
Teacher Leadership Standards

The Background:

Teacher leadership is integral to serving the needs of students, schools and the teaching profession. To that end, the Teacher Leadership Exploratory Consortium has developed these standards to codify, promote and support teacher leadership as a vehicle to transform schools for the needs of the 21st century. The purpose of teacher leadership is to re-culture the school and teaching in order to support student-centered learning.

The purpose of model standards is to stimulate dialogue among stakeholders of the teaching profession about what constitutes the knowledge, skills and competencies that teachers need to assume leadership roles in their schools, districts, and the profession. Model standards are often used in the development of curriculum, professional development, and standards for such entities as school districts, states, professional organizations and institutions of higher education. These standards are designed to encourage professional discussion of what constitutes the full range of competencies that teacher leaders possess and how this form of leadership can be distinguished from, but work in tandem with, formal administrative leadership roles to support good teaching and promote student learning.

These standards were created by an exploratory consortium led by Educational Testing Services (ETS). The group consisted of representatives from state agencies (including Tennessee), national teacher development organizations, teacher labor, higher education, practicing teacher leaders, charter schools, and national school reform organizations.

The draft standards follow a similar format as the Interstate School Leaders Licensure Consortium (ISSLC) State Standards for School Leaders — that is, a series of broadly stated expectations or “domains” that define critical dimensions of teacher leadership. Under each domain, there are “performance indicators” that more specifically define the range of actions or expectations for teacher leaders related to that domain.

The standards consist of seven domains describing the diverse and varied dimensions of teacher leadership:

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

Domain II: Accessing and Using Research to Improve Practice and Student Achievement

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Using Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

The proposed licensure standards revisions have been reviewed at length by the Advisory Council on Teacher Education and Certification and have been circulated to various education constituencies, including professional organizations and higher education faculty, for review and comment.

The Master Plan Connection:

This item supports the Board's *Master Plan* by providing for effective teachers.

First to the Top Connection:

This item supports assurances within First to the Top by providing for the development of both effective teachers and effective school leaders.

The Recommendation:

The SBE staff recommends adoption of these standards on final reading.

Teacher Leadership Exploratory Consortium

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