| INSTRUCTIONAL LEADERSHIP (IL) Uses deep master of curriculum, instruction, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth | | | |
|---|---|---|---|
| TEACHER LEADER COMPETENCY | EMERGING | DEMONSTRATING | ADVANCED |
| **(IL – TL1) SERVES AS CONTENT-SPECIFIC INSTRUCTIONAL RESOURCE:** *Serves as the curricular, instructional, and assessment expert in specific content areas and provides teachers with robust content-specific support designed to improve teacher practice and achieve consistently strong academic outcomes for all students* | Periodically serves as a curricular and instructional thought-partner in specific content areas and provides teachers with general content support designed to improve teacher practice and achieve increased academic outcomes for students | Frequently serves as the curricular, instructional, and assessment expert in specific content areas and provides teachers with content-specific support designed to improve teacher practice and achieve strong academic outcomes for students | Consistently and effectively serves as the curricular, instructional, and assessment expert in specific content areas and provides teachers with robust content-specific support designed to improve teacher practice and achieve consistently strong academic outcomes for all students |
| **(IL – TL2) CONDUCTS CLASSROOM VISITS AND COACHES:** *Uses release time to support teachers in improving their practice through frequent classroom visits, targeted feedback, and other coaching and co-planning support* | Occasionally uses release time to support teachers in improving their practice through classroom visits and feedback | Systematically uses release time to support teachers in improving their practice through classroom visits, feedback, and other coaching and co-planning support | Prioritizes release time to support teachers in improving their practice through frequent and intentional classroom visits, targeted feedback, and other coaching and co-planning support |
| **(IL – TL3) SUPPORTS CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN INSTRUCTION:** *Supports a culture of high expectations and data-informed instruction by using relevant data to identify and prioritize opportunities to improve curriculum, instruction, assessment, and professional development* | Broadly supports a culture of high expectations by using data to identify opportunities to improve curriculum, instruction, and assessment | Regularly supports a culture of high expectations and data-informed instruction by using relevant data to identify and prioritize opportunities to improve curriculum, instruction, and assessment | Strategically supports a culture of high expectations and data-informed instruction by using relevant data to identify and prioritize opportunities to proactively improve curriculum, instruction, assessment, and professional development |
| **(IL – TL4) SUPPORTS IMPLEMENTATION OF PLANNING STRUCTURES:** *Supports teachers with understanding high-impact instructional practices, aligned to the PA Core Standards through the implementation of rigorous and relevant curriculum and daily, unit, and long-term plans in specific content areas* | Sometimes supports teachers with understanding best instructional practices, aligned to the PA Core Standards through the implementation of daily and unit plans | Adequately supports teachers with understanding high-impact instructional practices, aligned to the PA Core Standards through the implementation of the curriculum and daily, unit, and long-term plans in specific content areas | Intentionally supports teachers with understanding high-impact instructional practices, aligned to the PA Core Standards through the implementation of rigorous and relevant curriculum and daily, unit, and long-term plans in specific content areas |

*ALIGNED INDICATORS ACROSS LEADERSHIP ROLES* applies to IL – TL1, IL – TL2, IL – TL3. *OTHER ROLE SPECIFIC INDICATORS* applies to IL – TL4.

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## PERSONAL LEADERSHIP (PL)
### Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve vision and goals

| | TEACHER LEADER COMPETENCY | EMERGING | DEMONSTRATING | ADVANCED |
|---|---|---|---|---|
| ALIGNED INDICATORS ACROSS LEADERSHIP ROLES | **(PL – TL1) APPLIES GROWTH MINDSET:** *Applies a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results and changes behavior/actions to become a more effective leader* | Occasionally applies a growth mindset to personal growth by seeking feedback; takes responsibility for behavior, mistakes, and results | Applies a growth mindset to personal growth and development by seeking feedback; takes responsibility for behavior, mistakes, and results and changes behavior/actions as needed | Consistently embeds a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results and intentionally changes behavior/actions to become a more effective leader |
| | **(PL – TL2) CONSIDERS DIVERSE PERSPECTIVES:** *Seeks to understand the needs and motivations of leaders, teachers, students, and families; considers a diverse set of perspectives when making decisions* | Explores the needs and motivations of leaders and teachers; sometimes considers a diverse set of perspectives when making decisions | Occasionally seeking to understand the needs and motivations of leaders, teachers, students, and families; often considers a diverse set of perspectives when making decisions | Proactively seeks a deep understanding of the needs and motivations of leaders, teachers, students, and families; consistently considers a diverse set of perspectives when making decisions |
| | **(PL – TL3) DEMONSTRATES INTEGRITY:** *Demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision, goals, and values* | Periodically demonstrates integrity by modeling high expectations to achieve school-wide goals | Frequently demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision and goals | Thoughtfully and consistently demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision, goals, and values |
| | **(PL – TL4) TAKES INITIATIVE:** *Takes initiative, going above and beyond typical expectations and making necessary innovations to achieve the comprehensive school plan* | Sometimes takes initiative and makes changes to achieve the comprehensive school plan | Skillfully and thoughtfully takes initiative and making necessary innovations to achieve the comprehensive school plan | Explicitly takes initiative, going above and beyond typical expectations and making necessary innovations - as a key attribute - to achieve the comprehensive school plan |
| | **(PL – TL5) ADAPTS PERSONAL LEADERSHIP:** *Understands and articulates the impact of their own strengths and weaknesses; adapts personal leadership style to motivate, influence, and persuade others* | Understands the impact of their own strengths and weaknesses | Understands and articulates the impact of their own strengths and weaknesses; occasionally adapts personal leadership style to motivate and influence others | Understands thoroughly and clearly articulates the impact of their own strengths and weaknesses; strategically adapts personal leadership style to motivate, influence, and persuade others |

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| | TALENT MANAGEMENT AND DEVELOPMENT (TMD)<br>Recruits, selects, develops, and retains a highly effective team, fostering a culture of performance management and continuous learning that values and prioritizes staff and student learning | | | |
|---|---|---|---|---|
| | ***TEACHER LEADER COMPETENCY*** | **EMERGING** | **DEMONSTRATING** | **ADVANCED** |
| ***ALIGNED INDICATORS ACROSS LEADERSHIP ROLES*** | **(TMD – TL1) SUPPORTS TEACHER RETENTION:** *Contributes to the retention of talented teachers by serving as a mentor, motivator, coach, and subject content facilitator* | Assists in the retention of talented teachers by serving as a mentor and coach | Thoughtfully contributes to the retention of talented teachers by serving as a mentor and coach | Successfully contributes to the retention of talented teachers by serving as a mentor, motivator, coach, and subject content facilitator |
| | **(TMD – TL2) SUPPORTS TEACHER DEVELOPMENT**: *Develops non-evaluative individualized coaching plans for teachers and supports them in setting and meeting student learning and teacher practice goals; responds to the diverse learning needs of teachers and identifies, promotes, and facilitates varied and differentiated professional development and support* | Develops non-evaluative individualized coaching plans for teachers and supports them in setting and meeting teacher practice goals | Skillfully develops non-evaluative individualized coaching plans for teachers and supports them in setting and meeting student learning and teacher practice goals; responds to the diverse learning needs of teachers | Strategically develops non-evaluative individualized coaching plans for teachers and supports them in setting and meeting student learning and teacher practice goals; responds to the diverse learning needs of teachers and identifies, promotes, and facilitates varied and differentiated professional development and support |
| | **(TMD – TL3) SUPPORTS ACCOUNTABILITY:** *Provides constructive feedback on strategies to strengthen teacher practice and address student needs aligned to the comprehensive school plan* | Periodically provides feedback on strategies to enhance teacher practice and address student needs | Frequently provides constructive feedback on strategies to strengthen teacher practice and address student needs aligned to the comprehensive school plan | Constantly provides constructive feedback on strategies to strengthen teacher practice and address student needs aligned to the comprehensive school plan while fostering an environment of open reflection |
| ***OTHER ROLE SPECIFIC INDICATORS*** | **(TMD – TL4) ENCOURAGES DATA-INFORMED DECISION MAKING:** *Creates a climate of trust and critical reflection for teachers to analyze, reflect, and synthesize relevant student data from their own and other classrooms to improve teaching and student learning*<br><br>**(TMD – TL5) MAINTAINS GROWTH MINDSET:** *Supports the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the teachers to grow through observation, feedback, coaching, professional development, and/or collaboration* | Is building a climate of trust for teachers to analyze and reflect on student data from their own and other classrooms to improve teaching and student learning<br><br>Supports the conditions for a school-wide staff culture that embraces a growth mindset through leading by example | Collaboratively creates a climate of trust and critical reflection for teachers to analyze, reflect, and synthesize relevant student data from their own and other classrooms to improve teaching and student learning<br><br>Supports the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the teachers to grow through observation, feedback, and coaching | Creates a sustainable climate of trust and critical reflection for teachers to analyze, reflect, and synthesize relevant student data from their own and other classrooms to improve teaching and student learning<br><br>Proactively supports the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the teachers to grow through observation, feedback, coaching, professional development, and/or collaboration |

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| COMMUNITY AND CULTURE (CC) | | | |
|---|---|---|---|
| **Understands and builds relationships with students, families, and all stakeholders in their school community and establishes an environment that promotes diversity, equity, and inclusivity** | | | |
| | *TEACHER LEADER COMPETENCY* | EMERGING | DEMONSTRATING | ADVANCED |

| | *TEACHER LEADER COMPETENCY* | EMERGING | DEMONSTRATING | ADVANCED |
|---|---|---|---|---|
| **Aligned Indicators Across Leadership Roles** | **(CC – TL1) SUPPORTS RIGOROUS, EQUITABLE EXPECTATIONS:** *Supports the implementation of rigorous and equitable academic and behavioral expectations and promotes instructional strategies that address issues of diversity and equity in the classroom* | Assists in supporting the implementation of academic and behavioral expectations and promotes instructional strategies that address issues of diversity in the classroom | Frequently fosters the implementation of rigorous and equitable academic and behavioral expectations and promotes instructional strategies that address issues of diversity in the classroom | Supports the successful implementation of rigorous and equitable academic and behavioral expectations and promotes instructional strategies that address issues of diversity and equity in the classroom |
| | **(CC – TL2) FACILITATES INTERNAL RELATIONSHIPS:** *Supports teachers to implement class structures that facilitate trust and positive relationship-building between teachers and students* | Occasionally encourages teachers to implement class structures that facilitate trust between teachers and students | Frequently supports teachers to implement class structures that facilitate trust and positive relationship-building between teachers and students | Strategically supports and encourages teachers to implement class structures that facilitate trust and positive relationship-building between teachers and students |
| | **(CC – TL3) COMMUNICATES EFFECTIVELY:** *Communicates in a compelling and adaptive manner to build the trust and buy-in of teachers and students while reinforcing an environment in which teachers and students from diverse backgrounds and perspectives can succeed* | Periodically communicates to build the trust of teachers and students while reinforcing an environment in which teachers and students can succeed | Regularly communicates in a compelling and adaptive manner to build the trust of teachers and students while reinforcing an environment in which teachers and students from diverse backgrounds can succeed | Consistently communicates - in a compelling and adaptive manner - to build the trust and buy-in of teachers and students while reinforcing an environment in which teachers and students from diverse backgrounds and perspectives can succeed |
| | **(CC – TL4) DEMONSTRATES CULTURAL PROFICIENCY:** *Sustains an environment in which students, families, and teachers from diverse backgrounds and perspectives can thrive; identifies and mitigates inequities within the school and implements systems that value and respect the diversity and culture of all students, families, and staff members* | Assists in supporting an environment in which students from diverse backgrounds and perspectives can thrive; identifies inequities within the school | Creates an environment in which students and teachers from diverse backgrounds and perspectives can thrive; identifies inequities within the school and implements systems that respect the diversity and culture of all students, and staff members | Successfully sustains an environment in which students, families, and teachers from diverse backgrounds and perspectives can thrive; identifies and mitigates inequities within the school and implements systems that value and respect the diversity and culture of all students, families, and staff members |
| **Other Role Specific Indicators** | **(CC – TL5) BUILDS COMMUNICATION CAPACITY:** *Models and teaches effective communication and collaboration skills with teachers, students, and families, focused on attainable, equitable outcomes for students of all backgrounds and circumstances* | Models effective communication and collaboration skills with teachers, students, and families, focused on outcomes for students of all backgrounds | Frequently models and teaches effective communication and collaboration skills with teachers, students, and families, focused on attainable outcomes for students of all backgrounds and circumstances | Explicitly and consistently models and teaches effective communication and collaboration skills with teachers, students, and families, focused on attainable, equitable outcomes for students of all backgrounds and circumstances |

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| VISION AND GOALS (VIS) Articulates and implements a short- and long-term vision and strategy to ensure student success | | | |
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| *TEACHER LEADER COMPETENCY* | EMERGING | DEMONSTRATING | ADVANCED |
| *(VIS – TL1) SUPPORTS ARTICULATION OF SCHOOL'S VISION: Works with school leadership to invest teachers, students, and families in the school's instructional vision, mission, and values* | Articulates the school's instructional vision, mission, and values to teachers, students, and families on as "as needed" basis | Periodically works with school leadership to foster understanding of teachers, students, and families in the school's instructional vision, mission, and values | Continuously works with school leadership to proactively and systematically invest teachers, students, and families in the school's instructional vision, mission, and values in a sustainable manner |
| *(VIS – TL2) SUPPORTS COMPREHENSIVE SCHOOL PLAN IMPLEMENTATION: Leads department- and/or content-specific meetings to analyze classroom and school-based data, facilitate problem-solving, and maintain a unified vision for teacher practice aligned to the comprehensive school plan* | Periodically leads department- and/or content-specific meetings to review classroom and school-based data aligned to the school's vision(s) | Frequently leads department- and/or content-specific meetings to analyze classroom and school-based data and facilitate problem-solving, and maintain a unified vision for teacher practice aligned to the school plan | Collaborates and leads department- and/or content-specific meetings to analyze classroom and school-based data, facilitate problem-solving, and maintain a unified vision for teacher practice aligned to the comprehensive school plan |
| *(VIS – TL3) DEMONSTRATES HIGH EXPECTATIONS: Demonstrates and models high expectations in all settings by setting goals that are responsive to classroom data and that challenge teachers, students, and self to excel* | Demonstrates high expectations in select settings by setting goals that are responsive to classroom data | Demonstrates and models high expectations in all settings by setting goals that are responsive to classroom data | Explicitly demonstrates and models high expectations in all settings by setting goals that are responsive to classroom data and that challenge teachers, students, and self to excel |
| *(VIS – TL 4) SUPPORTS INNOVATION: Creates an environment that encourages and assists teachers to design innovative plans for classroom initiatives that improve student outcomes and achieve the comprehensive school plan* | Assists in supporting an environment that encourages and assists teachers to design innovative plans for classroom initiatives that improve student outcomes | Creates an environment that encourages and assists teachers to design innovative plans for classroom initiatives that improve student outcomes | Creates and fosters an environment that encourages and assists teachers to design innovative plans for classroom initiatives that improve student outcomes and achieve the comprehensive school plan |

*ALIGNED INDICATORS ACROSS LEADERSHIP ROLES*

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| ORGANIZATIONAL AND OPERATIONAL MANAGEMENT (OM) Manages the key resources and systems needed to ensure the effective management of school systems and operations | | | |
|---|---|---|---|
| *TEACHER LEADER COMPETENCY* | EMERGING | DEMONSTRATING | ADVANCED |
| **(OM – TL1) SUPPORT SYSTEMS MANAGEMENT:** *Coordinates school-based operational routines and procedures as needed; acts as representative for principal or other school leaders for various school functions as necessary* | Assists with supporting school-based operational routines and procedures as needed | Coordinates school-based operational routines and procedures as needed; acts as representative for principal or other school leaders for various school functions as necessary | Successfully coordinates sustainable school-based operational routines and procedures as needed; acts as representative for principal or other school leaders for various school functions as necessary |
| **(OM – TL2) DEMONSTRATES FLEXIBILITY:** *Demonstrates flexibility when plans or situations change unexpectedly; advises on strategies to maximize resources and ensure effective management of classroom systems and operations* | Periodically demonstrates flexibility when plans or situations change unexpectedly | Frequently demonstrates flexibility when plans or situations change unexpectedly; advises on strategies to maximize resources | Continuously demonstrates flexibility when plans or situations change unexpectedly; successfully advises on strategies to maximize resources and ensure effective management of classroom systems and operations |
| **(OM – TL3) SUPPORTS EFFECTIVE PRIORITIZATION:** *Strengthens teacher focus on the critical details essential to keeping their classrooms running; advocates for sufficient time, preparation, and support for teachers to work individually and in teams to improve practice.* | Assists teachers in focusing on the critical details essential to keeping their classrooms running; advocates for sufficient time and preparation | Helps teachers build focus on the critical details essential to keeping their classrooms running; advocates for sufficient time, preparation, and support for teachers to work individually and in teams to improve practice | Strengthens and ensures teacher focus on the critical details essential to keeping their classrooms running; proactively advocates for sufficient time, preparation, and support for teachers to work individually and in teams to improve practice |
| **(OM – TL4) COMMUNICATES EFFECTIVELY:** *Uses clear and organized communication systems to regularly communicate with leaders, teachers, students, and families* | Occasionally uses clear and organized communication systems to regularly communicate with leaders and teachers | Frequently uses clear and organized communication systems to regularly communicate with leaders, teachers, and students | Strategically uses clear and organized and sustainable communication systems to regularly communicate with leaders, teachers, students, and families |

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