

National Teacher Leader Standards

Domain I - Fostering a Collaborative Culture to Support Educator Development and Student Learning	
The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.	
DIA	Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
DIB	Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
DIC	Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
DID	Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
DIE	Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues
Domain II - Accessing and Using Research to Improve Practice and Student Learning	
The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.	
DIIA	Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
DIIB	Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
DIIC	Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues
DIID	Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.
Domain III - Promoting Professional Learning for Continuous Improvement	
The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.	
DIIIA	Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
DIIIB	Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning
DIIIC	Facilitates professional learning among colleagues
DIIID	Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning
DIIE	Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning
DIIF	Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning
DIIG	Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
DIIH	Uses information about emerging education, economic, and social trends in planning and facilitating professional learning

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Domain IV - Facilitating Improvements in Instruction and Student Learning	
The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.	
DIVA	Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
DIVB	Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
DIVC	Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
DIVD	Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
DIVE	Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
DIVF	Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
Domain V - Promoting the Use of Assessments and Data for School and District Improvement	
The teacher leader is knowledgeable about current research on classroom- and school- based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.	
DVA	Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
DVB	Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
DVC	Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
DVD	Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning

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Domain VI - Improving Outreach and Collaboration with Families and Community	
The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.	
DVIA	Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community
DVIB	Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances
DVIC	Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students
DVID	Develops a shared understanding among colleagues of the diverse educational needs of families and the community
DVIE	Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community
Domain VII - Advocating for Student Learning and the Profession	
The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.	
DVIIA	Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
DVIIB	Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
DVIIC	Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
DVIID	Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals
DVIIE	Represents and advocates for the profession in contexts outside of the classroom