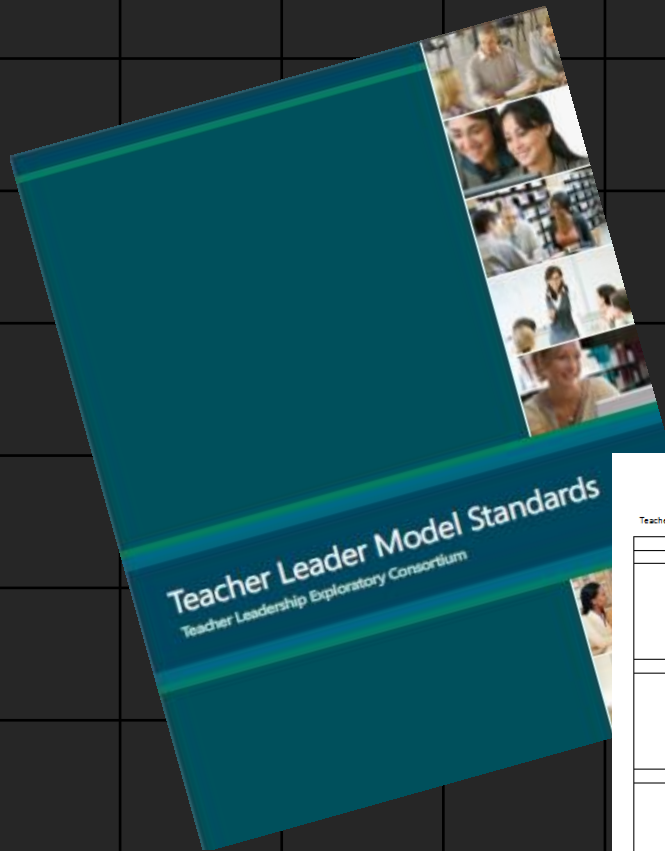


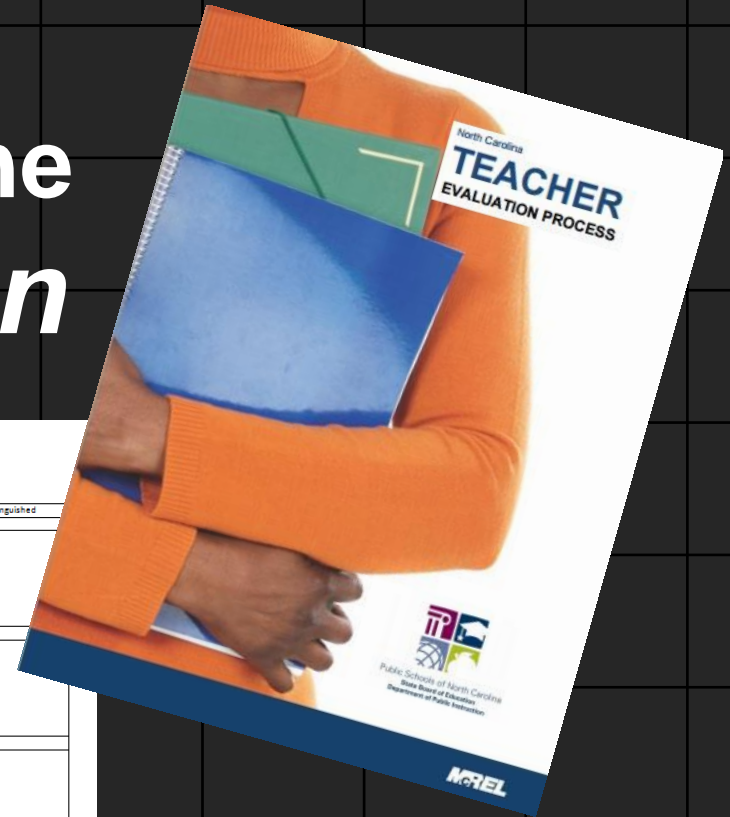
# Align Combine Design



Standard I: Leadership

Teacher Leaders/Coaches cultivate leadership in teachers so that:

Developing	Proficient	Accomplished	Distinguished
A. Teachers lead in their classrooms.			
B. Teachers demonstrate leadership in the school.			
C. Teachers lead the teaching profession.			
D. Teachers advocate for schools and students.			
E. Teachers demonstrate high ethical standards.			



NORTH CAROLINA

## Teacher Leadership Specialist

EVALUATION PROCESS

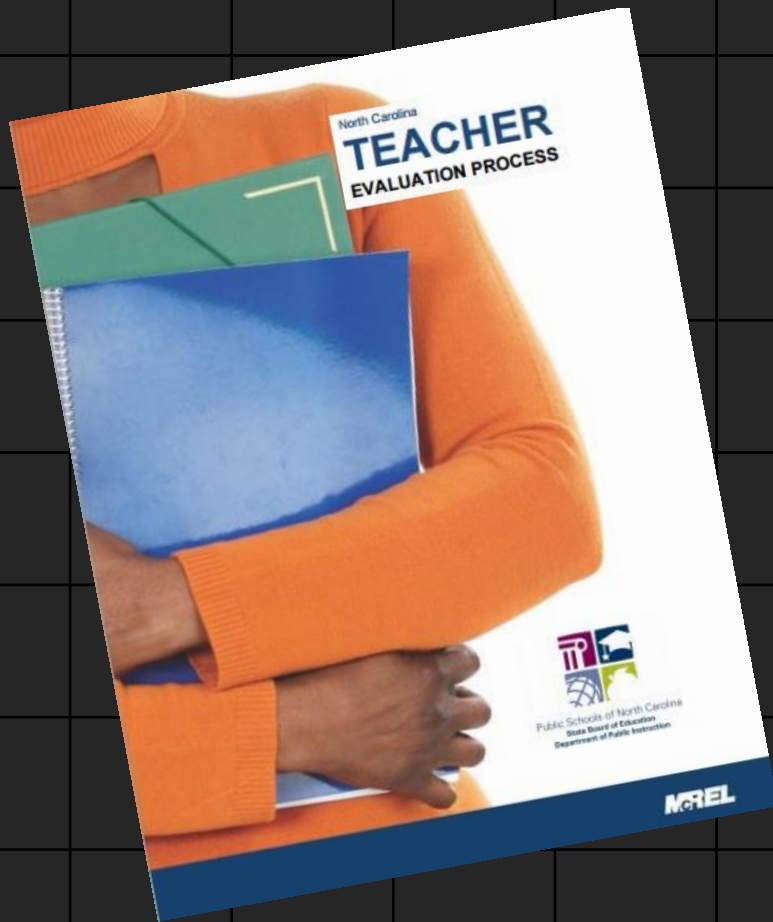
October 2014



Research & Evaluation ASSOCIATES

# Teacher Leader Specialists

# Help Other Teachers to Teach Better

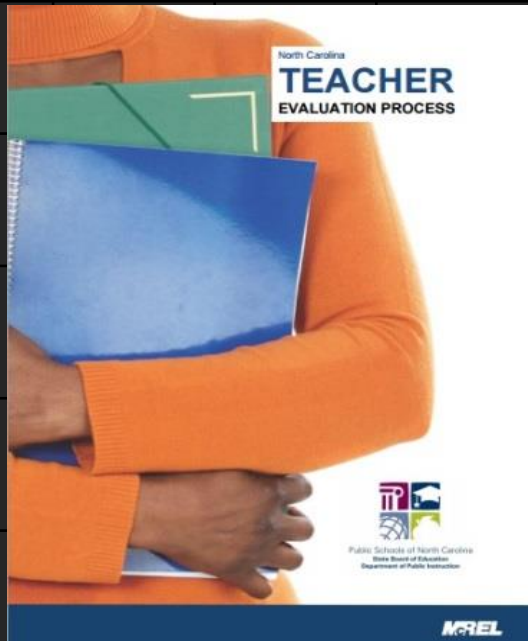


Teacher Leader Specialists

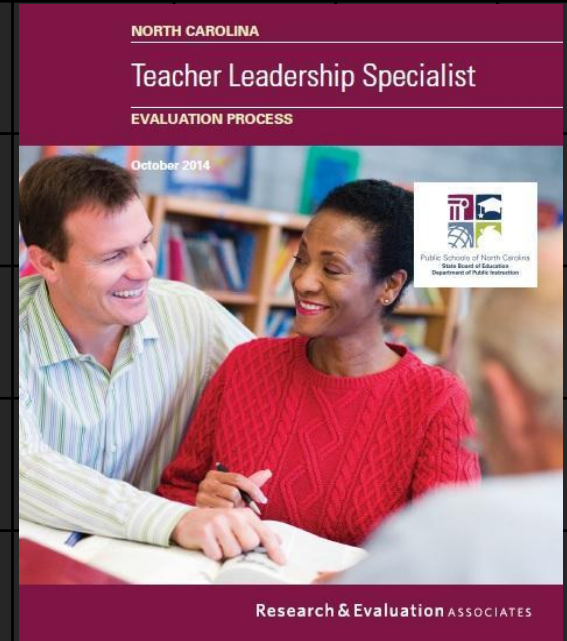
Deep Understanding  
is Essential



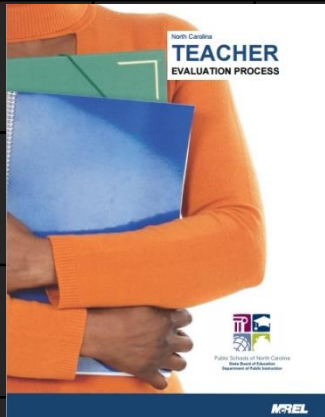
# Aligned Domains



Leadership  
Equity  
Content  
Instruction  
Reflection

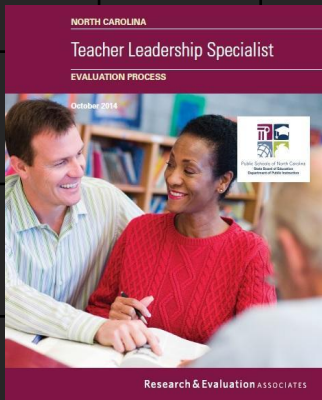


# Expecting More of Teacher Leaders

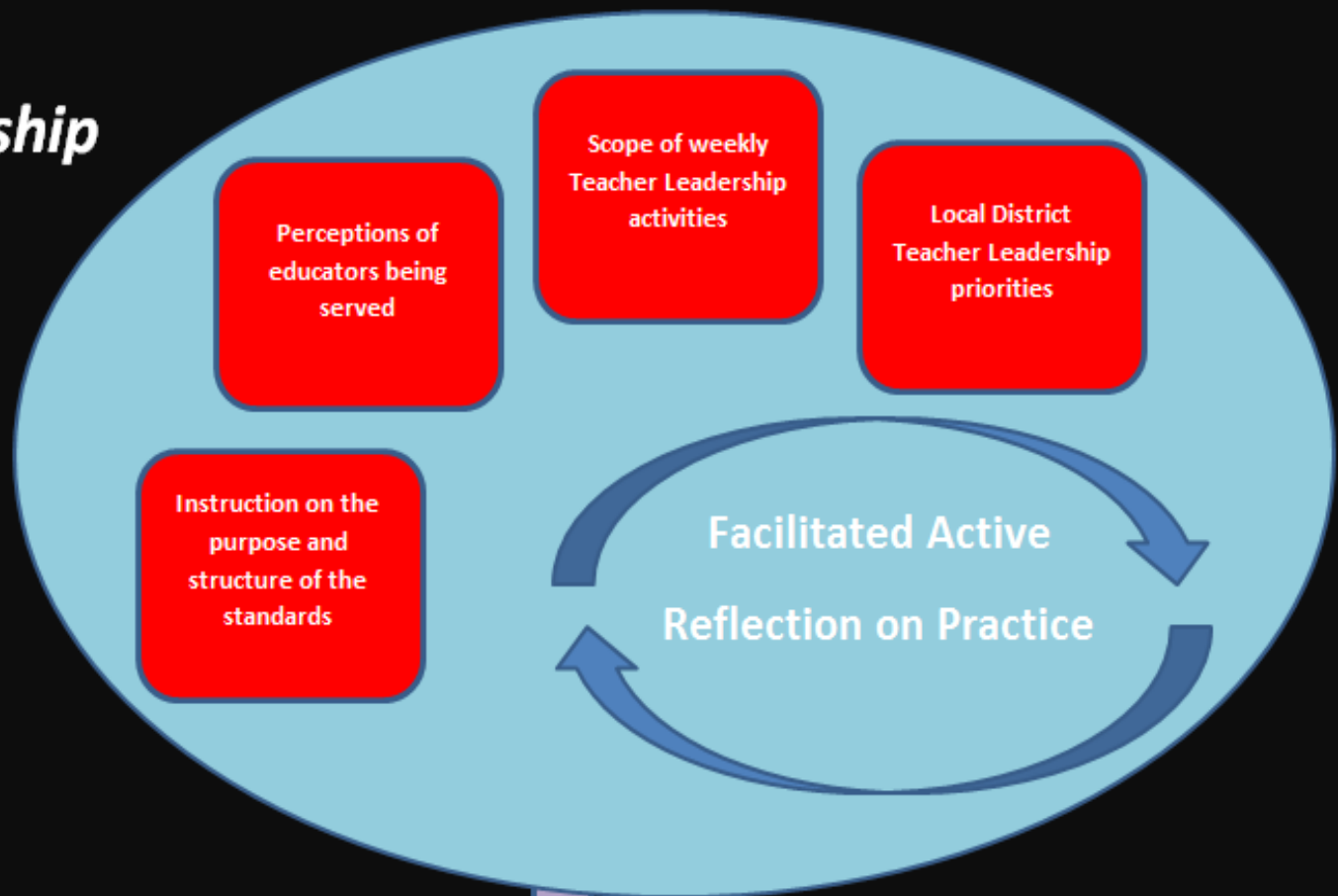


Developing	Proficient	Accomplished	Distinguished
Knowledge	Action	Interaction	Extension

Developing	Proficient	Accomplished	Distinguished
Action	Interaction	Extension	Synthesis



# Improving Teacher Leadership Practices and Resources



Integration of TLS Standards with Practice

Deeper Local Awareness of Teacher Leadership Functions

Professional Growth Plan Priorities Aligned to Standards

Teacher Leadership Actions Aligned to Standards Domains

Stronger Local Teacher Leadership Practices

Deeper Practitioner-Researcher Understanding of the Scope of District Teacher Leadership Roles

Resource Development

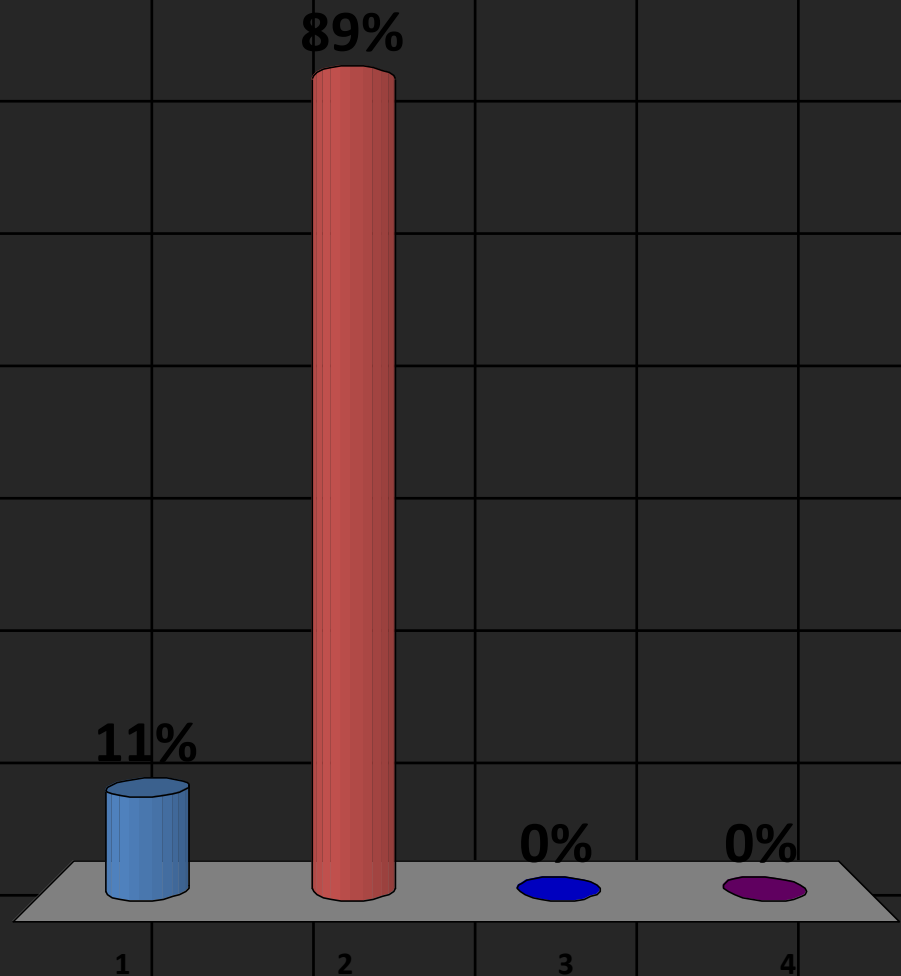
Recommended Revisions

Implementation Models

Stronger State-Level Support of Local Teacher Leadership Roles

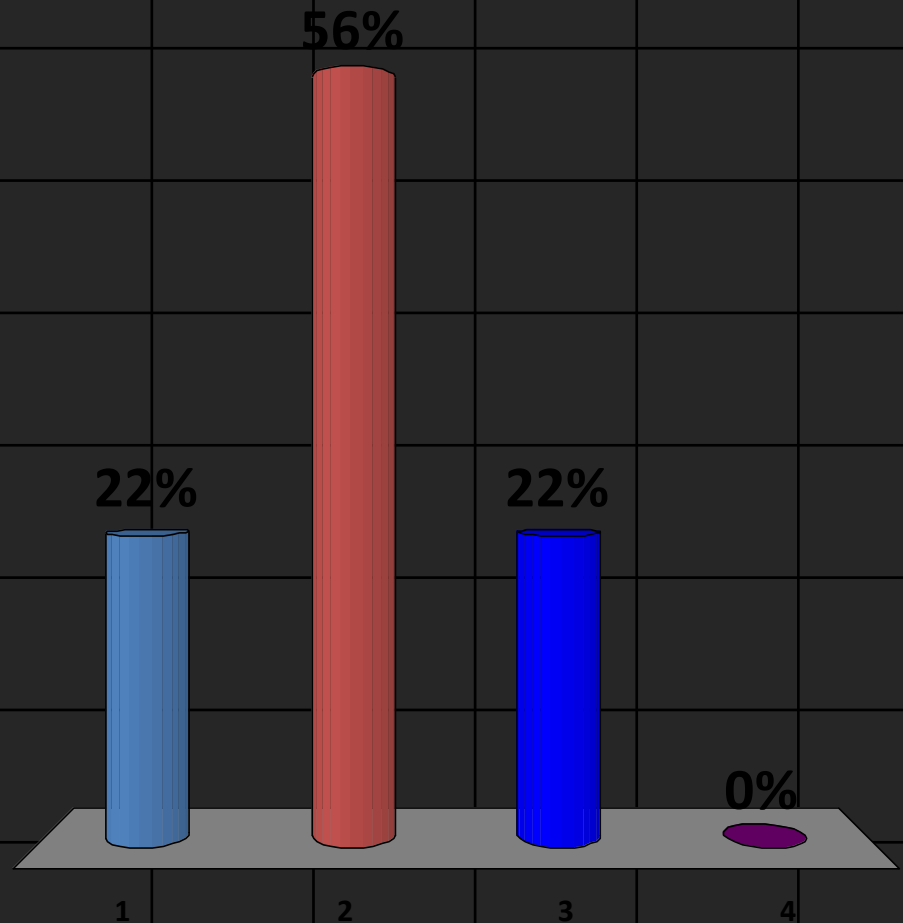
# The Teacher Leadership Standards address the work that I typically do

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



# The TLS Standards align well with the work I have been doing recently

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree





# Work to be **PROUD** of!

*“I assisted a teacher who wanted to flip the classroom”*

**Standard 4 Element d.** Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators’ instructional planning and assessment.

*“I Partnered with another Teacher Leader to offer a differentiation workshop that included practical strategies and resources”*

**Standard 1 Element b.** Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.

# Work to be **PROUD** of!

*“I worked with a new teacher to help her more closely align her instruction to the standard course of study”*

Standard 3 Element b. Teacher leadership specialists use their knowledge of the structure and content of the NC Standard Course of Study (Common Core and Essential Standards) to support educators.

*“I learned some great things at a conference, and was able to share the resources and strategies with teachers”*

Standard 5 Element b. Teacher leadership specialists base their own professional development activities on the needs of those they serve

# Work to be **PROUD** of!

*“A new teacher has invited me in to model a lesson”*

**Standard 4 Element a.** Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.

*“I supported a teacher as he used data to influence and inform his instruction”*

**Standard 3 Element d.** Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.

# Work to be **PROUD** of!

*“I helped a group of teachers to apply some strategies in their own classrooms that they observed on a visit to another teacher”*

**Standard 4 Element b.** Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.

*“I am building and sustaining relationships the teachers”*

**Standard 4 Element a.** Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.

# Teacher Leadership Specialist Standards

**STANDARD I:** Teacher leadership specialists demonstrate leadership

**STANDARD II:** Teacher leadership specialists support an environment that is respectful of a diverse population of educators.

**STANDARD III:** Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.

**STANDARD IV:** Teacher leadership specialists facilitate the growth and development of educators.

**STANDARD V:** Teacher leadership specialists engage in and facilitate reflective practice.

# STANDARD I: Teacher leadership specialists demonstrate leadership

**Element a.** Teacher leadership specialists lead in their school(s)/discipline(s). They facilitate teamwork and leadership.

**Element b.** Teacher leadership specialists model collaboration. They collaborate with colleagues at the district level. They partner with other educators to facilitate professional learning.

**Element c.** Teacher leadership specialists advocate for students, educators, schools and sound educational programs.

**Element d.** Teacher leadership specialists demonstrate high ethical standards.

# STANDARD II: Teacher leadership specialists support an environment that is respectful of a diverse population of educators.

**Element a.** Teacher leadership specialists model respectful communication strategies.

**Element b.** Teacher leadership specialists differentiate professional learning to meet the diverse learning needs in the school/district.

# STANDARD III: Teacher leadership specialists incorporate adult learning strategies and effective teaching and learning practices as they implement change.

Element a. Teacher leadership specialists align support for educators with the NC Professional Teaching Standards.

Element b. Teacher leadership specialists use their knowledge of the structure and content of the NC Standard Course of Study (Common Core and Essential Standards) to support educators.

Element c. Teacher leadership specialists apply their understanding of the dynamic nature of teaching and learning.

Element d. Teacher leadership specialists engage colleagues in challenging conversations about data to develop appropriate solutions.

Element e. Teacher leadership specialists plan and deliver professional development



# STANDARD IV: Teacher leadership specialists facilitate the growth and development of educators.

**Element a.** Teacher leadership specialists deliver a continuum of support strategies to maximize educator effectiveness.

**Element b.** Teacher leadership specialists employ a variety of resources to help educators improve their effectiveness.

**Element c.** Teacher leadership specialists effectively employ appropriate and available technology as they support educators.

**Element d.** Teacher leadership specialists incorporate the Framework for 21st Century Learning to enhance educators' instructional planning and assessment.

# STANDARD V: Teacher leadership specialists engage in and facilitate reflective practice.

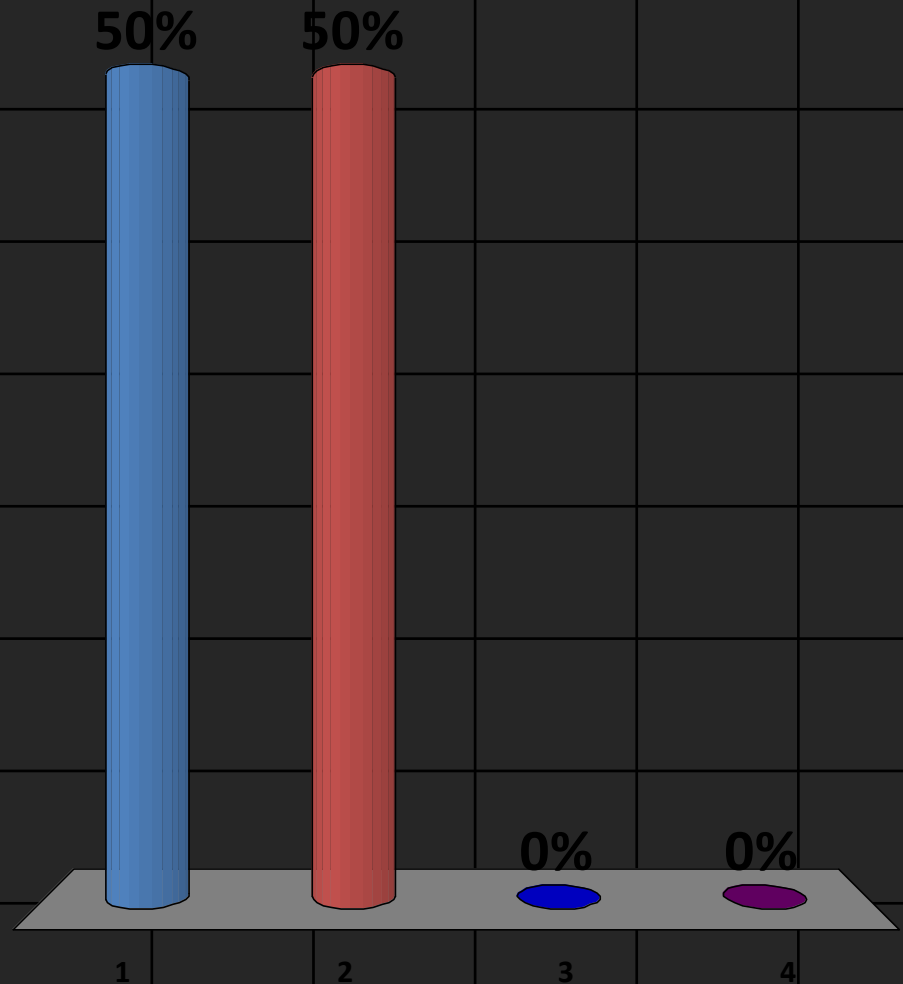
**Element a.** Teacher leadership specialists assess the effectiveness of the support they provide and revise their practices based on findings.

**Element b.** Teacher leadership specialists base their own professional development activities on the needs of those they serve

**Element c.** Teacher leadership specialists facilitate reflective practice in others.

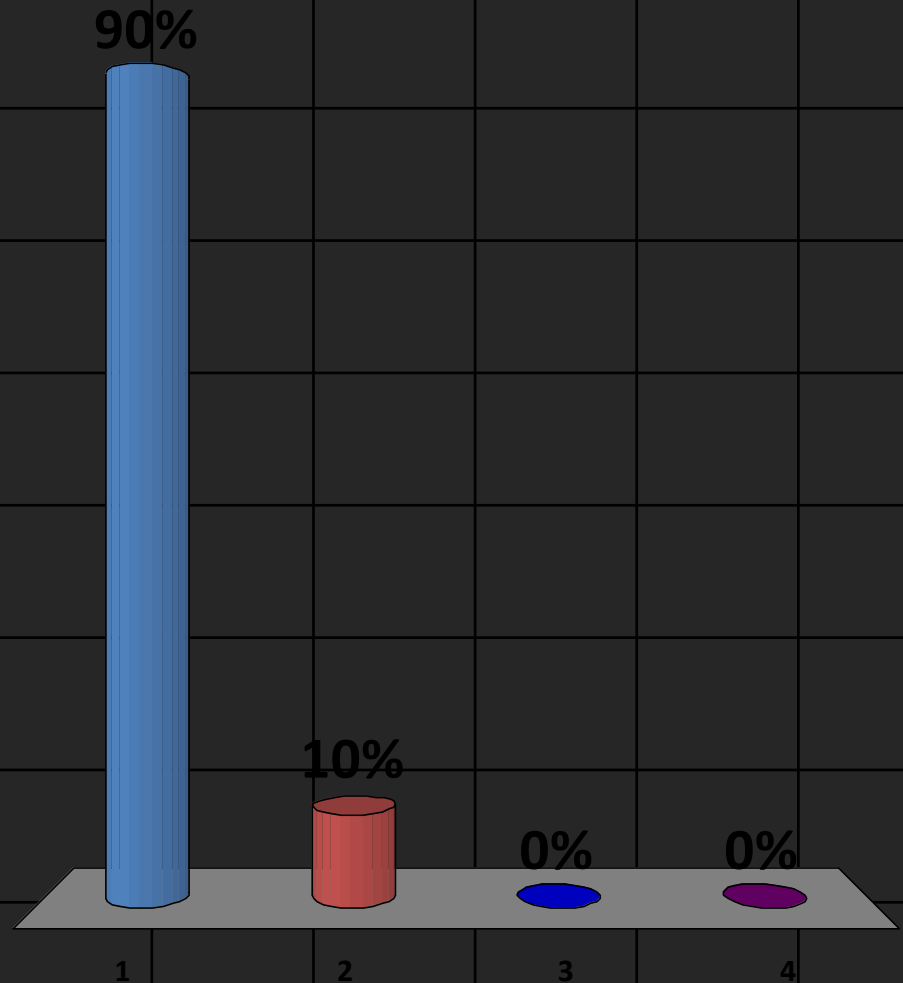
# The TLS Standards align well with the work We have been doing recently

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



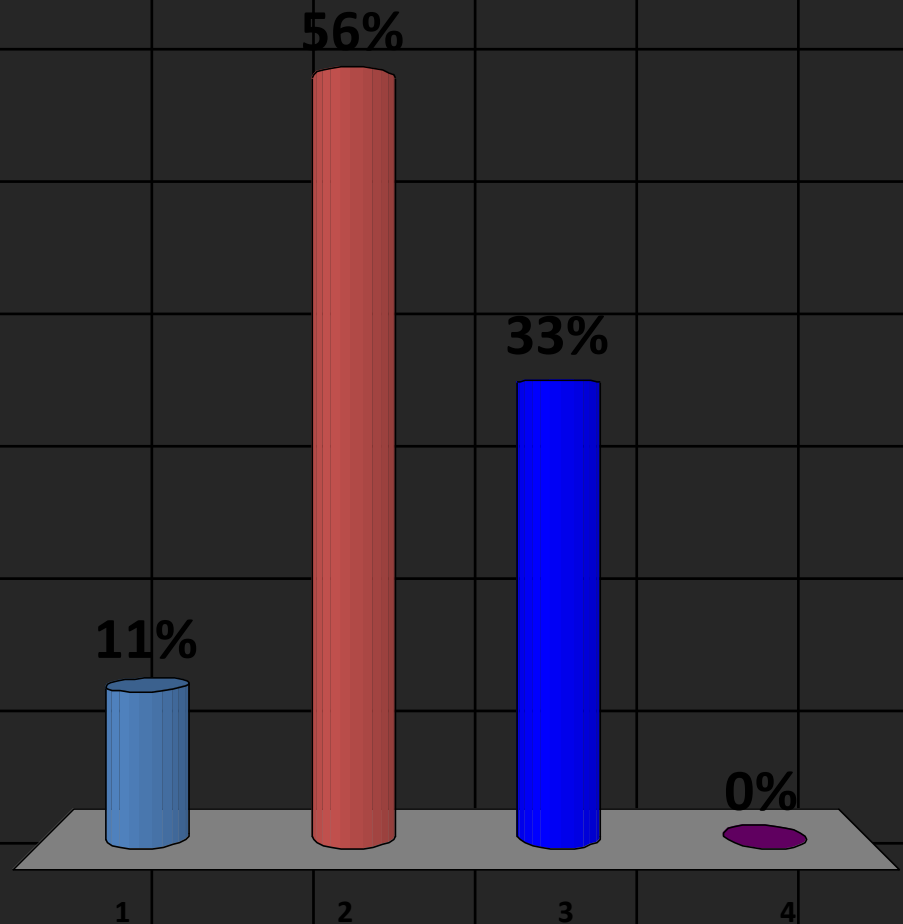
# Teachers need to understand the work that Teacher Leaders do

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



# Teachers at my schools understand the work that Teacher Leaders do

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree



# Location of Materials

<http://ncees.ncdpi.wikispaces.net/>

<http://ncees.ncdpi.wikispaces.net/>

[Support+Staff](#)