ESTABLISHING A SUPPORTIVE ENVIRONMENT School and District Capacity to Support Teacher Leadership For teacher leaders to thrive and effectively impact colleagues' practice, school and district **NOTE**: Assessment refers to "school leaders must create an environment that provides credibility for their work and supports or district leaders," but this tool can be opportunities for professional growth and collaboration. 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?

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	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.						11011111
	School or district leaders regularly convene principals and teacher leaders to collaborate, review and plan strategic approaches.						0
	School or district leaders provide timely access to needed information, resources and school personnel (i.e. leadership, curriculum, instruction,						000
	school improvement).						L []

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 C	APACITY	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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Center for Strengthening the Teaching Profession 253-752-2082 www.cstp-wa.org Funding for the School and District Capacity Tool to Support Teacher Leadership provided by the Office of Superintendent of Public Instruction.

For teacher leaders to effectively understand their rok, district and building leaders must support them by clearly communicating the vision, rationale, and purpose for their work. CONTEXT: This assessment for system capacity for teacher leadership focuses on the school and district on the school of district leaders provide a clear origin, rational, and moral purpose for teacher leadership. School and District Leaders provide a clear origin, rational, and moral purpose for teacher leadership. School or district leaders provide a clear origin, rational, and moral purpose for teacher leadership. School or district leaders provide a clear origin, rational, and moral purpose for teacher leadership. School or district leaders provide a clear origin, rationally and performance indicators. School or district leaders provide a clear origin, rationally the supports teacher leadership using multiple measures and performance indicators. School or district leaders support greater erdibility, public recognition, and authority for teacher leaders provide a cross 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 loadership? District leaders support the utilization of teacher leaders. District leaders support the utilization of teacher leaders. District leaders support the utilization of teacher leaders. District leaders support the original pack to school and district. District leaders support the original pack to school and district. District leaders support the original pack to school and district. District leaders support the dedership with district initiatives and school improvement efforts.	SYSTEM VISION AND ALIGNMENT				S	chool and District Capacity to Support Teacher Lea	
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district initiatives and school improvement efforts.	plan to bring loanning back to contoor and alourot.						
What does this assessment indicate about our strengths in aligning teacher leadership with district support?	District leaders ensure other system leaders						
O	District leaders ensure other system leaders understand necessary teacher leader supports. District leaders align teacher leadership with						

School Level Implemen	tation	Consistently	Usually	Occasionally	Rarely	Evidence/experience	e used to determine ratings.
School leaders demo	nstrate support for and						
						-	
ecessary teacher le	llate clear understanding of ader supports.						
chool leaders align chool improvement	teacher leadership with efforts.						
Vhat does this asses	ssment indicate about our str	engths in alignin	g teacher	leadership wi	ith schoo	l and principal suppo	ort?
Vhat areas should b	e developed to be more effec	ctive in aligning s	chool imp	rovement with	h teacher	leadership?	
iven our strengths and	I areas of need in <i>System Vision</i>	and Alignment. w	here do we	fall on this cor	ntinuum?		_
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/hat patterns are ev	ident in our <i>System Vision ai</i>	nd Alianment?					
		<i>g</i>					
/hat are our next ste	ens?						
	,,,,						
Additional questions to							
-	o ponder: I negative experiences has tl	ne district/syster	n had		CS	STP	Funding for the
that help us to ref	-	leaders?		Cen		l	Funding for the chool and District Capacity Tool to Support 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			
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		

Additional questions to ponder:

- 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?

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PROFESSIONAL DEVELOPMENT

School and District Capacity to Support Teacher Leadership

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.

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 ____

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 CA	APACITY	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 *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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						1		
ACCESS TO RESOURCES				Si	chool and District Capacity to Support Teacher Lea	dership		
School leaders who successfully work with teacher providing equitable access to a variety of resources CONTEXT: This assessment for system capacity for school district other	city by	NOTE: Assessment refers to "school or district leaders," but this tool can be modified to assess capacity in other levels of the system.	WURKING WITH ADULT LEARNERS					
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).						MFRS • C		
Teacher leaders have access to needed technology (i.e. interactive whiteboard, document viewer, and online collaborative tools).								
What additional data/technology supports are needs	ed to support t	teacher lea	aders' work?			IUN • L'ULLABURATIVE WURK •		
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.						NUWLEU		
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).						JNIENI AND		
How much time is allocated for teacher leaders to co	ollaborate (i.e	. building/d	district)?			PEDAGUGY •		
What additional opportunities would enhance teacher leaders' ability to collaborate?								

Resources: Materials		Consistently	Usually	Occasional	ly Rarely	Fyidence/eyner	rianca II	sed to determine ratings.	
		Consistently	Osually	Occasional	iy nareiy	Lviuelice/expei	i i cii ce u	seu to determine ratings.	
	access to protocols and g (i.e. planning, facilitation).								
Teacher leadership materials are made available (i.e. books, videos, professional journals).									
Teacher leaders have access to record-keeping									\leq
tools.									
How are teacher lead	ers provided with needed r	naterials and reso	urces?						
	•								
									•
What additional mater	ials might support teacher	leaders' work? W	/hat syste	ms will keep	resources	up-to-date?			==
Given the strengths and	areas of need in <i>Resources</i> , w	here does our syste	em fall on t	his continuun	1?				
LOW CA	APACITY	PAF	RTIAL CAPA	ACITY			HIGH CAPACITY		
Consistently low		Medium or high	Pro	ocesses/res		Consistent applic		Consistently high	
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	of developing key resources	areas, low in othe		vard increas pacity	sed a	nchieved		processes/resources in place to sustain	
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vviiat patterns are evi	uent in the <i>nesources</i> we a	mocate to support	i teacher	ieauei Siiip :					
What are our next ste	ps?								
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ı. vvnat system can v	ve develop to continually a	ssess needed res	ources?	Co		rengthening the		upport Teacher Leadership	
					Teaching	Profession		provided by the Office of Superintendent	

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