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| 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 | | | | |
| *Aligned Indicators Across Leadership Roles* | *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 |
| *Other Role Specific Indicators* | ***(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 |

| PERSONAL LEADERSHIP (PL) **Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve vision and goals** | | | | |
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| *Aligned Indicators Across Leadership Roles* | *Teacher Leader Competency* | Emerging | Demonstrating | Advanced |
| ***(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 |

| TALENT MANAGEMENT AND DEVELOPMENT (TMD) 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 | | | | |
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| *Aligned Indicators Across Leadership Roles* | *Teacher Leader Competency* | Emerging | Demonstrating | Advanced |
| ***(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*  ***(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  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  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  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 |

| 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 | | | | |
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| *Aligned Indicators Across Leadership Roles* | *Teacher Leader Competency* | Emerging | Demonstrating | Advanced |
| ***(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 |

| VISION AND GOALS (VIS) Articulates and implements a short- and long-term vision and strategy to ensure student success | | | | |
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| ***Aligned Indicators Across Leadership Roles*** | *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 |

| ORGANIZATIONAL AND OPERATIONAL MANAGEMENT (OM) Manages the key resources and systems needed to ensure the effective management of school systems and operations | | | | |
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| *Aligned Indicators Across Leadership Roles* | *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 |