

NOTE: Each semester each instructor for the course will provide students with specific information relative to the instructor's name, complete contact information (including office hours), class times & location, and due dates for assignments/tests.

THE ONLINE VERSION OF THIS COURSE WILL BE HYBRID IN NATURE WITH AT LEAST TWO SATURDAY SESSIONS SCHEDULED FOR THE MIDTERM AND FOR PRESENTATIONS.

CRN #: _____

Revised 11/15/14

A. COURSE TITLE: ASTL 6303 Teacher Leadership

B. CATALOGUE DESCRIPTION: Candidates examine the roles and challenges of teacher leadership. Candidates explore topics such as characteristics and styles of leadership, functions of leadership, and the influence of teacher leadership on school culture.

C. PURPOSE OF COURSE:

During the past decade, new teacher roles have emerged that place teachers as leaders for educational change. As both informal and formal leaders, teachers influence others within the profession. They are committed to their own improved practice and help other teachers do the same. The Teacher Leadership Exploratory Consortium has developed Teacher Leader Model Standards, <http://www.nea.org/assets/docs/TeacherLeaderModelStandards2011.pdf>.

This course addresses three domains of these standards (i.e., *Domain I*, Fostering a Collaborative Culture to Support Educator Development and Student Learning; *Domain IV*, Facilitating Improvements in Instruction and Student Learning; and *Domain V*, Promoting the Use of Assessments and Data for School and District Improvement). The course offers a forum for candidates to reflect upon and synthesize course content and professional experience as they acquire knowledge, skills, and dispositions necessary for effective teacher leadership at the classroom, building, or district-wide level. A primary focus of the course is the opportunity to develop and exhibit leadership and to facilitate school improvement.

D. REQUIRED TEXTS:

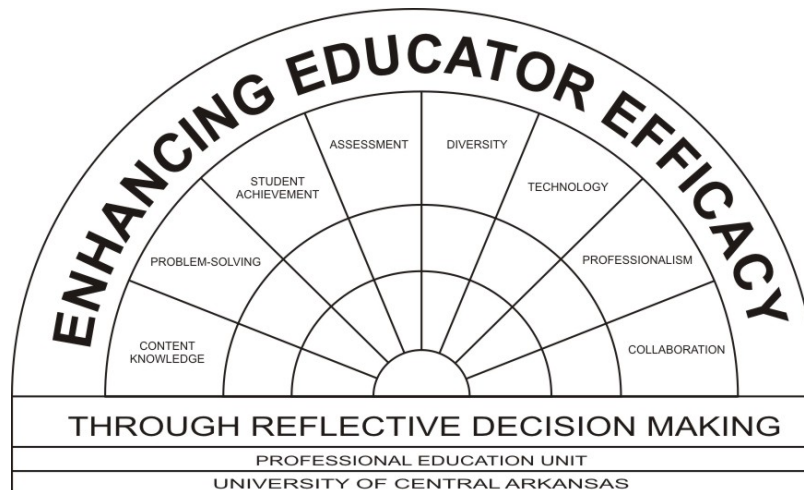
Katzenmeyer, M. & Moller, G. (2009). *Awakening the sleeping giant: helping teachers develop as leaders*. (3rd edition) Thousand Oaks, CA: Corwin.

Candidates are required to read recent journal articles to complement the course text. The instructor will select and place these articles on electronic reserve in Torreyson Library.

Each student will select one supplemental book on leadership to read and share with peers in a presentation.

Candidates will need a Chalk & Wire subscription for submitting the major course (or key) assessment.

E. CONCEPTUAL FRAMEWORK



The vision of the Professional Education Unit (PEU) at UCA is one of *enhancing educator efficacy through reflective decision-making*. Efficacy is the belief in one's ability to positively impact the learning of *all* learners, including those with diverse needs. Efficacy deteriorates to the degree educators attribute student failure to external factors, such as the students' background, culture, parents/guardians, socioeconomic status, and the like. Educator efficacy to affect P-12 learning is enhanced when these educators demonstrate essential knowledge, skills and dispositions drawn from the eight knowledge bases that undergird our programs, illustrated in the visual above. In a synthesized and targeted way, efficacy provides a rationale for the conceptual framework. In the realm of reflective decision-making, efficacy is the *reason why* we reflect—it represents our ownership of the learning environment and achievement of all learners. The degree to which PEU candidates demonstrate efficacy directly correlates to their attainment of the knowledge, skills, and dispositions necessary to positively impact the learning of all learners.

How do the goals of the program reflect the conceptual framework? The master's in Advanced Studies in Teaching and Learning (ASTL) prepares candidates to become highly skilled and articulate classroom teachers. It is designed to enhance and expand existing knowledge, skills, and dispositions of candidates while fostering the development of competencies expected of advanced educators. The program rests on the assumption that accomplished educators engage in reflective decision-making as they assess and extend their own professional practice. In addition to addressing the eight essential elements of the Conceptual Framework, the program incorporates

standards and propositions from appropriate national professional organizations and supports the following goals:

ASTL Graduates

- Articulate the rationale for decisions they make regarding professional practice, classroom policies, and school procedures.
- Demonstrate the knowledge, skills, and dispositions necessary to continually conduct research on their own practice and respond to their findings.
- Respond positively to classroom practices that enhance student learning.
- Critically analyze their own classroom practices and appropriately respond to their findings.
- Make informed decisions by reflecting on experiences both past and present to improve teaching practices that enhance student learning.
- Become change leaders for the improvement of their schools.

How does Teacher Leadership address the PEU's Conceptual Framework vision of enhancing educator efficacy through reflective decision-making?

ASTL 6303 candidates will engage in *problem-solving* and use a *collaborative* approach to develop a school improvement plan. This plan will demonstrate the candidate's ability to reflect upon practices that positively influence school culture and student learning. Furthermore, candidates will model professionalism in their development of exemplary practices in response to unique situations. They will extend their sense of efficacy beyond the individual classroom level.

F. USE OF TECHNOLOGY: Candidates will use technology in multiple ways. Primarily, technology will be used to create an online learning community in which the students and the instructor will use appropriate communication tools to elaborate on course content. Candidates will be expected to login and participate regularly (i.e., several times during each week) in discussion and collaborative activities. Moreover, candidates will access online journal articles and search online library resources to extend their knowledge of professional literature in support of course assignments. Candidates will upload their assignments into Blackboard. They will use appropriate presentation software to share their leadership books and school projects. Candidates will submit the key assessment (i.e., School Improvement Project) through the Chalk & Wire electronic portfolio.

G. DIVERSITY: Candidates themselves will examine the impact of diversity on professional (peer) relationships and the process of creating school improvement endeavors. Social realities within schools, particularly the influences of culture, race/ethnicity, linguistics, gender, and socioeconomic status on classroom performance, will be stressed. Furthermore, candidates will bring with them experiences from their own schools that will support course discussion of the influence of diversity on leadership both within the

classroom and beyond. Contextual factors and social realities relative to diversity will be emphasized in case discussions and other activities.

H. COURSE OBJECTIVES: Upon completion of the course, candidates will be able to (TPOA – C6, D1, D2, D3, D4, & D7)

- Present a rationale for teacher leadership.
- Analyze cultural/organizational factors that influence teacher leadership.
- Demonstrate skills necessary for developing professional relationships needed for teacher leadership.
- Make informed decisions in response to leadership situations.
- Analyze change theory and the factors that develop when organizations go through the change process.

I. COURSE OUTLINE:

A. Defining teacher leadership

1. Effective leadership
2. Dimensions of leadership
3. Implications of teacher leadership for schooling
4. Barriers, benefits, and behaviors of becoming a teacher leader
5. Roles, responsibilities, and processes associated with teacher leadership
6. Self-assessment and career stages

B. Organizational factors that influence teacher leadership

1. Conditions that encourage/constrain teacher leadership
2. Effects of school culture on teacher leadership
3. Creating a vision for improved practice
4. Understanding the change process
5. Making data-driven decisions

D. Building human relationships for teacher leadership

1. Collegial relationships
2. Being advocates, innovators, and/or stewards
3. Strategies for action
4. Skills for teacher leaders

E. Domains of Influence/Impact

1. School-wide policies and programs
2. Teaching and learning
3. Communications and community relations

J. FIELD EXPERIENCE: Field experiences will occur in the candidate's own classroom/school. Field experience responses will serve as the basis for the

candidate's school improvement project and will focus on responding to the following questions/statements:

- **I.**
 - A. What does *teacher leadership in action* look like at your school (How is it defined)?
 - B. What are (have been) the effects of teacher leadership on student learning?
 - C. How are teacher leaders identified, nurtured, and supported at your school?
- **II.**
 - A. Conduct an analysis of the professional culture of your school.
 - B. Provide evidence or examples of how you arrived at your conclusion.
 - C. Is the culture problematic or conducive to student-centered learning? Explain.
- **III.**
 - A. Describe the demographics of the professional and student community at your school.
 - B. How will these demographic factors influence schooling and the types of leadership that teachers can exert?
 - C. What effects have teacher leaders had on student learning?
- **IV. School Improvement Project (100 points)**

Using the information gleaned from field experiences, review of professional literature, as well as individual investigation, candidates will write a 10 to 15 page paper that organizes findings in the context of course content, readings, and professional literature, and develops a tentative plan of action for a school improvement project. The project and findings will be presented to the class. The written paper will be submitted on Chalk & Wire. (Detailed instructions are attached to this syllabus.) This project will involve the use of data and research and demonstrate the candidate's ability to effect change through collaboration.

The School Improvement Project assignment is used as a **key assessment** in the ASTL program to demonstrate competencies to our accrediting agency. Candidates must score a "basic" or above on each element of the scoring rubric before their final course grade is recorded. While the score earned on the initial submission is recorded permanently in the grade book, candidates must resubmit any section on which an "unsatisfactory" was scored. In other words, though revisions are required, these will not raise the candidate's grade on the assignment. If the appropriate changes are not made by the time grades are due, an X will be posted until the appropriate revisions are made, which must be by the end of the following academic term.

K. COURSE EVALUATION:

| | |
|-------------------------------|------------|
| School Improvement Project: | 100 points |
| Leadership Book Presentation: | 50 points |

| | |
|-----------------------------|------------|
| Reflective Response Papers: | 90 points |
| Case Discussions: | 60 points |
| Written Exams: | 150 points |

GRADING SCALE. A total of 450 points (minimum) can be earned in the course. Grades will be calculated using the following scale:

A = 93-100%;B = 83-92%;C = 73-82%;D = 63-72%;F =62% and below
(Additional small assignments may be included; these will add to the total points possible and use the same overall grading scale.)

Prior to posted deadlines, all work must be saved as a Word document and uploaded into Blackboard (except the School Improvement Project which must be submitted in Chalk & Wire). Article reflection papers and discussion posts are due before the end of the designated unit of study. Late work will be penalized by deducting ten percent of the assigned point value for each day late.

Make-up exams will be given at the discretion of the instructor.

Please note: Candidates must submit the School Improvement Project via Chalk and Wire as part of their ASTL program portfolio. (See Section J.IV)

L. ATTENDANCE POLICY: *Graduate candidates are expected to demonstrate professional behavior and disposition at all times.* Because discussion activities are extremely important to the total learning experience, candidates are expected to participate in all discussion board and chat sessions. Furthermore, all readings and assignments are to be completed before the posted deadlines and should be used to inform the candidate's responses.

Candidates should note the university's drop date policy that includes notifying the Registrar's Office.

M. STUDENT HANDBOOK POLICIES:

Candidates are encouraged to familiarize themselves with **all** policies listed in the UCA Student Handbook to include the UCA Sexual Harassment Policy and the relevant academic policies. The handbook can be viewed through the UCA web site - <http://uca.edu/student/student-handbook/>. Language from the handbook is excerpted below.

Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct may

include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Americans with Disabilities Act

UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3613.

Student Academic Appeals: Grade Appeals

The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic [Grade Appeal Policy](#). This policy is located on "policies" link of the College of Education website.

Professional and Ethical Conduct Policy

Because the standards of the education profession exceed those addressed in other university or college polices, the COE Professional Education Unit has adopted a [Professional and Ethical Conduct Policy](#) to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process. It is located on the "policies" link of the College of Education website.

Title IX Disclosure

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: <https://uca.edu/titleix>.

Evaluations (Fall & Spring)

Student evaluations of a course and its professor are a crucial element in helping faculty to achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the "Evals" tab at the top right.

N. MASHBURN EMERGENCY PLAN:

All UCA students taking classes in Mashburn Hall should be familiar with the Mashburn Emergency Plan located at the following link:

<http://uca.edu/mysafety/files/2013/06/bep-mashburn-eps-20122013r2.pdf>

O. BIBLIOGRAPHY:

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ASTL 6303: SCHOOL IMPROVEMENT PROJECT DIRECTIONS

The key assessment for this course consists of multiple steps:

1. Begin by posing questions relative to possible improvement(s) in your school setting to pinpoint specific areas of concern. What challenges do teachers, students, and/or parents in your school setting face? Note: School context plays a major role in determining the nature and focus of your project.
2. Identify a need in your grade level, department, school building, and/or district. To determine and support this need, use existing data (e.g., ACSIP, benchmark scores, TLI historical data, results of surveys already conducted, demographic summaries of students/teachers) and newly collected data (e.g., teacher interviews, surveys, informal/formal meeting agendas & minutes, focus groups, etc.). Construct graphs to visually display the data. Use this evidence to inform the content and direction of your project.
3. Early in the project development process you should dialogue with your administrator to obtain his/her input, advice, and support. Be sure to collaborate with colleagues also.
4. Examine teacher leadership as it currently exists in your setting. Use the *Field Experience* questions found in the unabridged syllabus. Look for ways to collaborate and interact with others (e.g., instructional facilitator, teacher team, curriculum coordinator, department head, media specialist, etc.) to facilitate change. Propose a plan that reflects teacher leadership and promotes collegiality.
5. Design a plan to address the identified need. Formulate goals (i.e., desired outcomes) for your project. Develop appropriate strategies/activities to achieve these goals along with a realistic timeframe for implementation. Align the various aspects of your project with school/district mission and goals. Your project should demonstrate your knowledge of educational change and the improvement of student learning.
6. Conduct library research on the topic of your improvement plan. Locate at least 5 current sources in the professional literature. In addition to your references, course readings may also be used.
7. Use all of your information to write a 10-15 page paper (use APA 6th edition) that presents your plan of action for school improvement within a framework of professional knowledge.
8. Present your completed plan to the appropriate supervisor/administrator at your school/district and obtain a letter verifying that you met and discussed the proposal.

9. Upload and submit the paper (including the documentation letter) in Chalk and Wire. Bring a hard copy to class for the presentation.
10. Present an overview of your school improvement project to the class (10 min.).

ASTL 6303
School Improvement Project
GRADING Rubric

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---------------------------------|--|--|---|--|
| Data-Driven Basis* | Shows no evidence of collecting and using field data as the basis for the improvement plan | Shows weak evidence of collecting and using field data as the basis for the improvement plan | Shows partial evidence of collecting and using field data to develop the improvement plan | Shows significant evidence of collecting and using field data (e.g., survey & graphs) to develop the improvement plan |
| Alignment* | Alignment is missing; no evidence of using data to inform the project plan; Irrelevant or missing action plan. | Goals are vague and/or unrelated to data; Plan lacks correlation with findings; Action plan is not logically connected to the school context. | Goals are data-driven; Provides partial evidence of correlating findings and project goals; Action plan is related to the school context. | Stated goals are data-driven; Offers strong evidence of correlation between findings and project goals; Action plan is logically related to school context (i.e., mission/vision) |
| Reflective Analysis* | Demonstrates no evidence of analysis, evaluation, and reflective insight regarding the role of teacher leaders in school improvement; Lacks evidence of collaboration with others to improve learning. | Demonstrates little evidence of analysis, evaluation, and reflective insight regarding the role of teacher leaders in school improvement; Limited evidence of collaboration with others to improve learning. | Demonstrates some evidence of analysis, evaluation, and reflective insight regarding the role of teacher leaders in school improvement; Offers evidence of collaboration with others to improve learning. | Demonstrates strong evidence of analysis, evaluation, and reflective insight regarding the role of teacher leaders in school improvement; Offers clear & convincing evidence of collaboration with others to improve learning. |
| Implementation Strategy* | Demonstrates no understanding of the change process; Implementation strategy is missing. | Demonstrates little understanding of the change process; Implementation strategy is incomplete. | Demonstrates some understanding of the change process; Includes a timeframe, mentions a few stakeholders, and partially describes activities/strategies. | Demonstrates a thorough understanding of the change process by describing appropriate stakeholders, providing a realistic & meaningful timeframe, and detailing several activities/strategies. |

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|--------------------------------------|---|---|---|---|
| Professional Sources Use | Demonstrates no understanding of current research relative to school improvement; Includes no new references; Makes no connections to course concepts. Demonstrates no ability to synthesize ideas. | Demonstrates limited understanding of current research relative to school improvement; Includes 1-2 references; Makes weak connections to course concepts; Demonstrates weak ability to synthesize ideas. | Demonstrates some understanding of current research relative to school improvement; Includes 3-4 relevant and current references; Makes some connections to course concepts; Demonstrates some ability to synthesize ideas. | Demonstrates significant understanding of current research relative to school improvement; Includes at least 5 relevant and current references; Makes frequent connections to course concepts that are clear & appropriate; Demonstrates ability to synthesize ideas. |
| Collaborative Process* | Includes no documentation of partnership efforts and/or evidence of shared discussion of working with others. | NA | NA | Provides appropriate documentation of shared discussion of the proposed plan as supporting evidence of partnership efforts & working with others. |
| Teacher Leadership Level* | Shows limited effort and involvement in school and learning improvement. | Demonstrates a basic level of involvement in school and student learning improvement. | Demonstrates leadership and contributes to the school's effectiveness and improved student learning. | Demonstrates significant leadership; Plan will make a substantial contribution to the school and student learning. |
| Mechanics | Demonstrates minimal competence in expressing thoughts; Does not follow APA format. | Presents project in a somewhat organized fashion; Multiple errors in spelling, grammar, and/or punctuation; APA format is incorrect. | Presents thoughts & ideas in an organized manner; Mostly uses proper grammar, spelling, & punctuation; Follows APA format but inconsistently. | Presents thoughts & ideas clearly and interestingly; Consistently uses proper grammar, spelling, & punctuation; Adheres to APA format correctly. |
| Presentation of Plan to Peers | Oral presentation exhibits no evidence of effective instruction that keeps peers motivated, engaged, and focused. | Oral presentation exhibits limited evidence of effective instruction that keeps peers motivated, engaged, and focused. | Oral presentation exhibits some evidence of effective instruction that keeps peers motivated, engaged, and focused. | Oral presentation exhibits strong evidence of effective instruction that keeps peers motivated, engaged, and focused. |

***ALIGNED WITH TEACHER LEADER MODEL STANDARDS, Domains I, IV, and V**

TEACHER LEADER MODEL STANDARDS

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning. 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.

Domain IV: Facilitating Improvements in Instruction & Student Learning. 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 instructional practices are aligned to a shared vision, mission, and goals.

Domain V: Promoting the Use of Assessments and Data for School and District Improvement. 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.