the anecdotal.

When it comes to teacher retention, for example, both new and experienced teachers who leave the profession have indicated that they do so in part because of a lack of shared decision-making roles and opportunities to lead. Teaching has been referred to by researcher Charlotte Danielson as a 'flat' profession; the dearth of roles in which teachers can grow and extend their knowledge and practices beyond the classroom—while still having the option to engage closely with student learning—can lead to dissatisfaction and flight from the profession, especially among those who crave additional intellectual and career rigor. These issues, in turn, can affect school culture negatively; high turnover rates, coupled with burnout among those teachers who do stay, make for a challenging environment in which it is difficult for any teacher to feel supported, secure, or empowered. In addition, all these difficulties ultimately affect student learning, as both high turnover and a school culture of uncertainty and negativity make it difficult for teachers to provide the best learning experiences possible for the students.

Teacher retention is just one of the many areas in which teacher leadership can help solve the most pointed and relevant problems in education and, ultimately and most importantly, help students learn. Even without occupying formal organizational roles, teacher leaders have a profound impact on school culture and quality. Moreover, great achievements are possible when teachers have formal opportunities both inside and outside the classroom. This can transform the profession on micro and macro levels, offering more ways for teachers to grow within the profession, improving school cultures and the overall culture of education and, consequently, creating environments in which students can flourish. Other major issues with which teachers express frustration, such as not receiving appropriate time and support to do their jobs well, can be addressed when teachers take on larger roles in decision-making at many levels and engage in mindful and meaningful leadership activities within their school, communities, and beyond.

Importantly, however, leadership looks different for every teacher who pursues it. Teacher leaders come from all backgrounds, and with a wide variety of skill sets. They share a common desire to use those skill sets to benefit students and improve learning. The current landscape of education requires that all these leaders, across a wide spectrum of experience, and with all these skill sets, participate in the changes and transformations that are necessary. Just as excellent teachers approach their practice from an array of perspectives and with many talents, teacher leadership requires many individuals' strengths and interests, coming together for the benefit of students and the profession.

Teacher Leadership Institute partners—comprised of the National Education Association, the National Board for Professional Teaching Standards, and the Center for Teaching Quality—visualize a powerful new model for teacher leadership that reflects the changing demographics across our nation. The foundational premise of the model is to develop teacher leaders who can successfully advocate and support diversity, regardless of race, ethnicity, culture, etc. in classrooms and communities. The teacher leadership model guides the professional growth of these leaders to be culturally competent in their ability to create and support equitable learning environments for all learners at every school site and district in the country. The model offers the professional learning, support, and experience necessary for teachers to expand their influence and offer their expertise in new, large, and innovative contexts. Teachers' spheres of influence can tend to start out small: the classroom, some colleagues and, occasionally, their administration. Through teacher leadership, as envisioned and executed in the Teacher Leadership Institute, these spheres can expand, allowing teachers to transform the profession and shape the landscape. This new powerful model, grounded in **diversity, equity, and cultural competence**, brings together **overarching competencies** (common set of leadership skills) and three intertwined pathways that define the ways in which teachers can forge new paths in education: **instructional leadership**, **policy leadership**, and **association leadership**.

Purpose

The original publication, *The Teacher Leadership Competencies*, was designed to fulfill a purpose: to frame a vision for teacher leadership and express that vision in a set of competencies for these three vital pathways. These competencies represent an aspirational vision for teacher leadership that can be truly transformative.

The development process took two sets of standards for teacher leaders as its foundational documents: the *NEA Leadership Competencies* and the *Teacher Leader Model Standards* developed by the Teacher Leadership Exploratory Consortium.

This revised document, reflecting the rapidly changing demographics in our schools, situates the diversity, equity and cultural competence as foundational to the teacher leadership model. These foundational competencies are adapted from K. Nuri-Robins' research and *The Cultural Proficiency Journey: Moving Beyond Ethical Barriers Toward Profound School Change* resource. (Franklin CampbellJones, Brenda CampbellJones, and Randall B. Lindsey. Thousand Oaks, CA: Corwin, 2010)

The teacher leadership competencies are meant to be a resource for identification, reflection, guidance, and inspiration for participants in the Teacher Leadership Institute at every stage of their leadership journey. The competencies provide the structure for the Institute, an entirely new leadership development program for teachers passionate about leading and transforming the profession. Using these competencies, the Institute helps teacher leaders to:

- experience **diversity, equity, and cultural competence** as integral to teacher leadership;
- experience the **overarching competencies** as transferable skills for all teacher leaders;
- explore the three pathways of teacher leadership, and understand how they might develop various competencies of each in their practice as professional leaders;

- experience a unique, personalized set of learning opportunities that integrate the foundational, overarching, and leadership pathway competencies to help address the needs of their students, colleagues, and schools; and
- design and implement individual leadership plans to put these competencies into action for the good of their students, communities, colleagues, schools, and associations.

Teacher leaders can use the competencies as guideposts as they reach deep within themselves—learn about their own beliefs, dispositions, and talents, and expand their reach—taking action that advances the learning of all students and the profession of teaching. As teacher leaders grow from the *emerging* to the *transforming* stage in any of the competencies, their sphere of influence will grow, too, enabling them not just to make a difference with their own actions, but also to lead and inspire action in others. In addition, they can activate a critical mass of fellow educators and/or other stakeholders to work together, resulting in developments that can support the learning of all students and define excellence in education.

This document describes some of the skill sets, knowledge, and traits of those who will participate in the Institute. They are not meant to be exhaustive. The Institute partners look forward to learning from teachers who lead in order to refine future work. The competencies are distinctive, having been designed as a custom scaffold for this institute, and they are unique in their melding of the three leadership pathways with the foundational and overarching competencies. They envision a mode of teacher leadership incorporating strength in a variety of realms, and allow for an iterative learning experience wherein teacher leaders move through the competencies nonlinearly, but in the singular manner in which each individual develops.

Core Beliefs and Themes

Several fundamental tenets of teacher leadership emerged during the creation of the competencies. Paramount to the task was the idea that the teacher leaders who designed this document were not envisioning a world that didn't already exist. These competencies do not express a mere possibility; they reveal what is already happening in classrooms, districts, states, and the nation. Accomplished and energized teacher leaders are creating change at every level. They are using their considerable skills in instruction, policy, and association leadership to create equitable learning opportunities for students in every corner of the country.

Using these competencies, the Teacher Leadership Institute can help participants self-identify where they fall on the competency continuum and offer some direction for where their leadership can take them. It is not assumed that participants will be 'starting from scratch'; rather, it is expected that many are already performing and transforming in some areas. This competency document can simply help the participants to determine their strengths and areas for needed growth, in order to broaden and deepen their vision for teacher leadership.

Many other key themes emerged in the development process:

- Teacher leaders are ignited by a common passion. Regardless of where their journey has taken them so far, they began because something prodded them and told them change was possible, and that it was their responsibility to enact it. These leaders understood, in some context, that a potential was not being realized, and set out to develop the leadership skills to realize those possibilities. In many cases, the teachers may have been left on their own to grow and develop, without formal support or guidance.
- Teacher leadership cannot be an isolated task; one of the most important roles of the teacher leader in any pathway is to make connections with others (both teachers and other stakeholders) to strengthen their resolve and help them meet their goals.
- Those who lead do so not just for self-development and self-actualization; they are committed to helping others achieve their potential by taking the risks that could lead to desired results.
- All teacher leaders are operating out of a driving desire to meet the needs of all students. Leading the profession is always grounded in creating equitable learning environments that value and promote diversity and inclusion in our classrooms and schools across the nation.
- Teacher leaders possess a genuine caring for their colleagues. A heartfelt desire to support the excellence of other teachers is an unselfish and visionary goal, enhanced by a spirit of love and care for their fellow humans, both children and adults.
- Teacher leaders also share a deep care for the teaching profession. Regardless of where they find themselves in these competencies, participants will share a foundational passion for teaching and a desire to improve it.

Envisioning Teacher Leadership

Teacher leaders blaze new pathways—not along a linear trajectory, but through an intricately braided landscape consisting of foundational competencies, overarching competencies and three leadership pathways. In the graphic on the following page, you will not find a distinctive starting point, but instead a thoughtfully selected area where an emerging teacher leader might decide to embark upon the journey, and commit to developing into a transformative teacher leader. The role of these leaders is not sequenced, nor dependent upon completion of one level after another.



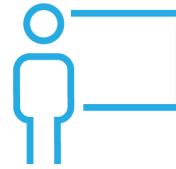
Foundational Competencies: Diversity, Equity, and Cultural Competence

Diversity, equity, and cultural competence need to be understood and recognized as integral to being a skilled teacher leader. In today's global and interconnected society, these leaders must be constantly growing in their ability to engage effectively with diverse people and groups who are culturally different from them. They seek to understand culture and its predominate impact on individuals and groups of people and understand how the dominate culture can privilege or oppress individual and groups of people. They must be prepared to take action to: expose and address inequity in the educational system; collaborate purposefully with individuals and groups from other cultures; and work to create and support policies and practices that give rise to equitable learning environments.



Overarching Competencies

Although instruction, policy, and association pathways are intertwined, there exists a set of overarching skills that all teacher leaders must develop. An example of an overarching skill is communication. Each of these leaders must be able to create, articulate, and differentiate messages that can engage diverse groups of people and advance systemic changes. The additional 'overarching' competencies include: reflective practice, personal effectiveness, interpersonal effectiveness, continued learning and education, group processes, adult learning, and technological facility.



Instructional Leadership

Instruction is perhaps one of the most basic building blocks of teacher leadership. Leadership in instructional practice means something more than being the best possible teacher within the four walls of one classroom—it means reaching out and sharing great teaching with others, including fellow educators, but also extending to a broad range of stakeholders. Successful teacher leaders do not keep their effective practices to themselves; they share that knowledge with others in order to benefit all students.



Policy Leadership

Smart education policy should be shaped and guided by what accomplished teachers know about teaching and learning. Too often, individuals with little to no classroom experience are in charge of making policy decisions. Teacher leaders are willing to step up and step out of their classrooms to serve in school, district, state, or national policy leadership capacities to help to shape, and eventually, implement the policies that support student learning.



Association Leadership

Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of groups—large, culturally diverse, and engaged—and steering the activities of those members in the direction of desired change. Within the context of the association, teacher leaders can build bridges with administrators and other stakeholders in order to advance quality instructional practice and the right policies to make that practice possible.

All three leadership pathways are dependent upon the foundational competencies (diversity, equity, and cultural competence) and the overarching competencies that characterize what all teacher leaders should know, do, and believe when leading systemic change.

DIVERSITY, EQUITY, AND CULTURAL COMPETENCE

Explore and Challenge Inequity
Collaborate Purposefully
Cultivate Social Just Learning Environments

INSTRUCTIONAL LEADERSHIP

Coaching and Mentoring
Collaborative Relationships
Community

POLICY LEADERSHIP

Implementation
Advocacy
Policy Making
Engagement

OVERARCHING COMPETENCIES

Reflective Practice
Personal Effectiveness
Interpersonal Effectiveness
Communication
Continued Learning and Education
Group Processes
Adult Learning
Technological Facility



ASSOCIATION LEADERSHIP

Leading With Vision
Leading With Skill
Organizing and Advocacy
Building Capacity
Community and Culture



Inside the Competencies: Finding Your Leadership Journey

The designers of these competencies did their work with the understanding that no single teacher leader is, or can be, at the transforming stage in every competency of every pathway. These competencies are meant to inspire teachers to realize their potential and help their colleagues do the same. As you examine the competencies, understand that each is a small piece of a whole, and your holistic development as a leader can be influenced, but is not determined, by your competency level in any one area. When using these competencies, it is important to be honest about your practice and be generous with yourself about both your achievements and the room you have to grow.

The development team was careful to create a competency document that would not need to be treated as linear. As you enter new realms of teacher leadership, join new teams, start new projects, or otherwise extend your capacities and try new things, you may move in either direction, or both at once, through the competencies. There is no such thing as 'backward' in this document; there is only learning and action that will take you to new places in your development as a teacher leader. At the *performing* stage, you may find yourself suddenly emerging as your context changes, and this is an exciting development, rather than a step in the wrong direction. If you see these competencies and your development as fluid, you will develop more fully than if you attempt simply to march forward.

The Teacher Leadership Institute partners, along with the teams that developed and refined these competencies, offer them as a powerful tool in understanding and defining what teacher leadership can and will look like through a very diverse and interconnected 21st century lens. Teacher leaders are encouraged to engage with them throughout their participation in the Institute and beyond, as a tool for understanding from where they've come, what has helped them grow, and where their leadership pathways might take them on a broad, exciting, and genuinely groundbreaking scale.

FOUNDATIONAL COMPETENCIES: DIVERSITY, EQUITY, AND CULTURAL COMPETENCE

Competency	Emerging	Developing	Performing	Transforming
Explore and Challenge Inequity	<ul style="list-style-type: none"> Explore and acknowledge their personal identity and cultural background. Explore and acknowledge the cultural groups in their immediate setting and broader environment. Explore and acknowledge that inequities exist. Acknowledge their limited skills and organizational practices when interacting with other cultural groups. Engage in ongoing self-education to learn about other cultures. 	<ul style="list-style-type: none"> Realize and understand that forms of oppression and inequities such as racism, sexism, classism, etc. are real experiences that need to be addressed. Recognize their limited skills or organizational practices when interacting with other cultural groups. Engage in ongoing self-assessment, self-education, and self-reflection. 	<ul style="list-style-type: none"> Respond consistently in an appropriate and effective manner to challenge inequities. Engage proactively with hidden and/or subtle equity issues that have not gained major attention. Purposefully promote equitable practices within their environments of influence such as classrooms, schools, districts, associations, and/or communities. 	<ul style="list-style-type: none"> Model, propose, design, and/or implement equitable policies and practices to promote diversity and inclusion. Advocate for and facilitate changes into the systems of the organization such as in the classroom, school, district, association, and/or community. Persuade and support colleagues and other stakeholders to seek and engage in equitable practices.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Determine personal identity and cultural background. Determine cultural identities and differences among individuals in their setting and broader environment such as classroom, school, district, association, and/or community. Identify inequities that exist in their setting based on cultural differences. Determine and acknowledge their personal beliefs and biases (conscious and unconscious) toward various cultural groups. Engage in ongoing self-education regarding cultural differences. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify and explain which culture(s) are dominant and privileged in their environments. Identify culturally dominant practices create inequities for other cultural groups. Apply knowledge of cultural differences among individuals in their environment to plan, implement, and/or adapt practices to address inequities. Engage in ongoing self-education and self-reflection regarding cultural differences and equity. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify situation(s) of inequity, discrimination, and other social injustice in order to mediate, and/or intervene within their environment: this may include self-correcting. Share with others evidence of hows culturally dominant practices create inequities among other cultural groups. Intentionally create opportunities that raise awareness for individuals of different cultures to explain and/or present alternative solutions to issues of inequity or social injustice. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Work with one or more persons of different cultural groups to advocate for change that results in more equitable practices. Work with one or more persons of different cultural groups to advocate for policies that result in increased access to diversity and equity, either within or beyond their environment.

FOUNDATIONAL COMPETENCIES: DIVERSITY, EQUITY, AND CULTURAL COMPETENCE

Competency	Emerging	Developing	Performing	Transforming
Collaborate Purposefully	<ul style="list-style-type: none"> Recognize the differences among, between, and within cultural groups. Acknowledge the cultural groups that are present and absent in their collaborative group settings. Recognize and understand strengths and limitations of their collaboration skills and/or organizational practices when interacting with other cultural groups. Engage in ongoing self-education and self-reflection. 	<ul style="list-style-type: none"> Develop and exhibit an appreciation and acceptance for the differences among, between, and within cultural groups. Explain the value and benefits of including other cultural groups in their collaborative groups. Explain the strengths and limitations of their skills and/or organizational practices when interacting with other cultural groups. Engage in ongoing self-education, self-reflection, and self-improvement. 	<ul style="list-style-type: none"> Create and support regular opportunities for stakeholders of all cultures to contribute their knowledge, skills, and perspectives in a variety of ways. Apply a deep understanding of the importance of diversity and equity when guiding and supporting the work of diverse cultural groups. Determine and implement a plan to overcome obstacles and/or resistance. 	<ul style="list-style-type: none"> Facilitate and/or inspire others to create alliances with individuals and different cultural groups, leading to organizational and/or systemic change. Inspire others to create alliances with individuals and groups to challenge inequitable policies and social injustice practices that impact underserved or marginalized cultural groups. Facilitate projects or presentations that challenge inequitable policies and social injustice practices to impact underserved or marginalized cultural groups.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Demonstrate an awareness of the differences between, among, and within cultural groups. Conduct a cultural audit and/or survey of their personal groups to identify the demographics: Which cultures are present and absent? Recognize the need for flexibility, adaptation and cross-cultural communication skills when interacting with other cultural groups. Recognize interactions with individuals and groups of different cultural backgrounds rather than their own because of their intentional desire to understand different perspectives. Recognize and acknowledge limitations of their skills and practices when engaging with other cultural groups, and engage through ongoing self-education. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Create learning environments for students and/or adults to include and value cultures beyond their own. Involve students, parents, colleagues, and/or community members from various cultures to create opportunities and activities that celebrate and value cultural differences. Explain the limitations of their skills and practices when engaging with other cultural groups and take steps to adjust behavior based on self-reflection. Assesses their skills and practices when engaging with other cultural groups and engage in ongoing self-education, self-improvement, and self-reflection. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Create or facilitate involvement for stakeholders from across cultures in significant planning, data gathering, data analyzing, and/or decision-making processes. Guide cultural group dynamics in setting goals and/or solving problems. Model the importance of using diversity and equity to guide work and/or achieve goals. Identify and explain the shared visions, shared goals, shared perspectives, shared work habits, and/or shared interpretations of success. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Invite, include, or promote leadership roles within the school, district, and/or association for individuals and/or groups historically underserved or marginalized in that setting or broader environment. Work collaboratively with individuals and/or groups across cultures toward a specific improvement goal and/or policy change.

FOUNDATIONAL COMPETENCIES: DIVERSITY, EQUITY, AND CULTURAL COMPETENCE

Competency	Emerging	Developing	Performing	Transforming
Cultivate Socially Just Learning Environments	<ul style="list-style-type: none"> Acknowledge and appreciate the differences among, between, and within cultural groups in their setting and broader environment. Recognize issues that arise in diverse environments that prevent cultivation of socially just learning environments. Explore information about socially just learning environments. 	<ul style="list-style-type: none"> Understand and value the differences among, between, and within cultural groups in their setting and broader environment Understand issues that impede socially just learning environments. Prepare to handle social injustices in the learning environment ethically and effectively. Explore through self-education and self-reflection about socially just learning environments. 	<ul style="list-style-type: none"> Create ongoing support for regular opportunities for stakeholders of all cultures to contribute their knowledge, skills, and perspectives in a variety of ways. Strategize and implement plans to effectively create and/or support socially just learning environments. Lead others, including those of other cultures, to advocate for more innovative and creative ways to cultivate socially just learning environments. Engage in self-education and self-reflection about socially just learning environments. 	<ul style="list-style-type: none"> Propose policies and practices through collaboration with others to support diversity and inclusion that drives changes into the school, district, and/or association's system. Inspire and/or support others, including those of other cultures, to advocate for more innovative and creative methods to cultivate socially just learning environments. Facilitate the establishment of networks of socially just learning environments. Engage in self-education, self-improvement, and self-reflection for socially just learning environments.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Provide evidence of recognition and celebration of cultural diversity as an expectation in their immediate environment. Identify issues that impede the cultivation of socially just learning environments. Demonstrate an awareness of characteristics of socially just environments. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Create socially just learning environments that address diverse cultural issues. Create or maintain through collaboration with stakeholders effective protocols to facilitate respectful cross-cultural communication and meaningful participation of diverse stakeholders. Respond to specific examples of cross-cultural miscommunication, inequity, and/or social injustice in constructive ways. Reflect on their behavior and establish a goal to become more socially just. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Use contributions from stakeholders of cultures in addition to their own to plan, deliver, assess, or reflect on establishing socially just learning environments. Share the importance of developing the plans and models to effectively create socially just learning environments. Reflect on their behavior and changes to become more socially just. Use self-reflective practices to self-assess growth in issues about diversity, equity, and cultural competence. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Work for changes in policy or practice at system levels that provide historically underserved or marginalized stakeholders significant influence; e.g., leadership roles in functions of those systems. Cooperate with individuals of other cultures to make an existing educational system more democratic in their school and/or district. Create and implement a new, culturally proficient model in their school and/or district. Advocate for self-reflective practices to assess themselves and others in growth about issues of diversity, equity, and cultural competence.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Reflective Practice	<ul style="list-style-type: none"> Acknowledge themselves as a teacher leader; also acknowledge leadership areas in need of further growth. Model strong, reflective instructional and leadership practice. Understand the role of data and reflective analysis in practice. Search for purposeful leadership opportunities both inside and outside of the classroom. 	<ul style="list-style-type: none"> Help to create conditions to encourage reflection among colleagues and administrators. Engage in leadership opportunities both inside and outside of the classroom. Reflect on their growth, role, and responsibilities as a teacher leader to bring about change. Make strategic plans that are informed by data and reflective analysis. 	<ul style="list-style-type: none"> Encourage a broad and diverse range of stakeholders to reflect deeply on their roles and responsibilities within instruction, policy, association, and other facets of teaching and leading. Develop and implement strategies and/or policies to promote growth, improvement, and reflection. Support others in understanding and using data and reflection to drive instructional practice, policy, and organizational decisions. 	<ul style="list-style-type: none"> Help systems to function with a culture of mindful and meaningful reflection. Lead the development and implementation of large-scale instructional, policy, and organizational ideas to incorporate growth and reflection. Lead the collection and analysis of data to support the cultural shift that incorporates the cycle of reflection as a consistent, intentional, and regular practice.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Increase awareness of teacher leadership and growth areas by use of needs assessments, formal surveys, and/or informal surveys. Serve as a teacher leader both inside and outside of the classroom and/or school. Engage in targeted professional learning with other teacher leaders. Improve practice and professional growth by using data analysis or SMART goals. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Work with colleagues to understand and engage in reflective practices. Use data and reflection to develop strategic plans for growth. Establish and model norms and expectations for improvement. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Employ a variety of communication methods, such as cognitive coaching cycles, communication logs, emails, and/or conversation maps. Engage a broad and diverse group of stakeholders to assess and reflect on their role(s) in association, instruction, policy leadership, and decision-making through conversations, journaling, blogs, or other forms of communication. Help establish policies and procedures to encourage colleagues to become reflective practitioners. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Engage in activities that establish and promote a system-wide culture of growth and reflection. Use group reflective practice to create and/or adapt a strategic plan for growth and system-wide policy for school, district, and/or state. Utilize data to develop and implement a systemic cycle of reflection to drive cultural shifts and decision-making about instructional practices and leadership roles.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Personal Effectiveness	<ul style="list-style-type: none"> Understand their leadership style, personal strengths, and passions. Realize how their personal strengths and leadership style develop collegial trust and credibility. Explore the opportunities for teacher leadership while accepting the possibility of limitations and adversity. 	<ul style="list-style-type: none"> Capitalize on their leadership style, personal strengths, and passions. Engage in ethical practice by developing trust and credibility with others. Assume teacher leadership roles and respond to adversity with resilience and humility. 	<ul style="list-style-type: none"> Adapt to situations and build trust and credibility to support lifelong learning in self and with others. Balance the roles and duties of teacher and teacher leader with other professional responsibilities, including meaningful work with students. Model resilience and humility in adverse situations. 	<ul style="list-style-type: none"> Help others define their leadership style, strengths, and passions. Nurture credible and trusting communities of lifelong learners. Create new opportunities for teacher leadership. Engage in strategic, vision-aligned risk-taking to achieve meaningful goals. Support and advise others on responding to adversity with humility and resilience.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify leadership style, strengths, and passions. Explain how to use leadership style, strengths, and passions to develop trust and credibility with colleagues. Investigate possible teacher leader roles for future involvement. Identify potential challenges to development as a teacher leader. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Utilize knowledge of strengths and leadership style to further teacher leadership goals. Connect strengths and leadership style to credibility, ethical practices, and trust with colleagues. Overcome adversity in working in teacher leader roles. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Adjust behavior and practice to build credibility and trust. Prioritize duties of teacher leader with other professional responsibilities. React with humility when faced with adversity. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Use experiences to explain new learning and growth as a teacher leader to colleagues, stakeholders, and other community members. Help others to respond appropriately when faced with adversity. Take strategic risks in achieving higher-level goals.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Interpersonal Effectiveness	<ul style="list-style-type: none"> Gain familiarity with skills to support colleagues. Demonstrate a personal vision for the profession in terms of association, instruction, and policy. 	<ul style="list-style-type: none"> Seek opportunities to become more effective in supporting colleagues by building trust. Build critical relationships and create a shared vision intended to promote action based on student needs. 	<ul style="list-style-type: none"> Serve as support for others by effectively communicating and building empathy, humility, and trust. Foster interpersonal skills in others. Encourage and inspire others to take action in a shared vision to benefit students. 	<ul style="list-style-type: none"> Foster others' development in their interpersonal effectiveness. Support others in effectively communicating. Guide others in helping broad and diverse stakeholders build trusting relationships. Facilitate others in building and embracing a student-centered vision that expands boundaries. Mobilize colleagues on a shared, student-centered vision.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Learn techniques for working with colleagues effectively. Express a vision for the profession in terms of association, instruction, and/or policy. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Demonstrate growth in skills as a teacher leader in supporting colleagues. Create a shared vision based on student needs. Develop strong relationships with colleagues based on mutual trust and a shared vision for student learning. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Communicate effectively with colleagues to build empathy, humility, and trust—and a shared community for student benefit through emails, videos, and/or personal narratives. Lead discussion to identify and define a shared vision. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Create a tool and/or procedure to help others assess interpersonal effectiveness. Help others to identify areas for growth and personal development. Facilitate a support system for effective collegial communication. Plan, organize, and host events aimed to share a student-centered vision. Facilitate and/or train others in activities designed to build empathy, humility, and trust.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Communication	<ul style="list-style-type: none"> Acknowledge the challenges of successful teaching and learning, and willingly address and meet those needs. Share messages to inspire others. 	<ul style="list-style-type: none"> Articulate the message that meaningful student-centered goals are worthwhile and identify thoughtful approaches to address systemic needs. Craft engaging and/or inspiring messages that are composed with thought and care. 	<ul style="list-style-type: none"> Effectively deliver messages to advance systemic change and differentiates the message in accordance to the audience. Use skillful messaging and consistency of focus to identify modes of communication to reach varying audiences. 	<ul style="list-style-type: none"> Influence other teacher leaders to build their capacity to effectively communicate and powerfully advocate with stakeholders at many levels. Use communication to navigate and counter multiple, and sometimes, adversarial power structures.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Administer surveys to identify school's challenges and needs that impact student growth. Understand school's challenges and needs that impact teaching and learning and/or system effectiveness. Communicate to inspire others about a shared vision through various methods. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Share the importance of student-centered goals in instruction, policy, association, and through social media. Communicate via print or visual media to a broad and diverse audience to pursue positive change in accordance to the shared vision. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Prepare and present an effective personal narrative and/or written article tailored to various audiences. Embody a strong passion for the shared vision and consistently convey it in a variety of messaging methods. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Serve on a panel discussion as a moderator or a participant and/or offer instruction in a workshop or webinar. Enable others to effectively communicate to multiple audiences through facilitation of a panel discussion, a seminar, or a workshop. Navigate the system for effective change by hosting a blog or other public communication. Enable others to advocate for the shared vision.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Continuing Learning and Education	<ul style="list-style-type: none"> Create meaningful professional learning goals and find resources to meet those goals. Read scholarly journals and other publications and share experiences in various venues. Identify relevant developments in, instruction, policy, and/or association issues and/or concerns. 	<ul style="list-style-type: none"> Participate in learning opportunities outside of familiar contexts, including higher education and/or advanced professional learning to meet professional goals. Engage in collegial discussion about their experiences based on best practice research. Share new ideas with colleagues based on research analysis and readings from professional resources. Attend events to learn about the issues being advanced. 	<ul style="list-style-type: none"> Design learning opportunities for others and themselves around shared professional learning goals, including both job-embedded professional development and outside activities such as higher education. Participate in research projects, seek publication in scholarly journals, and/or find new media venues for teacher leaders to share their experiences and knowledge. Lead sessions at conferences and events addressing association, instruction, and/or policy issues and/or concerns. 	<ul style="list-style-type: none"> Lead continuing education programs for fellow teacher leaders, including higher education courses, large-scale professional-development opportunities, and leadership and advocacy for professional learning. Present their research at major events and conferences, regularly contribute to scholarly publications, and/or design new ways for fellow teacher leaders to reach and teach a broader audience. Organize learning events and include other teacher leaders as presenters for their association and instructional leaders, and/or for policymakers and other stakeholders.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify and locate resources to further professional learning goals. Explore professional publications. Share experiences via social media platforms and/or other venues. Know relevant issues in instruction, policy, association, and learning. Join professional organizations. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Pursue professional learning. Read and share what they have learned with others. Utilize existing research by sharing and applying its ideas to their practice. Participate in educational convenings such as professional conventions, association conferences, and/or policy forums to improve their practice in terms of instruction, policy, and association regarding education concerns and issues. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Design learning opportunities for others aligned to professional learning goals. Create learning for others by utilizing job-embedded professional learning strategies as well as activities outside their school. Conduct and participate in research and share outcomes. Seek opportunities to share teacher leader voices. Apply to present at conventions or to lead conference sessions, workshops, and/or panels. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Design and deliver professional development for other teacher leaders. Teach at the higher levels of education. Share personal research through conferences, journals, and other venues. Assist other teacher leaders to design and deliver professional learning. Plan and implement conferences, panels, or other gatherings to provide opportunities to other teachers leaders to share their expertise. Engage policymakers and other stakeholders in discourse about education and engage other teacher leaders in these conversations.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Group Processes	<ul style="list-style-type: none"> Contribute and participate in group meetings, and learning opportunities and/or events. Understand the roles of learning opportunities for teacher leadership. Engage in work with others with an open, unbiased mind-set, and a respect for diversity. 	<ul style="list-style-type: none"> Understand the fundamentals of leading group dynamics. Navigate difficult situations while respecting diversity of opinion and styles. 	<ul style="list-style-type: none"> Manage group dynamics with proficiency and effectiveness. Guide groups through challenges, conflicts, controversy, and adversity. Apply an understanding of the contribution of diversity to group work. 	<ul style="list-style-type: none"> Mentor group leaders to skillfully manage group dynamics. Create new groups or use existing groups and facilitate those groups to overcome challenges and to engage diverse opinions and experiences in order to meet objectives, solve problems, and achieve desired outcomes.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Actively engage in learning groups. Understand how group processing contributes to teacher leadership. Value and respect the contributions of all group members. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Examine the role of the leader in group dynamics. Learn about managing difficult situations and respecting various styles and opinions. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Manage group dynamics. Mediate group conflict. Model respect for diversity, and value diversity itself. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Mentor new groups and/or group leaders. Offer solutions to challenges by actively engaging a group of stakeholders with diverse opinions and experiences in solving problems. Empower others to lead groups.
Adult Learning	<ul style="list-style-type: none"> Understand the differences in the ways in which adult learners grow professionally. Respect adult learners' expertise and value the direct impact they have on student success. 	<ul style="list-style-type: none"> Build their awareness of adult learning to better understand how to impact colleagues. Address adult learners' diverse needs while utilizing their areas of expertise. 	<ul style="list-style-type: none"> Lead learning activities to enhance the practice of others at various levels of leadership. Implement adult-learning strategies while utilizing colleagues' diverse areas of expertise. 	<ul style="list-style-type: none"> Design and implement new learning opportunities for colleagues, respecting where they are in their practice, while focusing on extending not only their personal and professional growth but also their collective growth. Develop learning experiences that can be extended and replicated across diverse contexts and communities.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Investigate ways in which adults learn and grow. Research ways in which adult learning impacts student success. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Apply knowledge of adult learning to interactions with colleagues. Learn to meet the needs of adult learners to enhance their professional growth. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Lead professional learning activities to enhance the practice of others. Identify and involve specific colleagues to utilize their unique areas of expertise to positively impact adult learning. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Develop professional learning opportunities for colleagues, targeted to their specific needs and designed to encourage growth. Design and deliver learning experiences across various contexts and communities that others can replicate for other groups of adult learners. Empower and enable colleagues to present learning experiences to others.

OVERARCHING COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Technological Facility	<ul style="list-style-type: none"> Use technology as a tool beyond instruction and for leadership. Utilize technology to manage professional responsibilities and expand their capacity as a teacher leader. Use technology for both synchronous and/or asynchronous collaboration. 	<ul style="list-style-type: none"> Use and explain appropriate technology methods when building networks with stakeholders. Explore technology innovations to build capacity. Use technology to collaborate for a shared vision and/or meaningful purpose. Use technology for both synchronous and asynchronous collaboration. 	<ul style="list-style-type: none"> Demonstrate appropriate use of existing technology to offer learning opportunities for stakeholders to who it would be otherwise inaccessible. Communicate with a broad and diverse audience through various technological methods. Incorporate technology innovation into daily practice and share innovations with colleagues. Use technology to collaborate and facilitate a shared vision and/or a meaningful purpose. Use technology to engage colleagues in synchronous and asynchronous communication and collaboration. 	<ul style="list-style-type: none"> Lead technological innovation and transformation to create new forms of and uses for technology as a tool for communicating, advocating, managing, networking, as well as for learning and teaching. Use innovative virtual environment and show inventiveness in connecting other teacher leaders for change. Use technology to lead colleagues and support them in development of a shared vision and/or a meaningful purpose. Use technology to create synchronous and asynchronous communication and collaboration.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Utilize technology for both instructional and leadership opportunities. Use technology tools to manage work and to expand teacher leader capacity. Collaborate through the use of technology. Create electronic documents such as e-newsletters, lesson plans, and/or emails. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Engage in professional collaboration through technology. Establish networks with stakeholders through the use of technological tools. Increase knowledge of new technological advancements through online workshops and/or professional conferences. Collaborate synchronously and asynchronously with colleagues in order to establish a shared vision. Establish an online professional social media presence. Create a professional website with narrative contributions, photos, and/or hyperlinks. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Model use of current technology to further student learning. Model use of existing and emerging technology to further student and/or adult learning. Utilize current technology to reach a broad and diverse audience where a digital divide might exist. Facilitate collaboration with a broad and diverse audience using existing and emerging technologies in order to further a shared vision. Expand professional social media to include videos, podcasts, and/or video blogs. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Create new forms of technology and/or innovate existing technology in order to further teaching and learning. Connect teacher leaders to affect change by utilizing virtual environments and using other forms of technology. Research and share information about innovative technology. Share narratives about technology's ability to impact change.

INSTRUCTIONAL LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Coaching and Mentoring	<ul style="list-style-type: none"> Value the importance of their professional growth and development for the benefit of the students. Invite colleagues to observe their teaching practices. Engage in peer assistance for personal growth and development. 	<ul style="list-style-type: none"> Promote a collegial environment of trust and respect. Foster the development of colleagues and value their skills and abilities. Guide colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection. 	<ul style="list-style-type: none"> Engage in formal roles of coaching and mentoring. Utilize multiple measures to identify effective teaching and successful student learning. Identify and promote colleagues who would be good mentors and/or leaders. Connect colleagues based on strengths, needs, and personal and academic qualities, and determine methods to meet those needs. 	<ul style="list-style-type: none"> Lead the creation of new systems and/or innovate existing systems to foster the development of other teacher leaders by envisioning what they need and developing systems to meet those needs on a large scale. Create opportunities for fellow teacher leaders to design coaching and mentoring opportunities in their own contexts.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Strive to develop professionally beyond their current practice in a manner to positively impact their students including collegial interaction, course participation, workshop attendance, etc. Allow colleagues to observe their practice and gather evidence for their improvement. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Establish a trustworthy work environment with colleagues in which there is an open exchange of ideas. Work with other teachers to provide information about their own practice to promote growth and development. Seek opportunities to give and receive feedback on instructional practice. Provide targeted professional development based on data analysis and instructional needs. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Provide formal coaching or mentoring to colleagues. Collect evidence and provide colleagues with meaningful feedback about their practice. Build collegial communities based on needs and foster an environment of learning and teaching among colleagues to inform and improve their practice. Seek additional teacher leaders to serve as coaches or mentors to colleagues and match them based on strengths and needs. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Work within or beyond their school and/or district to establish systems that encourage and support teacher leader development. Determine the vision of teacher leaders and enable teachers to fulfill that role. Prepare and support teacher leaders for future mentoring and/or coaching roles. Bring mentorship and/or coaching systems to a broader scope. Design appropriate coaching and mentoring programs for schools, districts, and/or states. Build and sustain outside partnerships and programs to support the needs of mentors and/or coaches in schools, districts, and/or states.

INSTRUCTIONAL LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Facilitating Collaborative Relationships	<ul style="list-style-type: none"> Understand the importance of a collaborative culture, articulate the need for such a culture, and work with colleagues to create a productive environment. Show a willingness to work as part of a group to address and implement resolutions to needs and/or challenges. 	<ul style="list-style-type: none"> Collaborate about policies and initiatives that impact teaching and learning. Articulate how collaboration can improve teaching and learning. Know how to build consensus and peer capacity on issues related to student learning. 	<ul style="list-style-type: none"> Facilitate collaboration for the improvement of existing—or the innovation of new—programs, policies, and initiatives. Connect colleagues to meet one another's needs in their developmental stages; working, when necessary, to bridge gaps of time and place. 	<ul style="list-style-type: none"> Bring together diverse perspectives and contexts by uniting them in shared work and vision. Engage stakeholders to collaborate effectively regardless of time or place. Objectively evaluate and learn from decision-making processes and outcomes.
Evidence	<p>Indicators of growth at the emerging stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Seek opportunities to learn about the importance of a collaborative culture and identify the positive results of a collaboration. Work with others to develop a collaborative culture. Determine the collaborative culture of their school or environment. Compare their current collaborative culture to their new understanding. 	<p>Indicators of growth at the developing stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Develop a deep understanding of policies and initiatives that impact teaching and student learning. Engage in collaborative discussion with colleagues about learning and teaching. Establish data-based structures to engage with colleagues about their practice. Develop and/or participate in groups like professional learning communities or teacher-based teams. 	<p>Indicators of growth at the performing stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Implement initiatives and/or policies through collaboration. Connect and support colleagues to meet their developmental needs. Facilitate collaboration that bridges gaps of time and place. Participate in a constructive, collaborative culture to make decisions and implement resolutions. 	<p>Indicators of growth at the transforming stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Build a systemic collaborative structure among schools' districts, and/or states programs. Evaluate and learn from decision-making processes and the decisions' impact. Reflect on their leadership skills and my impact on others in order to build a stronger collaborative environment. Develop a shared vision and ownership of work based on differing perspectives from diverse stakeholders regardless of place, background, or other factors.

INSTRUCTIONAL LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Community Awareness, Engagement, and Advocacy	<ul style="list-style-type: none"> Recognize the unique needs, culture, and context of students and advocate for their learning and well-being. Demonstrate awareness of their community by advocating for unique student needs with sensitivity to culture and context. 	<ul style="list-style-type: none"> Use a deep understanding of cultural, educational, and political concerns and issues to address student needs. Create a strategic plan to engage various communities to address student needs. 	<ul style="list-style-type: none"> Facilitate the creation of partnerships including those among colleagues, communities, parents, policymakers, and students. Inspire and improve the community. Address the current future needs of student Elevate the teaching profession. 	<ul style="list-style-type: none"> Lead and support stakeholders to revitalize the culture and community within which students live, grow, and develop. Make a deliberate effort to connect to disenfranchised and/or disengaged populations to create a sense of belonging in various educational settings.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify the unique needs, cultures, communities, and contexts of students. Identify how the unique needs, cultures, and contexts of students impact those students learning and well-being. Identify current and new methods of advocacy for students in their schools. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Develop a deep understanding of their cultural, political, and educational settings. Develop a strategic plan to create interest and connect with schools, families, community partners, and other stakeholders. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Facilitate an action plan to create productive partnerships with students and colleagues, parents and community partners, and stakeholders and policymakers to address the needs of students. Build and strengthen the school and community connection by connecting schools and families with community partners and other stakeholders. Elevate and strengthen the teaching profession; e.g., host a teacher career day or publish an op-ed during American Education Week. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Effectively lead and strongly support stakeholders and policymakers to impact the culture and community of their students. Identify broad and diverse stakeholders to advocate for disenfranchised and/or disengaged members of the community and lead, organize, and support advocacy efforts. Foster a spirit of community and sense of belonging.

POLICY LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Implementation	<ul style="list-style-type: none"> • Demonstrate awareness that policy impacts school environment. • Engage in inquiry to learn the policies of their school. • Understand the effects of policies on their school environment. 	<ul style="list-style-type: none"> • Discern information to gain a meaningful understanding of the intent of policy at the school level. • Implement mandated policies. 	<ul style="list-style-type: none"> • Engage and include policy into practice. • Create and utilize a culture of research and inquiry in regard to policy. 	<ul style="list-style-type: none"> • Lead collaboration with diverse stakeholders about effective and innovative policy implementation. • Evaluate policy impact at many levels as a result of inquiry and research. • Implement policies through innovative strategies to minimize the harm of inequitable policy while maximizing the benefit of equitable policy.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Identify and explain the impact of policies on the classroom. • Identify and explain the impact of policies on school and the broader education environment. • Explain the effects of policies on student learning. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Identify the process stages for policy adoption and implementation. • Identify methods for involvement in the process. • Identify the intent of school policy. • Inform others about policy through various communication methods. • Implement policies with equity through a variety of narrative methods. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Analyze policy impact at many levels as a result of research and/or data analysis. • Establish a culture of research through inquiry about policy issues by collaboratively engaging colleagues. • Implement policies by designing decision-making frameworks that promote equity and fairness. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Lead collaboration among diverse stakeholder on effective and innovative policy implementation as a committee and/or PLC member to implement goals for specific policies. • Conduct a focus group, survey, or data analysis to evaluate the policy impact at many levels. • Create an action plan and/or innovative strategy for policies to minimize the harm of inequitable policy while maximizing the benefit of equitable policy.

POLICY LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Advocacy	<ul style="list-style-type: none"> Research and understand the scope of various policies. Recognize the positive and negative impact of policies on students and education. Realize the impact of positive advocacy. 	<ul style="list-style-type: none"> Use professional expertise to respond positively for mandated policies. Listen to others' ideas to evaluate existing and/or proposed policies that impact students, teachers, classrooms, schools, districts, and community. Advocate for positive changes to existing policies and for best practices in new policies. 	<ul style="list-style-type: none"> Facilitate purposeful conversations to learn from diverse perspectives of multiple stakeholders. Reflect on diverse perspectives as well as on their understandings. Use various communication methods to purposefully organize diverse alliances. 	<ul style="list-style-type: none"> Create and strengthen alliances through powerful communication methods with various stakeholders. Inspire colleagues to take action on policy. Analyze data and trends from policies and share the results with stakeholders. Reflect on individual and systemic policy impact.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Conduct research about education policies that impact the school environment. Identify and explain the positive and negative effects of policies that affect students, teachers, schools, or education. Identify current and new methods of policy advocacy for the benefit of students and broader learning communities. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Seek the perspectives of colleagues on policy problems and solutions by agenda planning and/or idea mapping. Analyze proposals to generate policy shifts. Demonstrate advocacy actions by writing letters to politicians and/or decision makers and/or attending a rally or march. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Communicate policy proposals to colleagues through research conducted on identified policy issues. Build capacity for policy implementation through collaboration and/or analysis of a needs assessment. Draft new, or revise existing, policy for consideration and adoption. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Build and/or strengthen alignments or relationships with stakeholders. Organize opportunities to empower others to advocate for the profession through policy reform.

POLICY LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Policy Making	<ul style="list-style-type: none"> • Demonstrate awareness of the process of creating policy. • Identify key stakeholders and influences. 	<ul style="list-style-type: none"> • Effectively explain policy and its relationship to current work to others. • Engage with stakeholders. 	<ul style="list-style-type: none"> • Demonstrate effective policy content knowledge based on deep understanding of research. • Build and strengthen alliances with a broad and diverse set of stakeholders. 	<ul style="list-style-type: none"> • Build and sustain relationships around policy shifts to leverage change. • Drive policy change for school improvement or student rights. • Take a role as a policymaker or other formal leadership role beyond the school setting or environment.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Identify and explain the policy-creation process. • Identify key stakeholders and policymakers and their viewpoints. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Share processes for identified policy projects with colleagues. • Communicate with colleagues and stakeholders about policy projects by attending meetings and/or signing petitions. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Create research-based policy proposals and build capacity for their implementation, then share them through professional media posts and/or email. • Build and strengthen collaborative alliances to create and implement policy and share the message through personal narratives. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Create and build relationships with policy stakeholders to continue the change process. • Use written proposals such as endorsements and proclamations, or technology tools such as videos, podcasts, radio broadcasts, or sound bites to support policy change. • Pursue and accept a formal policy role beyond school (e.g., elected office, appointed office/position, etc.)

POLICY LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Policy Engagement and Relationships	<ul style="list-style-type: none"> • Prepare themselves for conversations about current issues regarding education. • Know the names, roles, alignments, and functions of various policymakers. 	<ul style="list-style-type: none"> • Develop powerful messages about school culture, climate, and environment. • Connect with policymakers, using methods that effectively engage them and enhance their willingness to listen and learn. 	<ul style="list-style-type: none"> • Take formal leadership roles that directly influence or involve policymaking. • Build strong relationships with policymakers that encompass the ability to both listen to them and influence them. 	<ul style="list-style-type: none"> • Identify and support other teacher leaders to take a role in policy making. • Foster the development of coalitions and gain the support of organizations in pursuit of a positive policy agenda. • Influence other teacher leaders to own the positive policy agenda.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Maintain awareness of current educational issues through engaged research. • Reflect on the implications current educational issues have on their policy leadership. • Maintain awareness of current and changing names, roles, alignments, and functions of various policymakers through political mapping. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Use powerful messages about school culture and environment shared on professional social media. • Maintain strong connections with policymakers through personal contacts. • Engage policymakers in ongoing dialogue recorded in a communication log with the purpose of enhancing perspectives of all. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Pursue and accept a formal leadership role with influence or direct involvement with policymaking. • Improve or strengthen relationships with policymakers to enhance learning and leverage influence by attending board meetings, facilitating a community meeting and/or organizing a meet-and-greet. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> • Empower other teacher leaders to take action in campaigning for policy advocacy. • Develop coalitions pursuing a positive policy agenda. • Practice collaborative leadership by empowering other organizations and teachers with full ownership of the policy agenda. • Record and share the results of policy advocacy through narratives, testimonies, or other recorded methods.

ASSOCIATION LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Organizational Effectiveness: Leading With Vision	<ul style="list-style-type: none"> Understand the (local, state, and/or national) association's mission, vision, and values. Identify how to use the understanding of the association's mission, vision, and values to guide their influence when working with colleagues and others. 	<ul style="list-style-type: none"> Design, facilitate, and/or coordinate the members' work under direction and/or mentorship of other leaders in pursuit of the association's mission. Advance the vision and values of the association. 	<ul style="list-style-type: none"> Organize and guide a critical mass of members to invest themselves in support of the association's mission, vision, and values. Pursue strategic goals through targeted actions based on the mission, vision, and values of the association. Measure success with meaningful data about progress toward the desired vision. 	<ul style="list-style-type: none"> Enlist members for participation in and innovation of the vision and values of the association. Broaden the vision and values of the association and activate meaningful change. Foster and empower both members and leaders to work beyond the current or traditional roles of the association.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Explain how the association's mission, vision, and values connect to them as a teacher leader. Discuss how the mission, vision, and values guide their work with colleagues and others. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Actively participate on a committee and/or in learning groups. Organize the work of others to pursue the mission, vision, and values of the association. Manage activities with others to implement the mission, vision, and values of the association. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Guide group efforts with association members to support the association's mission, vision, and values. Lead others to pursue goals and actions to support the association's mission, vision, and values. Collect data on the effectiveness of their work with colleagues to progress toward the association's vision and values. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Lead others to pursue transformative vision and values for the association. Lead others in anticipation of, preparation for, and response to new challenges and greater achievements. Build upon and strengthen the vision, beyond current and traditional roles for teacher leaders.

ASSOCIATION LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Organizational Effectiveness: Leading With Skill	<ul style="list-style-type: none"> Recognize the need for leaders to exercise skillful stewardship of the (local, state, and/or national) association's vision and resources. Understand the need for members to change from dues payers to passionate partners for the work of the association. 	<ul style="list-style-type: none"> Design, facilitate, and/or coordinate the association's business under the direction and/or mentorship of other teacher leaders. Encourage others to participate in the association's work. 	<ul style="list-style-type: none"> Conduct association business with integrity and skill, effectiveness and efficiency. Strengthen the capacity of the association through strategic use of additional resources, increased membership, and more involvement. 	<ul style="list-style-type: none"> Lead the creation of new methods and/or the innovation of existing methods of the association to conduct business in ways that allow for a broader vision and greater success. Expand the capacity of the association to identify and engage new partners, additional markets, and resource providers.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Explain the value of skillful stewardship and the resources of the association's vision. Discuss the value of membership growth and engagement in the association. Recognize not only the role of partners but also their impact to further the desired outcomes for students, as well as teachers, schools, and the profession. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Actively participate in association work with the guidance and support of teacher leaders. Coordinate activities to help transition members from passive involvement to active participation in the association's work. Participate with colleagues and other stakeholders to influence decision-makers to desired change. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Demonstrate integrity and the skills to effectively conduct association business. Use resources to purposefully strengthen the capacity of the association. Recruit and engage members in the association. Use strong relationships to build impactful networks with broad and diverse stakeholders to change policy that affects students and teachers, schools, and the profession. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Lead the association members and others to introduce and implement new processes, protocols, and/or solutions to further and broaden the vision. Collaborate with strategically selected external partners to effectively increase the scope, outcomes, and vision of the association.

ASSOCIATION LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Organizing and Advocacy	<ul style="list-style-type: none"> Identify the role of partnerships to pursue desired outcomes for schools and districts and/or teacher instruction and student learning. 	<ul style="list-style-type: none"> Participate with (local, state, and/or national) association members, coalitions, administrative leaders at all levels, and decision-makers of other organizations to generate desired change. 	<ul style="list-style-type: none"> Build strong relationships and/or utilize compelling issues to develop impactful networks (members, leaders, and coalitions within and across organizations). Generate significant changes across a broad range of issues that impact students, faculty, and staff as well as schools and districts. 	<ul style="list-style-type: none"> Serve as an empowered teacher leader who policymakers, organizations, and unions seek to collaborate with in order to advocate for the association.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Explain the importance of partnerships. Discuss how to leverage partnerships for desired outcomes. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Collaborate effectively within and beyond education stakeholders to develop policies. Work with others to influence policies for desired change. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify and prioritize issues that are compelling to others and that offer the greatest potential benefit. Strategically connect with others to address issues in ways that are mutually beneficial and meaningful. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Influence stakeholders based on their knowledge and command of the issues. Navigate challenging relationships. Bridge diverse interests to find agreement or compromise. Facilitate the adoption and implementation of policies.

ASSOCIATION LEADERSHIP COMPETENCIES

Competency	Emerging	Developing	Performing	Transforming
Building Capacity of Others	<ul style="list-style-type: none"> Understand both the range of leadership skills and styles of communication that members may possess. Know their strengths and limitations of personal leadership skills and communication styles. 	<ul style="list-style-type: none"> Collaborate in implementing professional growth activities to help members develop. Expand association leadership skills at the local, state, and/or national level. 	<ul style="list-style-type: none"> Develop and provide professional growth opportunities for members working to realize their potential as active members or (local, state, and/or national) association leaders. 	<ul style="list-style-type: none"> Engage association members and potential members to discover their greater potential at the local, state, and/or national level. Mentor members to envision and achieve knowledge and skills necessary to build capacity as potential association leaders.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Acknowledge the range of skills and communication styles of successful leadership. Assess their leadership skills and communication styles. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Work with members to develop their professional growth and communication skills. Work to expand their leadership skills and communication styles. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Create and lead professional growth opportunities association members to become more active and/or leaders. Identify and develop leadership strategies to empower the potential in themselves and others. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Empower members and potential members to identify and develop their own leadership potential and communication ability. Overcome obstacles for themselves and others. Increase ownership of a shared association vision. Build leadership and communication through achievement.
Learning Community and Workplace Culture	<ul style="list-style-type: none"> Understand the importance of contracts and policies. Identify how contracts and policies can create, sustain, or develop positive teaching and learning environments. 	<ul style="list-style-type: none"> Understand the landscape of major policy and contractual initiatives. Use research to identify contract provisions and policy options for a positive impact on teaching and learning conditions. Foster a positive workplace culture of support and encouragement. 	<ul style="list-style-type: none"> Utilize interest-based and/or problem solving strategies to guide the development and implementation of desirable changes in working conditions. Advocate for contract provisions and policy options that have a positive impact on teaching and learning environments. 	<ul style="list-style-type: none"> Lead members and other stakeholders in their effort to develop new and innovative policies and contractual articles to enhance learning environments for students, educators, and/or families.
Evidence	<p>Indicators of growth at the <i>emerging</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Describe the relationship between working conditions, teacher instruction, and student learning. 	<p>Indicators of growth at the <i>developing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Identify current education issues as they relate to working conditions and share that information with others. Utilize research to develop their stance on issues that positively impact teaching and learning conditions. 	<p>Indicators of growth at the <i>performing</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Establish appropriate strategies to bring about desired changes in working conditions. Advocate for policies and provisions that positively impact teaching and learning. 	<p>Indicators of growth at the <i>transforming</i> stage include, but are not limited to, the following evidence:</p> <ul style="list-style-type: none"> Understand the relationships among education community members and others. Organize members in the development and implementation of innovative strategies to bring desired change in working conditions.



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DIVERSITY, EQUITY, AND CULTURAL COMPETENCE

Explore and Challenge Inequity
Collaborate Purposefully
Cultivate Social Just Learning Environments

INSTRUCTIONAL LEADERSHIP

Coaching and Mentoring
Collaborative Relationships
Community

POLICY LEADERSHIP

Implementation
Advocacy
Policy Making
Engagement

OVERARCHING COMPETENCIES

Reflective Practice
Personal Effectiveness
Interpersonal Effectiveness
Communication
Continued Learning and Education
Group Processes
Adult Learning
Technological Facility



ASSOCIATION LEADERSHIP

Leading With Vision
Leading With Skill
Organizing and Advocacy
Building Capacity
Community and Culture



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