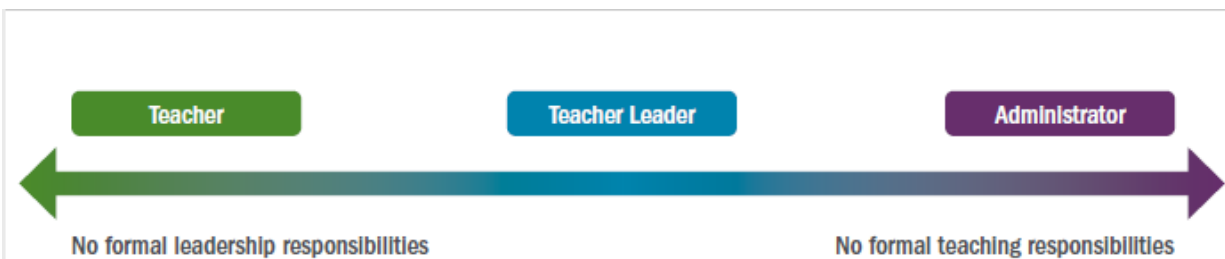


Resource 2. Teacher Leader Role Profiles

Teacher leadership is not an end in and of itself. Teacher leadership is a *strategy* that can be used to address key teaching and learning challenges or to promote sustainable, long-term school improvement. In the past, many teacher leadership opportunities have been marketed or framed as recognition or advancement opportunities, focusing primarily on individual teachers' accomplishments. Today, many states and districts are focusing instead on how to design teacher leadership activities to target specific challenges or goals. Many states and districts are also focusing on how to design teacher leadership activities to capitalize on the specific strengths and skills of exemplary educators.

There is a wide range of teacher leader roles, from informal roles in which teachers choose to take on a few administrative responsibilities to formal roles wherein a significant portion of the work day is spent on administrative tasks rather than teaching (sometimes referred to as *hybrid roles*) (see Figure 1). Depending on the role, teacher leaders may continue to serve as the teacher of record for a typical number of students, a smaller specialized cohort (often students in need of improvement), or a larger cohort of students overall. Some teacher leaders do not serve as the teacher of record, but instead spend a significant amount of time coteaching or supporting teacher responsibilities beyond direct instruction, such as lesson planning. Clearly defining teacher leadership roles and responsibilities can help states and districts strategically and effectively utilize teacher leaders.

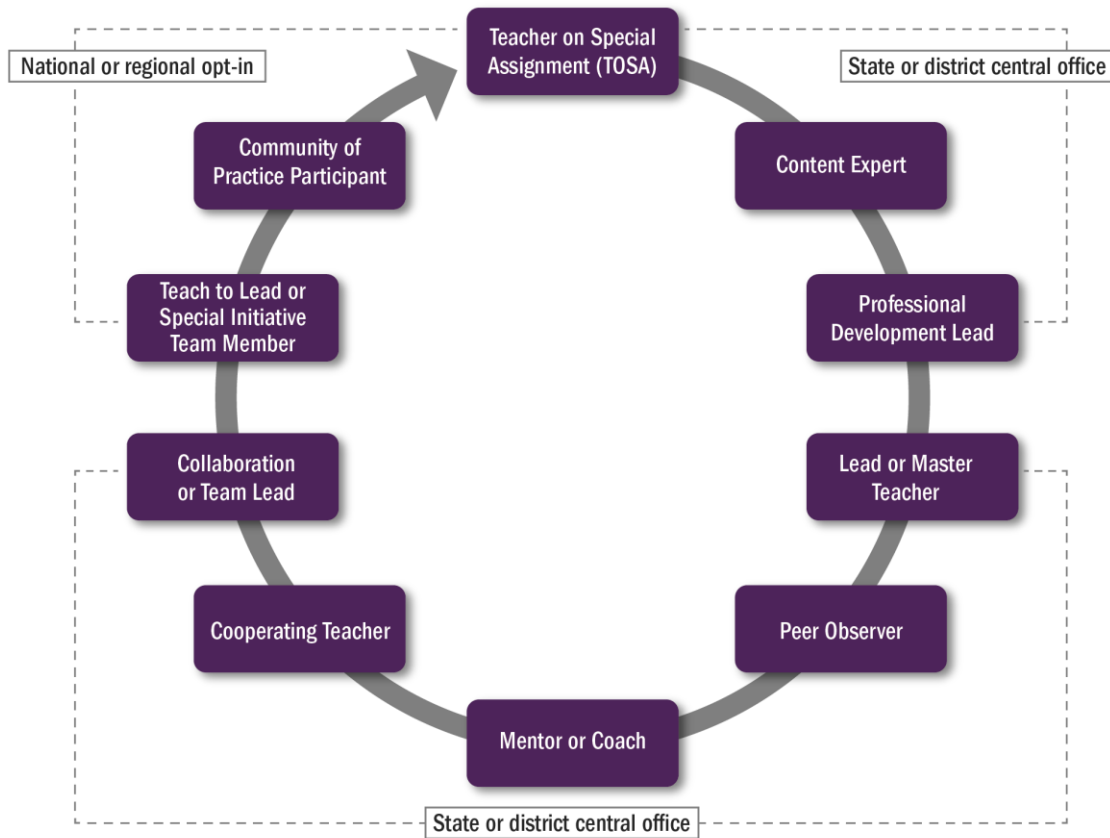
Figure 1. Teacher Leadership Role Spectrum



This resource describes 10 main categories of teacher leader roles. Each of these categories includes a description, associated standards and competencies, and examples of these roles within current state and district teacher leadership systems.

The following role profiles describe 10 distinct categories of teacher leader roles. There are many different types of teacher leader roles that may fit into a single category, depending on how these roles are designed and implemented. Figure 2 outlines the 10 different categories of teacher leader roles, categorized by the three different levels of implementation (e.g., roles established at the national, state, district, or school level).

Figure 2. Teacher Leader Role Categories



The following pages include role profiles for each of the 10 categories of teacher leader roles.

1. Teacher on Special Assignment

Description
<p>Teacher leaders are selected by the agency, state, or district to engage in activities such as the following:</p> <ul style="list-style-type: none"> • Task forces or committees • Special projects or initiatives • Policy implementation • Legislative testimony <p>There is a wide range of teacher leader roles of this type, both formal and informal. Many of these roles require infrequent engagement that require little to no release time from a full-time teaching position, e.g., participating in a quarterly task force meeting or providing legislative testimony a few times a year. Some teacher on special assignment (TOSA) roles (such as Washington Ambassador Fellows under the School Ambassador Fellowship Program at the U.S. Department of Education) require teachers to take a leave of absence from their teaching positions to serve in a full-time teacher leadership position. Many of these positions are designed to address policy and stakeholder engagement issues, but are often created or sustained to show a commitment to ensuring that policy and communication reflect school and classroom realities.</p>

Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Policy • Stakeholder engagement 	<ul style="list-style-type: none"> • National • State 	<ul style="list-style-type: none"> • Little to no release time required • In some cases, temporary full-time teacher leadership position 	<ul style="list-style-type: none"> • No change in title or compensation • No change in license or credential
Relevant Competencies			
<p>Overarching Competencies: advocacy, policy, communication, organizational effectiveness</p>			
<p><u>Teacher Leader Model Standards</u></p>			
<ul style="list-style-type: none"> • Domain VII: Advocating for Student Learning and the Profession 			
<p><u>Teacher Leadership Self-Assessment Tool</u></p>			
<ul style="list-style-type: none"> • 4.2: Demonstrating Systems Thinking • 4.3: Building Partnerships • 4.5: Professional Advocacy 			
<p><u>Teacher Leadership Skills Framework</u></p>			
<ul style="list-style-type: none"> • Systems Thinking: Working Effectively Within the System • Systems Thinking: Advocacy Skills 			
<p><u>The Teacher Leadership Competencies</u></p>			
<ul style="list-style-type: none"> • Policy Leadership: Policy Implementation • Policy Leadership: Policy Advocacy • Policy Leadership: Policymaking • Policy Leadership: Policy Engagement and Relationships • Association Leadership: Organizational Effectiveness: Leading With Vision • Association Leadership: Organizational Effectiveness: Leading With Skill • Association Leadership: Organizing and Advocacy • Association leadership: Building Capacity of Others • Association leadership: Learning Community and Workplace Culture 			
<p>Example: U.S. Department of Education School Ambassador Fellowship Program</p>			
<p>The School Ambassador Fellowship Program is a paid position in which exemplary teachers work with staff at the U.S. Department of Education (ED) to engage educators and ensure that the work of ED reflects classroom and school realities. Fellows also have built a number of special engagement and support efforts over the years, most notably Teach to Lead. Besides Fellows in their current year, ED maintains contact with this network of Alumni Fellows as key contacts in the field who now lead from a variety of levels within the education system and who can continue to inform ED’s work. There are two types of Fellows: Washington Ambassador Fellows, who are based in the District of Columbia and who take a full year of leave from their teaching position, and Campus Ambassador Fellows, who maintain their teaching responsibilities while working for ED on a part-time basis. This opportunity enables exemplary educators interested in the Fellowship program to have flexible options for engagement. For more information, visit https://www2.ed.gov/programs/schoolfellowship/index.html.</p>			

Example: New Mexico Public Education Department

The New Mexico Secretary’s Teacher Advisory Committee was launched in 2017 to connect the state department of education with teachers and to enable those teachers to provide input into education policy. The group, composed of 26 teachers, holds quarterly, in-person meetings with the state education secretary and participates in monthly conference calls. More information is available at <http://teachreachnm.us/2017/08/launch-of-new-secretarys-teacher-advisory/>.

Example: Nevada Department of Education

The Nevada Department of Education launched a Teacher Leader in Residence program, with the first teacher leader serving during the 2018–19 school year. Teacher leaders in this program serve as a liaison between teachers and the state department of education and facilitate the superintendent’s teacher advisory council. More information is available at http://www.doe.nv.gov/Educator_Development_and_Support/.

Example: Teach Plus

The Teaching Policy Fellowship with Teach Plus trains excellent teachers on topics like policy, advocacy, and op-ed writing and provides an opportunity for them to connect with education stakeholders and policymakers. Teacher leaders accepted into the Fellowship Program help shape policies that meet the needs of their students while remaining in the classroom. For example, one group of Teach Plus Fellows in Texas has worked to support districts in optimizing budgets to make more strategic and purposeful uses of district funds to promote student learning. Teach Plus currently operates in 10 states. More information is available at <https://teachplus.org/programs/teaching-policy-fellowship>.

Example: Hope Street Group

Hope Street Group’s Teacher Fellows Network helps states and districts foster teacher communities, formulate innovative ideas, and directly solve education challenges. Fellows are trained to understand the stakeholders in education systems and to examine solutions to pressing challenges in policy design and implementation. There are six different roles offered to Fellows, including Teacher Advisory Council Member, Facilitator, State Design Team Member, Social Media Ambassador, Focus Group Moderator, and Application Reviewer. More information is available at <https://hopestreetgroup.org/teacherfellowship/> and <https://hopestreetgroup.org/tfalumni/>.

Example: Tennessee Teacher Leader Collaborative

The Tennessee Teacher Leader Collaborative offers a database of teacher leadership opportunities for four types of roles: advocate, coach, influence, and connect. Through the advocate category, the collaborative shares opportunities for fellowships and advisory positions. For the influence category, the collaborative shares opportunities to serve as a reviewer or committee member. More information is available at <https://tnteacherleader.org/opportunities/interest-areas/advocate/> and <https://tnteacherleader.org/opportunities/interest-areas/influence/>.

2. Content Expert

Description			
<p>Teacher leaders serve as content expert advisors to state or district leaders, providing guidance or input in specific content areas (e.g., English language arts, chemistry) or instructional approaches (e.g., project-based learning, data-driven instruction). These roles are typically formal and carry a specific title, but they may or may not be linked to a specific initiative, such as implementation of new standards or assessments. Likewise, these roles may or may not include responsibilities linked to school- or district-level decision making, such as serving on an instructional leadership team. Depending on the level of effort required over time, these roles may or may not require release time or a reduced teaching workload. Districts and states may utilize these types of roles to provide experienced and exemplary teachers with flexible opportunities for leadership and growth that are closely tied to instructional practice but do not require coaching or mentoring responsibilities.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional materials and learning opportunities • Instructional approaches 	<ul style="list-style-type: none"> • State • District 	<ul style="list-style-type: none"> • Little to no release time needed • Some release time needed 	<ul style="list-style-type: none"> • Title change with salary increase • Title change with stipend • Title change without change in compensation
Relevant Competencies			
<p>Overarching Competencies: content knowledge</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain IV: Facilitating Improvements in Instruction and Student Learning <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Knowledge of Content and Pedagogy 			
Example: Tennessee Department of Education			
<p>The Tennessee Department of Education selects 31 content experts from around the state to serve as TNReady Content Ambassadors for mathematics, English language arts, science, social studies, and special populations. Ambassadors consult with the department on assessment design and item review, build awareness of TNReady and standards alignment, and participate in trainings and regional assessment meetings. They must have taught for at least 3 years in Tennessee, and they receive \$15,000 in compensation. More information is available at https://www.tn.gov/content/dam/tn/education/testing/TNReady-Content-Ambassador-Overview.pdf. For information on teacher leadership opportunities related to curriculum and assessment review, visit https://tnteacherleader.org/opportunities/interest-areas/influence/.</p> <p>In addition, the Tennessee Department of Education engages teacher leaders through the Teacher Leader Network to contribute to resources on ways to improve educational outcomes for students. For example, a team of teacher leaders contributed to a brief that outlined five major strategies that educators can implement to help improve access to advanced courses and learning pathways for students. These recommended strategies stem from the teacher leaders’ deep content knowledge and experience. For example, one strategy describes collaboration with colleagues in higher education. For more information, visit https://www.tn.gov/content/dam/tn/education/educators/Teacher-Leader-Action-Brief_1.pdf.</p>			

Example: Kingsport City Schools, Tennessee

In Kingsport, teacher leaders worked in teams with administrators and partners from local colleges and universities to expand student access to advanced courses that offer college credit, such as Advanced Placement® courses. More details are available at

https://www.tn.gov/content/dam/tn/education/educators/Teacher-Leader-Action-Brief_1.pdf.

Weakley County Public Schools, Tennessee

In Weakley County Public Schools, teams of teacher leaders worked collaboratively to develop an updated curriculum to meet the learning needs of students, reflect state standards, and address 21st century learning needs. More information is available at

https://www.tn.gov/content/dam/tn/education/educators/Brief_Implementing-Unit-Starters-to-Improve-Student-Literacy.pdf.

Example: District of Columbia Public Schools

The Common Core Mathematics Corps at District of Columbia Public Schools (DCPS) comprises educators who worked with the district to design, plan, and implement the Common Core State Standards for Mathematics rollout. Three to four educators were selected at each grade level. More details are available at <https://dcps.dc.gov/node/983582>.

In addition, as part of the overarching district human capital management system, DCPS has instructional coaches who support teachers through ten 3-week cycles of inquiry, which includes responding to student work.

Example: Louisiana Department of Education

Louisiana employs a three-pronged approach to developing teacher leaders within content areas. First, the Louisiana Department of Education (LDOE) conducts teacher leadership summits each year in which teacher leaders present and lead professional learning opportunities for other teachers. The LDOE archives materials from these summits to inform ongoing professional learning. In addition, Louisiana offers summer content institutes, which are content-specific professional learning sessions, alongside content-agnostic collaboration opportunities. The LDOE directly funds state-level teacher leader roles to inform and oversee use of curricula and assessments across content areas. The LDOE also supports districts in establishing their own content-based instructional coaching teacher leadership positions. For more information, visit <https://www.louisianabelieves.com/resources/library/louisiana-teacher-leaders>.

3. Professional Development Lead

Description			
<p>Teacher leaders provide formal training or professional development to other teachers in their state or district. These roles are typically formal, but they may be more informal depending on whether they are temporary (i.e., linked to a specific, short-term initiative) or more long term. Teacher leaders in these roles typically provide training or professional development on a specific topic to large groups of teachers, administrators, or other staff (rather than to a smaller group of teachers based on their individual needs, as a coach or mentor would). Like a content expert, these types of roles can provide flexible opportunities for leadership and growth that are closely tied to instructional practice but do not require coaching or mentoring responsibilities. Having teacher leaders provide professional development can also help states or districts streamline spending on professional development and build internal capacity over time.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student supports 	<ul style="list-style-type: none"> • State • District 	<ul style="list-style-type: none"> • Little to no release time needed • Some release time needed 	<ul style="list-style-type: none"> • Title change with stipend • No change in title with stipend
Relevant Competencies			
<p>Overarching Competencies: adult learning, communication</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain III: Promoting Professional Learning for Continuous Improvement <p><u>Teacher Leadership Self-Assessment</u></p> <ul style="list-style-type: none"> • 1.3: Group Processes, Facilitation, and Coaching Skills • 2.3: Understanding Adult Learning • 2.4: Facilitating Professional Learning Among Colleagues <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Working With Adult Learners: Facilitating Professional Learning for Teachers • Collaborative Work: Organizational Skills • Communication: Technical skills 			
Example: Southeast Polk Community School District, Iowa			
<p>As part of Iowa’s statewide Teacher Leadership and Compensation initiative, the Southeast Polk Community School District has teacher leaders in roles that support professional development efforts. This typically requires a commitment of about 1 or 2 weeks per year, for which teacher leaders receive a stipend. As a result of these efforts, more teachers in the district have reported perceiving professional development as more relevant. More information is available at https://www.nnstoy.org/wp-content/uploads/2016/03/RINVN829_Teacher-Career-Adv-Initiatives_Rpt_WEB_f.pdf and https://www.educateiowa.gov/sites/files/ed/documents/Southeast%20Polk%20TLC%20Report%202016-17.pdf.</p>			

Example: Chicago Teacher Collaborative

Through the Chicago Teacher Collaborative, Teach Plus recruits Chicago Core Collaborative Teacher Leaders, who facilitate five 3-hour professional development sessions for a cohort of 10 to 15 teachers. More information is available at <https://teachplus.org/Chicago-c2-application>.

Example: Charlotte-Mecklenburg Schools, North Carolina

In Charlotte-Mecklenburg’s 20 highest-need schools, the district offers several teacher leadership opportunities, where excellent teachers can expand their influence. One of these roles is the Professional Development Facilitator, who is responsible for identifying areas of growth and developing school-wide professional development activities. More information is available at <http://cmshighimpact.com/leadership>.

Example: Hope Street Group

The Hope Street Group Teacher Fellow Alumni Network includes six different teacher leader roles, one of which is the Teacher Fellow Facilitator role. In this role, teacher leaders design and deliver virtual or face-to-face professional learning opportunities for other teachers. For more information, visit <https://hopestreetgroup.org/tfalumni/>.

4. Lead or Master Teacher

Description			
<p>Teacher leaders work with other teachers in a cadre or instructional team. This model enables the teacher leader to reach more students, therefore increasing students’ access to effective teaching practices. The teacher leader is typically accountable for the student results of their team, in addition to being responsible for instructional planning and providing professional support to the other teachers in the cadre to help them grow their practice and become more effective. When stipends are reallocated from existing funds, this teacher leadership approach can be a cost-neutral way to promote equitable access and more flexible, ongoing professional support for teachers. Likewise, this approach can give experienced and exemplary teachers an opportunity for growth and advancement without significantly reducing time spent on direct instruction.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student supports 	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • No release time required, though some models (such as Opportunity Culture) include release time 	<ul style="list-style-type: none"> • Title change with stipend • Title change with change in salary
Relevant Competencies			
<p>Overarching Competencies: communication, collaboration, content knowledge</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain IV: Facilitating Improvements in Instruction and Student Learning <p><u>Teacher Leadership Self-Assessment</u></p> <ul style="list-style-type: none"> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Knowledge of Content and Pedagogy 			
Example: Opportunity Culture			
<p>The Opportunity Culture model, which is being implemented in more than 150 schools in 22 sites across the country, enables excellent teachers to reach more students than they would in traditional teaching models. Multi-classroom leaders oversee a teacher team and are responsible for outcomes of all students taught by the team. The multi-classroom leaders receive additional compensation for this role and support other educators in growing and improving their practice. This model also enables exemplary teachers to reach more students, increasing equitable access for the most disadvantaged students. Opportunity Culture schools pay sustainable stipends up to \$23,000 for teacher leaders by reallocating funds from vacant teacher positions, non-classroom teacher specialists, and other funds. More information is available at www.OpportunityCulture.org.</p>			

5. Peer Observer

Description			
<p>Peer-observer teacher leaders observe and provide feedback to other teachers as part of a formal evaluation or professional growth system. These roles are typically formal; however, these teacher leaders often focus more on providing feedback and do not replace an administrative evaluator. Peer observers may be able to provide detailed or content-specific feedback to teachers based on their time available and expertise, as opposed to school leaders who may be limited to providing more general feedback and shorter periods of time for observation. Districts may choose to establish peer observer roles to produce more targeted and specific observation data, feedback, and support. These roles often require the district to invest in ongoing training and calibration, and the costs associated with teacher leader compensation may vary. These roles may also have a wide range of release time required, depending on the number of observations required and the number of teachers served. Teacher leaders in these roles may serve all teachers, or they may focus on specific subject areas or teacher populations, such as novice or struggling teachers.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student supports 	<ul style="list-style-type: none"> • District • School 	<ul style="list-style-type: none"> • Little to no release time needed • Some release time needed • Temporary full-time teacher leadership position 	<ul style="list-style-type: none"> • Title change with stipend • Title change with change in salary
Relevant Competencies			
<p>Overarching Competencies: content knowledge, communication</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain IV: Facilitating Improvements in Instruction and Student Learning <p><u>Teacher Leadership Self-Assessment</u></p> <ul style="list-style-type: none"> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Knowledge of Content and Pedagogy • Communication: Building Relationships Through Communication 			
Example: Illinois Department of Education			
<p>The Illinois teacher evaluation regulations enable districts to utilize teacher peer observers. More information on state guidelines is available at https://www.isbe.net/documents/13-17-pe-teacher-eval.pdf.</p>			

Example: Denver Public Schools

The Denver Teacher Leadership and Collaboration (TLC) Initiative was initially created under a Teacher Incentive Fund grant and has since expanded because of local support for the program. In the TLC system, Team Leads and Senior Team Leads provide observations and feedback to other teachers at their school. Teacher leaders in these roles earn a stipend for this work and have reduced classroom teaching responsibilities. More information is available at <http://teacherleader.dpsk12.org/>.

Example: Boston Public Schools

The Peer Assistance and Review (PAR) program in Boston Public Schools provides coaching, support, and evaluation for teachers who are not yet proficient. PAR teachers volunteer to have an experienced “consulting teacher” serve as their coach and primary evaluator. More information is available at <https://btu.org/member-resources/peer-assistance-and-review-par-program/>.

6. Mentor or Coach

Description			
<p>Teacher leaders provide ongoing support to new or struggling teachers by conducting observations, providing feedback, supporting lesson planning and data analysis, and coteaching. These roles may be formal or informal, and they may be designed to be separate from or include peer observer responsibilities. Likewise, these roles may include broader decision making (e.g., serving on instructional leadership teams) or may focus on individual teacher growth.</p> <p>Many current instructional coaching roles may not be considered teacher leader roles if they do not also include instructional responsibilities and accountability for student learning. Schools and districts may establish multiple, hybrid teacher leadership positions that include part-time or flexible instructional coaching instead of (or in addition to) full-time instructional coaches. Instructional coaching teacher leadership roles may be aligned with standards, evaluation rubrics, or professional learning objectives to help structure and guide coaching activities. Teacher leaders in these roles may also take a collaborative approach, observing and highlighting effective practices from other teachers to emphasize shared expertise and collaboration; this approach may be especially effective for teacher leaders working with veteran teachers to improve their practice.</p> <p>An alternative approach to instructional coaching is to have the teacher leader teach in a model, demonstration, or lab classroom in which other teachers can observe the teacher leader in action with students. By engaging in professional learning dialogue with other teachers and sharing contextual information or artifacts before or after observation, coaches can balance and integrate teaching responsibilities with coaching responsibilities.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student supports 	<ul style="list-style-type: none"> • District • School 	<ul style="list-style-type: none"> • Some release time needed • Temporary full-time teacher leadership position 	<ul style="list-style-type: none"> • Title change with stipend • Title change with change in salary
Relevant Competencies			
<p>Overarching Competencies: content knowledge, communication</p> <p>Teacher Leader Model Standards</p> <ul style="list-style-type: none"> • Domain IV: Facilitating Improvements in Instruction and Student Learning <p>Teacher Leadership Self-Assessment</p> <ul style="list-style-type: none"> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <p>Teacher Leadership Skills Framework</p> <ul style="list-style-type: none"> • Knowledge of Content and Pedagogy • Collaborative Work: Collaborative Skills • Communication: Building Relationships Through Communication • Communication: Technical Skills <p>The Teacher Leadership Competencies</p> <ul style="list-style-type: none"> • Instructional Leadership: Coaching and Mentoring • Instructional Leadership: Facilitating Collaborative Relationships 			

Example: Iowa Department of Education

The mentor teacher role in Iowa’s career pathway was developed in 2012. Mentor teachers teach a 70% schedule and spend the remainder of their time planning and developing lessons with their assigned teachers, and planning and delivering professional development with the support of a lead teacher.

More information is available at

<https://www.educateiowa.gov/sites/files/ed/documents/Final%20Report%20of%20the%20Task%20Force%20on%20Teacher%20Leadership%20and%20Compensation.pdf>.

In addition, through the implementation of the Teacher Leadership and Compensation Program, Iowa has supported the creation of hundreds of locally designed instructional coaching teacher leader roles. Case studies have found that the districts showing the most improvement have some shared attributes across these roles, including alignment with standards or evaluation frameworks and shared decision making. Districts also shared that having clear processes and cycles of learning helped to make the work of instructional coaches more transparent to teachers. For more information, visit

<https://www.air.org/system/files/downloads/report/Strategies-for-Implementing-Teacher-Leadership-Compensation-Iowa-case-studies-2018.pdf>.

Example: Denver Public Schools

Denver Public Schools has an established mentoring program in which mentors support newly hired teachers. Mentors receive a stipend for this work, spending 20 hours per semester with the new teacher. While this role is formal, mentors are not required to share information about mentoring activities or impact with school or district leaders (or other reporting activities). Additional information is available at <http://neweducators.dpsk12.org/MentorOverview>.

Example: Ontario-Montclair School District

The primary responsibilities of the data coach position in Ontario-Montclair School District in Ontario, California, are to assist teachers in collecting and analyzing data and to support teachers in using data to modify instruction. In addition, the data coach identifies schoolwide instructional strategies, models lessons, observes lessons, gives feedback, and facilitates professional development. For more information, visit <https://www.edjoin.org/JobDescriptions/623/Data%20Coach-20150331084725.pdf>.

7. Cooperating Teacher

Description			
<p>Cooperating teacher leaders work closely with preservice teachers, modeling instruction and gradually releasing instructional responsibilities as preservice teachers develop readiness. Cooperating teachers may host preservice teachers for a full school year or a shorter time period, and they often provide guidance and support to the preservice teacher during planning time. Cooperating teachers often self-select by volunteering for this role, and they may coordinate with either the district or the preservice teacher’s institution of higher education.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student supports 	<ul style="list-style-type: none"> • Classroom 	<ul style="list-style-type: none"> • No release time required 	<ul style="list-style-type: none"> • No change in title with stipend
Relevant Competencies			
<p>Overarching Competencies: communication, collaboration</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain IV: Facilitating Improvements in Instruction and Student Learning <p><u>Teacher Leadership Self-Assessment</u></p> <ul style="list-style-type: none"> • 3.1: Demonstrating Pedagogical Knowledge • 3.3: Demonstrating Social and Emotional Competency • 3.6: Applying Coaching Skills <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Knowledge of Content and Pedagogy • Collaborative Work: Collaborative Skills • Communication: Building Relationships Through Communication • Communication: Technical Skills <p><u>The Teacher Leadership Competencies</u></p> <ul style="list-style-type: none"> • Instructional Leadership: Coaching and Mentoring; Instructional Leadership: Facilitating Collaborative Relationships 			
Example: New Jersey Department of Education			
<p>In New Jersey, cooperating teachers must have received a rating of <i>effective</i> or <i>highly effective</i> on their most recent summative evaluation. The state’s annual educator recognition programs include Distinguished Cooperating Teachers. For more information, visit https://www.nj.gov/education/educators/rpr/preparation/.</p>			
Example: Pennsylvania Department of Education			
<p>The Pennsylvania Department of Education requires cooperating teachers to have at least 3 years of satisfactory certified teaching experience—one of which must be the specific placement in which the student teacher is assigned—and to be trained by the preparation program faculty. More information is available at http://www.education.pa.gov/Documents/Teachers-Administrators/Certification%20Preparation%20Programs/Framework%20Guidelines%20and%20Rubrics/K-12%20Program%20Framework%20Guidelines.pdf.</p>			

8. Collaboration Lead

Description			
<p>Teacher leaders lead collaborative teams of teachers, organized by grade level, content area, or professional learning needs. These teams may focus on utilizing curricular resources, lesson planning, student data analysis, formative assessment development or administration, or other instructional planning activities. Teacher leaders may form new teams of teachers or may step in to lead existing teams of teachers, such as grade-level teams. These roles are formal and may be combined with other teacher leader responsibilities, such as peer observation or coaching. Teacher leaders in these roles are not accountable for the outcomes of the teachers they help, but they may inform larger instructional improvement efforts by elevating teaching and learning needs across classrooms or schools. Teacher leaders in these roles may also be part of broader decision-making structures such as instructional leadership teams. School and district leaders may hold teacher leaders responsible for the results of collaborative time (e.g., data analysis results, instructional plans based on student learning evidence) to ensure that team time is productive.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student supports 	<ul style="list-style-type: none"> • School • District (for district-level teams) 	<ul style="list-style-type: none"> • No release time needed • Some release time needed 	<ul style="list-style-type: none"> • No change in title with stipend • Title change with stipend • Title change with change in salary
Relevant Competencies			
<p>Overarching Competencies: communication, collaboration, organizational effectiveness</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning <p><u>Teacher Leadership Self-Assessment</u></p> <ul style="list-style-type: none"> • 1.1: Developing Positive Relationships and Trust • 1.2: Listening Skills • 1.3: Group Processes, Facilitation, and Coaching Skills • 1.4: Conflict Resolution and Mediation • 2.4: Facilitating Professional Learning Among Colleagues <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Collaborative Work: Collaborative Skills • Collaborative Work: Organizational Skills • Communication: Building Relationships Through Communication • Communication: Technical Skills 			
Example: Connecticut Department of Education			
<p>In some schools, department chairs also lead collaborative team planning time. Per Connecticut policy, department chairs must earn an endorsement. To be eligible for the endorsement, the teacher must be certified in Connecticut, hold a master’s degree or have completed 30 credits in addition to a bachelor’s degree, and have completed 30 months of successful teaching. More information is available at https://portal.ct.gov/SDE/Certification/Administrative-Endorsements.</p>			

Example: Denver Public Schools

In Denver Public Schools, there are four teacher leader roles (team lead, senior team lead, team specialist, and regional team specialist) responsible for facilitating and managing collaborative teams of teachers in lesson planning, data analysis, and reflection. Team leads and senior team leads also support evaluation activities, while team specialists focus specifically on leading teacher teams. Team specialists continue to teach full time, serving as the lead for the grade or content-area team in which they previously participated. Regional team specialists work with teams of teachers across multiple schools, enabling teachers of specialized content areas in smaller schools to communicate and collaborate with other teachers in their content area. More information is available at <http://teacherleader.dpsk12.org/apply/teacher-leadership-roles/>.

Example: White River School District, Washington

The White River School District has professional learning communities (PLCs) in each school facilitated by designated team leaders. More information on PLCs in White River is available at http://www.whiteriver.wednet.edu/learning_in_white_river/professional_learning_community.

Example: Impact Academy Charter School, Minnesota

Impact Academy in Minnesota uses PLCs to differentiate leadership responsibilities among teachers. Teachers participate in PLCs that meet weekly for 100 minutes to discuss instructional strategies and student data. Based on these findings, teachers also participate in decision making regarding the school schedule, student assessments, learning program, measuring school success, and staffing. More information is available at <https://www.edweek.org/ew/articles/2017/04/19/in-minnesota-and-us-teacher-powered-schools-take.html>.

9. Teach to Lead or Special Initiative Team Member

Description			
<p>Teacher leaders participate in a Teach to Lead team to collaboratively identify a problem of practice and a potential solution to improve teaching and learning in their local context. Teams apply to and are selected to attend Teach to Lead summits across the country. To date, there have been more than 2,500 Teach to Lead Summit participants. Each team must include a current teacher and must leverage teacher leadership as a strategy for improvement; however, team projects may cover a wide range of challenges such as school nutrition, advanced learning opportunities, new teacher mentoring, or cross-department collaboration. Team plans and initiatives are conceptualized and designed by the teacher leader team members with support from content experts at the Teach to Lead summit, but the team is solely responsible for implementing their plan and generating buy-in from other teachers and leaders in their school or district. The time and effort required to support these initiatives depends on their design, and teacher leader participation is voluntary.</p> <p>Outside of Teach to Lead summits, states and districts may convene teacher leaders to identify problems of practice and potential solutions. States and districts may also identify teacher leaders to direct special initiatives based on their content expertise.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Policy • Stakeholder engagement • Instructional improvement • Student support • Instructional materials and learning opportunities • Learning conditions 	<ul style="list-style-type: none"> • National • State • District • School 	<ul style="list-style-type: none"> • No release time required 	<ul style="list-style-type: none"> • No change in title or compensation
Relevant Competencies			
<p>Overarching Competencies: collaboration, organizational effectiveness</p> <p>Teacher Leader Model Standards</p> <ul style="list-style-type: none"> • Domain VII: Advocating for Student Learning and the Profession <p>Teacher Leadership Self-Assessment</p> <ul style="list-style-type: none"> • 4.1: Supporting and Strengthening the School Community • 4.2: Demonstrating Systems Thinking • 4.3: Building Partnerships • 4.5: Professional Advocacy <p>Teacher Leadership Skills Framework</p> <ul style="list-style-type: none"> • Systems Thinking: Working Effectively Within the System • Systems Thinking: Advocacy Skills • Collaborative Work: Collaborative Skills <p>The Teacher Leadership Competencies</p> <ul style="list-style-type: none"> • Policy Leadership: Policy Implementation • Policy Leadership: Policy Advocacy • Policy Leadership: Policymaking, Policy Leadership: Policy Engagement and Relationships 			

Example: South Dakota Schools Teacher Retention and Mentoring Program

This Teach to Lead project in South Dakota sought to increase teacher retention, especially in high-need schools in which the teacher turnover rate is sometimes 100% in a single year. The team of teacher leaders worked to establish partnerships between newly hired teachers and mentor teachers at the school that included face-to-face and virtual mentoring. A community partnership with the WoLakota Project provided support and resources for teachers as they learned how to support students on Native American reservations. For more information, visit <http://teachtolead.org/stories/transforming-teacher-retention-mentorship/>.

Example: Prince George County Public Schools Teacher Action Committee

This Teach to Lead project in Maryland sought to create a connection between classroom teachers and the district central office through the creation of a Teacher Action Committee. During a Leadership Lab, diverse stakeholders convened to discuss student success and district needs. For more information, visit <http://teachtolead.org/stories/strengthening-partnerships-forming-teacher-action-committee/>.

Example: Tennessee Department of Education

The Tennessee Department of Education engages teacher leaders through the Teacher Leader Network to contribute to resources on ways to improve educational outcomes for students. For more information, explore the following resources that describe special initiatives and recommendations from teacher leaders in Tennessee:

- [Increasing Access to Early Postsecondary Opportunities \(High School and Bridge to Postsecondary\)](#)
- [Improving Inclusionary Practices to Support All Learners \(All Means All\)](#)
- [Implementing Unit Starters to Improve Student Literacy \(Early Foundations and Literacy\)](#)
- [Developing Teacher Practice through Unit Starter Implementation \(Educator Support\)](#)

Example: Effingham County School District, Illinois

The Creating Entrepreneurial Opportunities (CEO) course is a high school-level business course created by teacher leaders. This course was developed based on insights from two teachers, Joe Fatheree and Craig Lindvahl. Funded through local businesses, the course helps students effectively launch businesses in the community, engaging them in real-world learning and accelerating student learning through student interests. Efforts to replicate the CEO course are underway in other school districts. For more information, visit www.effinghamCEO.com.

10. Community of Practice Participants

Description			
<p>Community of practice participants collaborate with other teachers, typically across school, district, or state lines. These communities of practice may be focused on the development of new resources for their profession, or they may be role-specific groups designed to share curricular or assessment resources, information, or experiences with one another. Teacher leaders participating in these communities of practice typically focus on resource sharing and guidance regarding teaching responsibilities rather than policymaking or decision making.</p>			
Intended Focus or Impact	Targeted Level of Influence	Commitment	Role Formality
<ul style="list-style-type: none"> • Instructional improvement • Student support • Instructional materials and learning opportunities • Learning conditions 	<ul style="list-style-type: none"> • National • State • Region • District • School 	<ul style="list-style-type: none"> • No release time required 	<ul style="list-style-type: none"> • No change in title or compensation
Relevant Competencies			
<p>Overarching Competencies: organizational effectiveness, content knowledge</p> <p><u>Teacher Leader Model Standards</u></p> <ul style="list-style-type: none"> • Domain VII: Advocating for Student Learning and the Profession <p><u>Teacher Leadership Self-Assessment</u></p> <ul style="list-style-type: none"> • 4.1: Supporting and Strengthening the School Community • 4.2: Demonstrating Systems Thinking • 4.3: Building Partnerships <p><u>Teacher Leadership Skills Framework</u></p> <ul style="list-style-type: none"> • Systems Thinking: Working Effectively Within the System 			
Example: Powered By Teach to Lead Series			
<p>Several states (including Indiana, Maryland, Maine, Utah, and Wisconsin) have led or co-led Powered By Teach to Lead summits in partnership with Teach to Lead partner organizations (including the National Board for Professional Teaching Standards and Teach Plus) and supporting organizations (including the Association for Supervision and Curriculum Development, Emerging Leaders, Hope Street Group, and the National Network of State Teachers of the Year). For more information, visit http://teachtolead.org/what-we-do/powered-teach-lead/.</p>			
Example: New Mexico Public Education Department			
<p>Each year, the Secretary’s Teacher Advisory and the New Mexico Teacher Leader Network—two teacher leader groups in New Mexico—host a summit, bringing together teachers from across the state to collaborate and learn from one another. More information is available at https://webnew.ped.state.nm.us/bureaus/teacher-family-outreach/teacher-leadership-2/.</p>			
Example: Common Assignment Study (Colorado and Kentucky)			
<p>In 2013, the Bill & Melinda Gates Foundation partnered with Colorado Education Initiative and the Fund for Transforming Education in Kentucky to bring together 45 teachers to collaborate across state lines. The Colorado and Kentucky teachers codesigned common assessments to teach in their classrooms. For more information, visit http://k12education.gatesfoundation.org/blog/2015-common-assignment-study-coky/.</p>			

Example: Baltimore City Public Schools

Baltimore City Public Schools (BPS) first implemented a community of practice model for its library media specialists. The specialists were assigned to small groups. Throughout the year, these specialists continued to meet with the small groups for professional learning, sharing resources, and observing one another at their respective schools. Each library media specialist eventually filled the roles of observer and host. The positive feedback from Baltimore’s community of practice indicates that it could be replicated with teachers or teacher leaders. For more information, visit <https://futureready.org/improving-teaching-learning-communities-practice/>.

Example: Tennessee Teacher Leader Collaborative

The Tennessee Teacher Leader Collaborative is a network of organizations (e.g., Hope Street Group, Teach Plus, and the Tennessee Collaborative on Reforming Education) through which teachers can identify and engage in a variety of professional learning and collaboration opportunities, including coaching opportunities. For more information, visit <https://tnteacherleader.org/>.

Reflection on Teacher Leader Roles

States and districts may use the template in Table 1 to reflect on key questions related to the design of teacher leadership roles and to capture notes from discussion.

Table 1. Template to Capture Notes From Discussion

Reflection Question	Notes
What kinds of teacher leadership roles does the state or district intend to create or foster?	
What is the associated impact of these roles? Are they designed to have a direct or indirect impact related to the long-term goals for the initiative?	
What processes are in place to ensure that the most qualified candidates are selected for these roles, based on associated competencies and skills?	
What supports are in place to help teacher leaders develop important competencies and skills over time?	

When designing teacher leader roles, states and districts may consider the following:³

- Be transparent and collaborative in the role design process by meaningfully involving stakeholders and sharing information across schools and districts.
- When possible, align teacher leader roles with existing structures or processes such as standards, evaluation, or professional development. Clearly communicate how teacher leadership will help achieve teaching and learning goals.

³ These recommendations stem from lessons learned through case studies of Iowa’s implementation of the Teacher Leadership and Compensation initiative (more information is available at <https://www.air.org/system/files/downloads/report/Strategies-for-Implementing-Teacher-Leadership-Compensation-Iowa-case-studies-2018.pdf>), Tennessee’s implementation of the Teacher Leader Network (more information is available at <http://chiefsforchange.org/policy-paper/5665/>), and feedback shared through Teach to Lead summits.

Set clear expectations about the workload and expectations associated with the teacher leadership role and use these expectations to guide hiring and professional learning for teacher leaders. Provide professional learning to school leaders on managing and supporting teacher leaders.

Additional Resources on Teacher Leader Roles

For more information on the teacher leader standards frameworks included in each of the role profiles, explore the following resources:

- **Teacher Leadership Self-Assessment Tool:** This resource from the Regional Educational Laboratory Midwest and the Center on Great Teachers and Leaders outlines four domains of teacher leadership competencies informed by other standards frameworks and research. This resource and its companion School and District Self-Assessment Tool are available at <https://gtlcenter.org/products-resources/teacher-leadership-self-assessment-and-readiness-tools>.
- **Teacher Leader Model Standards:** These standards, developed by a consortium of diverse experts, encompass seven skill domains. The standards are available at https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf.
- **Teacher Leadership Skills Framework:** This framework, developed by the Center for Strengthening the Teaching Profession, includes five domains of skills, competencies, and dispositions. The framework is available at <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/06/Teacher-Leadership-Framework.pdf>.
- **The Teacher Leadership Competencies:** This framework was developed by the Center for Teaching Quality, National Board for Professional Teaching Standards, and National Education Association and includes three domains of competencies. The competencies are described at https://www.nbpts.org/wp-content/uploads/teacher_leadership_competencies_final.pdf.

Additional Resources on Teacher Leader Roles

- **Creating Sustainable Roles:** This resource outlines examples and lessons learned from Massachusetts districts in creating teacher leader roles. For more information, visit <http://www.doe.mass.edu/eval/leadership/CreateSustainRoles.pdf>.
- **ASCD’s Ten Roles for Teacher Leaders:** This resource, developed by the Association for Supervision and Curriculum Development (ASCD), outlines 10 roles that teacher leaders can play in terms of how they influence or interact with others, such as Learner or Resource Provider. More information is available at <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx>.
- **T3 Teacher Leader Roles and Responsibilities:** This resource from Teach Plus provides a high-level overview of the attributes and activities of teacher leaders. For more information, visit http://www.teachplus.org/sites/default/files/downloads/Documents/t3_tl_roles_and_responsibilities_-_external_use_1.pdf.
- **Teacher Leadership Skills Framework:** This framework illustrates the skills, competencies, and dispositions of teacher leaders, as well as sample roles. More information is available at <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/06/Teacher-Leadership-Framework.pdf>.
- **Great to Influential—Teacher Leaders’ Roles in Supporting Instruction:** This resource outlines the ways in which teacher leaders influence other teachers’ effectiveness. The resource and other reports in this study series are available at <https://gtlcenter.org/goodtogreat>.