

ESTABLISHING A SUPPORTIVE ENVIRONMENT

For teacher leaders to thrive and effectively impact colleagues' practice, school and district leaders must create an environment that provides credibility for their work and supports opportunities for professional growth and collaboration.

NOTE: *Assessment refers to "school or district leaders," but this tool can be modified to assess capacity in other levels of the system.*

CONTEXT: This assessment for system capacity for teacher leadership focuses on the _____ school _____ district _____ other _____.

Clear Goals, Roles, Expectations	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School or district leaders build coherence and continuity across the system with flexibility to utilize teacher leaders according to their talents and school needs.					
School or district leaders ensure clarity of roles by providing sample job descriptions, task contracts, expectations agreements, and common commitments.					
School or district leaders adjust workload, match duties with expertise and prioritize within resource limits.					

What does this indicate about the clarity of teacher leaders' roles and responsibilities in our system?

What resources and practices would make our system more effective at providing clarity for teacher leadership?

Professional Culture	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School or district leaders emphasize collaborative team learning practices in the school/district culture.					
School or district leaders maintain focus on teaching and learning through data driven decisions.					
School or district leaders provide teacher leaders with regular feedback on instructional practice.					
School or district leaders safeguard the teacher leaders' relationships with peers.					
School or district leaders ensure appropriate confidentiality.					
School or district leaders provide opportunities to lead that advance both personal expertise and systems goals.					
School or district leaders examine evidence of teacher leader impact and collect data on performance measures in order to plan next steps in professional development.					

What does this assessment indicate about how our system's professional culture provides a supportive environment for teacher leaders?

What resources and practices would improve our professional culture for supporting teacher leaders?

Leadership Collaboration	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School or district leaders regularly convene teacher leaders to share successes, challenges and best practices.					
School or district leaders regularly convene principals and teacher leaders to collaborate, review and plan strategic approaches.					
School or district leaders provide timely access to needed information, resources and school personnel (i.e. leadership, curriculum, instruction, school improvement).					

What does this assessment indicate about collaborative opportunities for teacher leaders in our system?

What resources and practices would improve collaborative opportunities for teacher leaders in our system?

Human Relations/Personnel	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School or district leaders facilitate recruitment of new leaders.					
School or district leaders connect teacher leaders to mentor, job coach or peer network for support.					
School or district leaders ensure teacher leaders are compensated for additional workload (salary, release time or stipend).					
School or district leaders ensure that clock hours or credits are offered for professional learning opportunities for teacher leaders.					

What does this assessment indicate about HR practices that create a supportive environment for teacher leaders?

What practices would improve the effectiveness of HR practices for supporting the work of teacher leaders?

Given all of our strengths and areas of need in *Establishing a Supportive Environment*, where do we fall on this continuum?

LOW CAPACITY		PARTIAL CAPACITY		HIGH CAPACITY	
Consistently low capacity	Low but beginning to grow; some evidence of developing key resources	Medium or high capacity in some areas, low in others	Processes/resources in place to move toward increased capacity	Consistent application, established mastery achieved	Consistently high capacity with processes/resources in place to sustain high levels

What patterns are evident in our capacity to *Establish a Supportive Environment*?

What are our next steps?

Additional questions to ponder:

1. Are the systems we have developed sustainable?
2. What data or evidence can we look at to continually assess our effectiveness?

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SYSTEM VISION AND ALIGNMENT

For teacher leaders to effectively understand their role, district and building leaders must support them by clearly communicating the vision, rationale, and purpose for their work.

NOTE: *Assessment refers to “school or district leaders,” but this tool can be modified to assess capacity in other levels of the system.*

CONTEXT: This assessment for system capacity for teacher leadership focuses on the _____ school _____ district _____ other _____.

School and District Leadership	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School or district leaders provide a clear vision, rationale, and moral purpose for teacher leadership.					
School or district leaders develop a culture of adult learning that supports teacher leaders’ growth.					
School or district leaders identify criteria for success for teacher leadership using multiple measures and performance indicators.					
School or district leaders provide credibility, public recognition, and authority for teacher leaders.					
School or district leaders build trust and maintain problem-solving focus.					
School or district leaders practice effective communication to ensure information is shared across the system.					

What does this indicate about our system’s strengths in communicating the importance of teacher leadership?

What areas should be developed to be more effective in communicating and promoting teacher leadership?

District Alignment	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
District leaders support the utilization of teacher leaders.					
District leaders provide School Board orientation and information to generate support.					
District leaders communicate with teacher union about roles, workload, and impact.					
District leaders support opportunities for local, regional and statewide committee work with a plan to bring learning back to school and district.					
District leaders ensure other system leaders understand necessary teacher leader supports.					
District leaders align teacher leadership with district initiatives and school improvement efforts.					

What does this assessment indicate about our strengths in aligning teacher leadership with district support?

What areas should be developed to be more effective in aligning district initiatives with teacher leadership?

School Level Implementation	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School leaders demonstrate support for and effective utilization of teacher leaders.					
School leaders articulate clear understanding of necessary teacher leader supports.					
School leaders align teacher leadership with school improvement efforts.					

What does this assessment indicate about our strengths in aligning teacher leadership with school and principal support?

What areas should be developed to be more effective in aligning school improvement with teacher leadership?

Given our strengths and areas of need in *System Vision and Alignment*, where do we fall on this continuum?

LOW CAPACITY		PARTIAL CAPACITY		HIGH CAPACITY	
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What patterns are evident in our *System Vision and Alignment*?

What are our next steps?

<p>Additional questions to ponder:</p> <ol style="list-style-type: none"> 1. What positive and negative experiences has the district/system had that help us to reflect on working with teacher leaders? 2. Who are the teacher leaders in our instructional context and what strategies might be most effective in supporting them? 3. What barriers and constraints have we experienced while working with teacher leaders? What might we do about confronting or overcoming these barriers? 	<p>CSTP Center for Strengthening the Teaching Profession 253-752-2082 www.cstp-wa.org</p>	<p>Funding for the School and District Capacity Tool to Support Teacher Leadership provided by the Office of Superintendent of Public Instruction. 2010</p>
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PROFESSIONAL DEVELOPMENT

A professional learning community promotes continuous learning and supports teacher leaders' development in working with adult learners. Opportunities are provided for teacher leaders in order to develop skills in effective communication, collaboration, content and pedagogy, and systems thinking.

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CONTEXT: This assessment for system capacity for teacher leadership focuses on the ____ school ____ district ____ other _____.

Knowledge, Skills and Opportunities	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School and district leaders provide opportunities for skill development in working with adult learners.					
School and district leaders provide opportunities for skill development in communications.					
School and district leaders provide opportunities for skill development in collaboration.					
School and district leaders provide opportunities for skill development in content, pedagogy and assessment.					
School and district leaders provide opportunities for skill development in systems thinking.					

What does this indicate about our strengths in providing professional development for teacher leaders?

What knowledge, skills and opportunities should be developed to be more effective in providing professional development for teacher leaders?

Given our strengths and areas of need in *Professional Development*, where do we fall on this continuum?

LOW CAPACITY		PARTIAL CAPACITY		HIGH CAPACITY	
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What patterns are evident in *Professional Development* to support teacher leaders?

What are our next steps?

Additional questions to ponder:

1. How will we know what teacher leaders don't know so the appropriate professional development can be provided?
2. How can we assess the effectiveness of the professional development provided?

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ACCESS TO RESOURCES

School leaders who successfully work with teacher leaders build their professional capacity by providing equitable access to a variety of resources.

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Resources: Data/Technology Support	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
Teacher leaders have access to data systems (i.e. attendance, achievement, demographics)					
Teacher leaders have access to training in use of data systems, web-based information and data analysis (i.e. district information and student achievement).					
Teacher leaders have access to needed technology (i.e. interactive whiteboard, document viewer, and online collaborative tools).					

What does this indicate about how our school or district provides data and technology support for teacher leaders’ work?

What additional data/technology supports are needed to support teacher leaders’ work?

Resources: Collaboration	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
School or district leaders ensure that teacher leaders have access to training in how to effectively facilitate collaborative learning teams.					
School or district leaders provide varied opportunities for teacher leadership (i.e. district, school, community).					
School or district leaders provide time for effective planning and collaboration outside of the teaching assignment (i.e. building team and teacher leadership meetings).					

How much time is allocated for teacher leaders to collaborate (i.e. building/district)?

What additional opportunities would enhance teacher leaders’ ability to collaborate?

Resources: Materials	Consistently	Usually	Occasionally	Rarely	Evidence/experience used to determine ratings.
Teacher leaders have access to protocols and tools for adult learning (i.e. planning, facilitation).					
Teacher leadership materials are made available (i.e. books, videos, professional journals).					
Teacher leaders have access to record-keeping tools.					

How are teacher leaders provided with needed materials and resources?

What additional materials might support teacher leaders' work? What systems will keep resources up-to-date?

Given the strengths and areas of need in *Resources*, where does our system fall on this continuum?

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What patterns are evident in the *Resources* we allocate to support teacher leadership?

What are our next steps?

Additional questions to ponder:

1. What system can we develop to continually assess needed resources?

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