

## Resource 10: Crosswalk of Teacher, Teacher Leader, and School Leader Standards

<u>Teacher Leader Model Standards</u>	<u>Danielson Framework for Teaching (2013)</u>	<u>Professional Standards for Educational Leaders (2015)</u>
<p><b>Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.</b></p> <p>The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.</p>		
<p>a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;</p> <p>b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;</p> <p>c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;</p>	<p><i>4d: Participating in the Professional Community</i></p> <p>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>	<p><b>Standard 7: Professional Community for Teachers and Staff</b></p> <p>7e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.</p> <p>7f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.</p> <p>7g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning</p> <p>7h) Encourage faculty-initiated improvement of programs and practices</p>
<p>d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and</p>		<p><b>Standard 7: Professional Community for Teachers and Staff</b></p>

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<p>e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.</p>		<p>7a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.</p> <p>7b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.</p> <p><b>Standard 2: Ethics and Professional Norms</b></p> <p>2e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.</p>
<p><b>Domain II: Accessing and Using Research to Improve Practice and Student Learning</b></p> <p>The teacher leader understands how research creates new knowledge, informs policies and practices, and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers’ ongoing learning and development.</p>	<p><i>4e: Showing Professionalism</i></p> <p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p><b>Standard 10: School Improvement</b></p> <p>10f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.</p>
<p>a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;</p>		<p><b>Standard 6: Professional Capacity of School Personnel</b></p> <p>6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support</p>

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<ul style="list-style-type: none"> <li>b. Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;</li> <li>c. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning; and</li> <li>d. Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;</li> </ul>		the development of teachers’ and staff members’ knowledge, skills, and practice.
<p><b>Domain III: Promoting Professional Learning for Continuous Improvement</b></p> <p>The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.</p>		
<ul style="list-style-type: none"> <li>a. Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;</li> </ul>	<p><i>4e: Showing Professionalism</i></p> <p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>	<p><b>Standard 6: Professional Capacity of School Personnel</b></p> <p>6g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.</p>
<ul style="list-style-type: none"> <li>b. Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;</li> <li>c. Facilitates professional learning among colleagues;</li> </ul>		<p><b>Standard 6: Professional Capacity of School Personnel</b></p> <p>6c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth,</p>

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		guided by understanding of professional and adult learning and development. 6d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
d. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning; e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;		
f. Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;		
g. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and h. Uses information about emerging education, economic, and social trends in planning and facilitating professional learning		<b>Standard 6: Professional Capacity of School Personnel</b> 6e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
<b>Domain IV: Facilitating Improvements in Instruction and Student Learning</b> The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure		

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instructional practices are aligned to a shared vision, mission, and goals.		
a. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;		<p><b>Standard 10: School Improvement</b></p> <ul style="list-style-type: none"> <li>• 10g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.</li> </ul>
<p>b. Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;</p> <p>c. Supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;</p>	<p><i>4a: Reflecting on Teaching</i></p> <p>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	<p><b>Standard 10: School Improvement</b></p> <p>10d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.</p> <p>10j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.</p>
<p>d. Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;</p> <p>e. Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction</p>	<p><i>3e: Growing and Developing Professionally</i></p> <p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting</p>	<p><b>Standard 10: School Improvement</b></p> <p>10e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p>

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	additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.	
f. Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe		<b>Standard 9: Operations and Management</b> 9f) Employ technology to improve the quality and efficiency of operations and management.
<p><b>Domain V: Promoting the Use of Assessments and Data for School and District Improvement</b></p> <p>The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.</p>		
a. Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;	<i>If: Designing Student Assessments</i> All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	<b>Standard 4: Curriculum, Instruction, and Assessment</b> 4a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. 4b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of

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	<p><i>3d: Using Assessment In Instruction</i>            Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>	<p>learning, the identities and habits of learners, and healthy sense of self.            4f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.            4g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.</p>
<p>b. Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;            c. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and            d. Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.</p>	<p><i>1c: Setting Instructional Outcomes</i>            All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.  <i>4b: Maintaining Accurate Records</i>            The teacher's system for maintaining information on student completion of assignments, student progress in</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

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	learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.	
<p><b>Domain VI: Improving Outreach and Collaboration with Families and Community</b></p> <p>The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.</p>		
<p>a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;</p> <p>b. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;</p>	<p><i>4c: Communicating With Families</i></p> <p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</p>	<p><b>Standard 8: Meaningful Engagement of Families and Communities</b></p> <p>8a) Are approachable, accessible, and welcoming to families and members of the community.</p> <p>8b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.</p> <p>8c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>8d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.</p>
<p>c. Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;</p> <p>d. Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and</p>		



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<p>e. Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.</p>		<p>8e) Create means for the school community to partner with families to support student learning in and out of school.</p> <p>8f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.</p>
<p><b>Domain VII: Advocating for Student Learning and the Profession</b></p> <p>The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and that serve as an individual of influence and respect within the school, community, and profession.</p>		<p><b>Standard 8: Meaningful Engagement of Families and Communities</b></p> <p>8h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.</p> <p>8i) Advocate publicly for the needs and priorities of students, families, and the community.</p>