UAB School of Education

Teacher Leader Program

2013 Student Handbook

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Conceptual Overview of Teacher Leadership

School Leadership and School Reform: Current Issues and Trends

In 2009, Shelton stated,

> Today's complex school environment requires effective leadership among all educators–teachers, principals, and superintendents—to turn around struggling schools and improve student achievement. Among the most important school-related factors that improve student learning, school leadership was second only to classroom instruction, according to a report commissioned by the Wallace Foundation. (p. 1)

Shelton's comments provide insight to the current movement for preparing teacher leaders. With classroom instruction as the single most important predictor of student achievement, this movement is aimed at preparing our most effective teachers to become transformational school-based leaders. With the goal of improving student achievement and learning in our nation's schools (Alger, 2008), many states, including Alabama, are creating and implementing licensing/certification systems to formally prepare teachers to serve in school-based leadership roles. This paradigm shift incorporates a distributive model of leadership and school improvement initiatives with responsibilities that are shared between administrators and teacher leaders. This distributive model harnesses the power of teacher leaders and recognizes and honors the critical role that teachers play in improving student achievement. According to the National Association of State Boards of Education (NASBE, 2010), distributive school leadership is anchored in "the belief that all members of the school community have knowledge and expertise that can benefit the school as a whole" (p. 1). As summarized by NASBE (2010), research has been clear. For school improvement to be truly successful, teachers must be actively involved and committed to change.

According to Jackson (2010), teacher leaders serve as change agents in their schools to improve teaching, learning, and student achievement. Teacher leaders define success in terms of school-wide improvement, and they actively engage in the professional development of their colleagues. These teacher leaders are able to articulate the mission of the school and are passionate about supporting curricula and *collective* professional growth (Jackson, 2010).

What is a Teacher Leader?

A teacher leader has been defined in many ways. The Five-State Leadership Consortium (2008), of which Alabama is a member, supports the following definition:

> Teacher leaders are educators who use their expertise to improve student learning by working outside the classroom in formal and informal ways to augment the professional skills of colleagues, to strengthen the culture of the school, and to improve the quality of instruction. (p. 4)

According to Shelton (2009), the Center for Comprehensive School Reform and Improvement (2008), and the Institute for Educational Leadership (2001), the common roles and responsibilities for teacher leadership include the following:

- Leading and monitoring school improvement efforts
- Peer coaching/mentoring
- Participating in administrative meetings
- Developing and delivering professional development
- Assisting in the development of the school budget
- Shaping the curriculum
- Serving as department or grade-level chairs
- Serving on school leadership/improvement teams
- Collecting and analyzing assessment data to improve teaching and learning
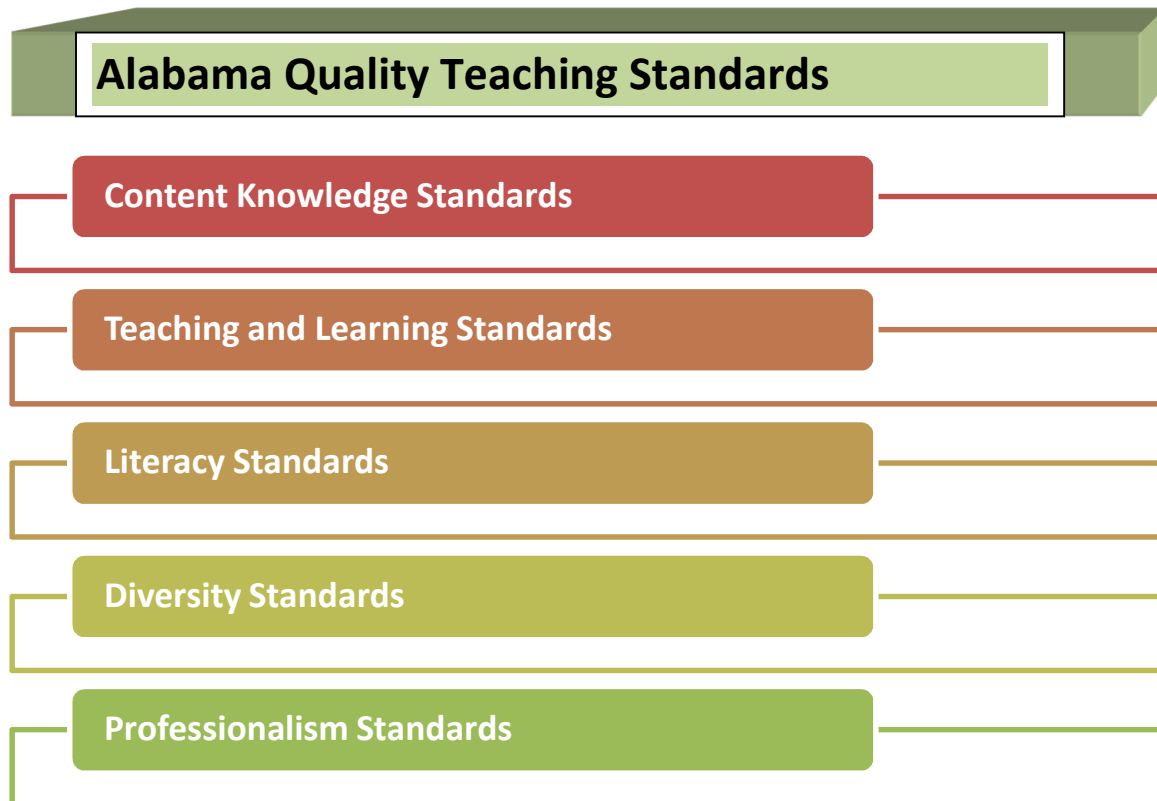- Selecting new teachers

According to the Center for Comprehensive School Reform and Improvement (2010), research studies have shown that teacher leaders consistently demonstrate a willingness to

- collaborate with peers, parents, and communities to engage them in dialogues of open inquiry;
- engage in risk taking and participate in school-wide decision making;
- share knowledge and expertise and invite colleagues into the classroom;
- reflect on work and lead study groups or professional learning communities;
- raise the tough issues; and
- engage in continuous action research and school improvement initiatives.

Alabama's Teacher Leader Certification Program

In response to research studies on the effectiveness of teachers as school-based leaders, several statewide initiatives have promoted the creation of Alabama's new Teacher Leader Certification Program. As a first step, the Alabama Governor's Commission on Quality Teaching (GCQT) was created in 2006. The GCQT responded to Governor Riley's charge to "examine, recommend, and work to implement laws, policies, and practices affecting teachers and teaching effectiveness to ensure student success in Alabama's public schools" and to "promote the aggressive recruitment, preparation, support,

retention, and growth of quality teachers in order to raise student achievement in Alabama" (Alabama State Department of Education, 2007, p. 1). The GCQT's seminal work included the development of the *Alabama Quality Teaching Standards* (AQTS) which provide the current framework for initial teacher preparation as well as for ongoing professional development. These standards are divided into the following five categories of learning outcomes:
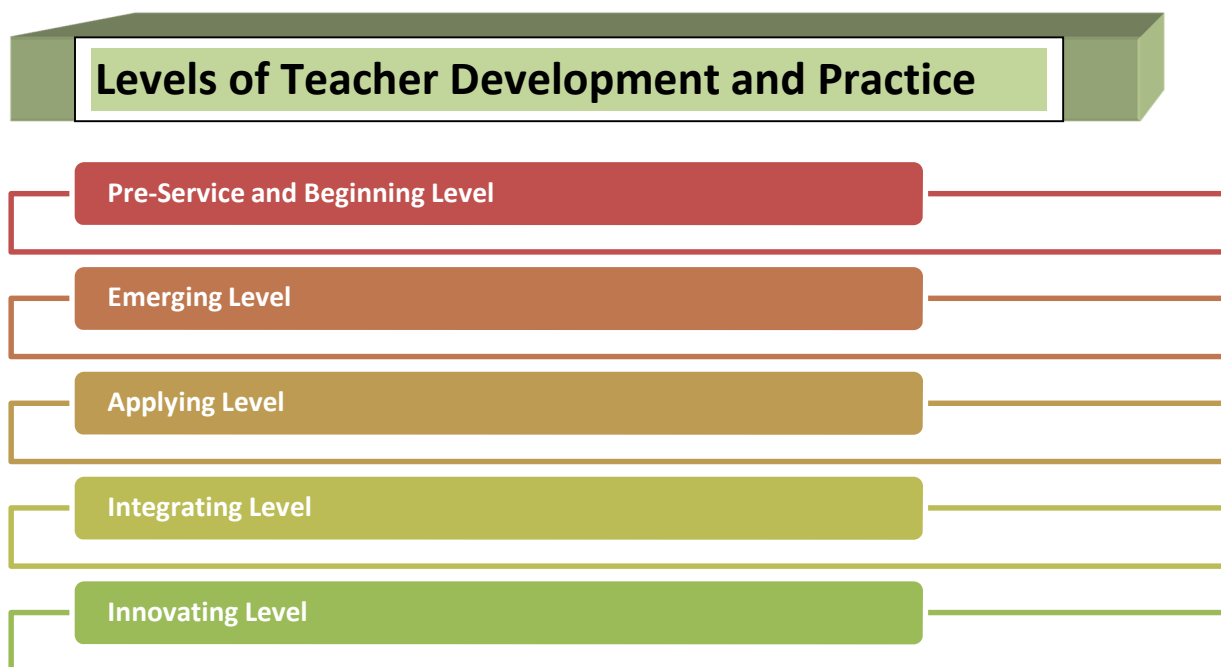
Alabama Quality Teaching Standards

- Content Knowledge Standards
- Teaching and Learning Standards
- Literacy Standards
- Diversity Standards
- Professionalism Standards

By 2008, all of Alabama's initial Teacher Education Certification Programs were required to formally assess preservice teachers in these five AQTS categories and, by doing so, ensure that initial certification teachers were able to meet the corresponding standards. These five standards also provided a foundation for the current evaluation system of inservice teachers (i.e., *Educate Alabama)*. This new system gave rise to the *Alabama Continuum of Teacher Development* which begins at the preservice level, continues to the induction level, and then addresses ongoing development throughout the trajectory of a teacher's career.

The incorporation of the AQTS into an integrated framework represents a cohesive, comprehensive framework for articulating what effective teachers must know and be able to do. This framework also provides a vision of teacher preparation that promotes teachers' professional development, learning, and growth throughout their careers.

On the horizon is the GCQT's development of the *Professional Pathways for Alabama Teachers* (2008). This proposed certification model will provide Alabama teachers with a tiered system of career development ranging from Apprentice Teacher to Master Teacher and then to Learner Designer (analogous to the Teacher Leader). This new career development model will require that Teacher

Education Programs in Alabama's universities redesign their teacher certification program in alignment with the AQTS and the *Alabama Continuum of Teacher Development.*

One outcome of the GCQT's early efforts is the creation of the **Teacher Leader Certification Program**. This program provides access to the highest level (innovating) within the *Alabama Continuum of Teacher Development* (see Appendix A). Assessed through the AQTS, the five levels of teacher development and practice are as follows:

Levels of Teacher Development and Practice

- Pre-Service and Beginning Level
- Emerging Level
- Applying Level
- Integrating Level
- Innovating Level

As indicated on page 8 of Appendix A, at the **Pre-Service level**, the teacher candidate strives to apply what he or she is learning about teaching within the context of a supported, guided student teaching experience. At the **Beginning Level**, the teacher assumes full responsibility for the classroom and works to internalize and apply what he or she has learned about teaching. The beginning teacher continues to rely on ongoing assistance from a mentor and/or more experienced colleague for support and guidance.

At the **Emerging Level**, the teacher draws upon ongoing assistance and support from a mentor and other experienced colleagues to expand and enrich his or her own knowledge and skills. The emerging teacher becomes increasingly self-directed and independent in professional practice.

At the **Applying Level**, the career teacher operates at high levels of autonomy in his or her practice. At this level, the teacher systematically collects and uses data to impact his or her teaching on student achievement. The teacher at this level actively engages in professional learning opportunities to enhance practice while working collaboratively with colleagues to advance student learning.

At the **Integrating Level** of development and practice, the master teacher has a highly developed set of skills and the self-efficacy to enable him or her to integrate complex elements of curriculum, instruction, and assessment to maximize student engagement and learning. Often a leader among peers, the integrating teacher works to guide and develop colleagues through such activities as mentoring of

beginning teachers, coaching of peers, and guiding of apprentice and intern teachers. The master teacher cultivates the classroom as a community of learners in which students are highly engaged and motivated.

The highest level of teacher development on this professional continuum is the **Innovating Level**. At this level, the **teacher leader** is consistently creating innovative approaches in all areas of teaching and learning. The teacher leader initiates and provides leadership for collaborative learning communities that are engaged in enhancing curriculum, developing innovative instructional delivery techniques, and fostering positive learning cultures. The teacher leader contributes by engaging in several activities such as providing professional development, conducting classroom-based research, and publishing articles in professional journals.

Teacher Leader Curriculum

In 2008, a five-state consortium (Kentucky, Ohio, Delaware, Alabama, and Kansas), in collaboration with Joe Murphy from Vanderbilt's Peabody College, developed a teacher leader curriculum. Known as the KODAK Five-State Consortium Curriculum, this curriculum focused on developing teacher leaders by combining college coursework with school-based professional development (Council of Chief State School Officers, 2010; National Association of State Boards of Education, 2010). As shown in the chart below, each of these KODAK states was responsible for designing two or three of the courses within this fourteen-course sequence. The content from many of these courses has been infused in UAB's Teacher Leader Program.

Developing an Understanding of the Whole School
1. Understanding How Schools Work (AL)
2. Understanding Professional Responsibilities of Leaders (KY)
3. Developing a Deeper Understanding of Leadership (OH)
Working Productively with Others
4. Developing More Effective Interpersonal Skills (KY)
5. Learning to Coach/Mentor Others (OH)
6. Facilitating Productive Collaboration (DE)
Deepening the Instructional Capacity of Colleagues
7. Designing and Implementing High Quality Professional Development (KS)
8. Recognizing, Assessing, and Supporting Quality Instructional Practices with Colleagues (KS)
9. Program Evaluation on Teacher Leaders (DE)
Leading School Improvement
10. Developing and Sustaining Professional Learning Communities (KS)
11. Leading Change (DE)
12. Teacher Leader Research I (AL)
13. Teacher Leader Research II (AL)
14. Promoting Equitable Schools for Youngsters and Families (KY)

UAB's Teacher Leader Program

Teacher Leader Class AA Program Checklist

Once admitted to UAB for the Ed.S./Class AA Teacher Leader Program, you will complete a minimum of 30 semester hours in Teacher Leader courses (see Appendix B). Your coursework is divided into six conceptual areas (i.e., modules) based on the Teacher Leader standards established by the Alabama State Department of Education (ALSDE) and approved by the Alabama Board of Education on May 10, 2010. These conceptual areas (modules) are:

Teacher Leader Conceptual Areas (modules)

- Collaborative Problem Solving
- Data-Based Decision Making
- Curricular Design and Implementation
- Culturally and Linguistically Responsive Instruction
- Universal Design for Learning
- Professional Leadership

In each of these six conceptual areas, you will complete a 5-semester hour module that includes the completion of three separate courses:

- a three-hour content course;
- a one-hour field experience (i.e., lab) that includes a minimum of 20 clock hours of applied field experience; and
- a one-hour school-based problem-solving research project.

Collaborative Instruction in the Six Conceptual Coursework Areas (modules)

Throughout your coursework in each of these six conceptual areas, you will be instructed and supervised by UAB Teacher Leader Faculty and Field Mentors. You will have the opportunity to learn from the expertise of faculty across multiple departments and programs. These faculty members represent a broad range of disciplines including Instructional Leadership, Curriculum and Instruction, Educational Research, Special Education, and English as a Second Language. As UAB developed this new Teacher Leadership Program, great care was taken to ensure that all courses would be taught by specialists in fields critical to teacher leadership. This means that you will have the extraordinary opportunity to work with faculty who have very specialized expertise.

UAB's entire School of Education is dedicated to producing the best teacher leaders possible through this new Ed.S. program in Teacher Leadership. An innovative feature of this program is the inclusion of Field Mentors who are collaborating with UAB Faculty in designing, implementing, and overseeing your coursework, field experiences, and school-based problem research projects. These Field Mentors currently serve as teacher leaders and practitioners in fields relevant to each of the six conceptual coursework areas (modules). For example, in the data-based decision making module, your Field Mentor is a specialist on student assessment in a local school system. By pairing UAB Teacher Leader Faculty with current teacher leaders and practitioners in the field, your program will provide you with the most current research as well as with practical application of that research in your school setting. Your Field Mentors will collaborate with UAB's Teacher Leader Faculty to:

- design curriculum;
- make mentoring decisions;
- conduct periodic focus sessions to guide you in identifying school-based problems;
- supervise your field experiences; and
- provide support for your school-based problem research projects.

Sequence of Course Modules and Innovative Design

Admission to UAB's Teacher Leader Program will take place each semester—fall, spring, and summer. During the term prior to their anticipated admission, applicants should prepare for the timely submission of their application to the Graduate School and School of Education. Your admissions application will be reviewed by the Teacher Leader Faculty and Field Mentors. Upon submitting all required documents, applicants will be invited for an interview and an individual orientation session.

The Teacher Leader Program prepares teachers to become dynamic leaders and effective change agents at the site and district levels by developing their capacity as professional development facilitators, instructional coaches, lead teachers, department chairs, curriculum coordinators, and/or program area specialists. The Teacher Leader Program differs from the Instructional Leadership Program which leads to employment as an assistant principal, principal, or superintendent. The Teacher Leader Program provides the following types of career enhancement and advancement:

- State-of-the-art instructional strategies for you to meet the evolving needs of diverse learners in your classes
- Collaborative skills for you to serve as a reflective practitioner in guiding school change and effectiveness
- Mentoring techniques for you to positively impact student achievement and school improvement

Innovative, Interdisciplinary Design

Varied delivery formats of the teacher leader (TL) courses

> Blended courses: face-to-face evening classes alternating with online sessions
> Courses with professional learning communities (PLCs) and Saturday sessions
> Totally online courses

1 academic focus each term over a 2-year period

> 1 TL module per term (fall, spring, summer): offered on a rotating schedule
> 2 instructors per term: a UAB faculty member and a school practitioner
> 5 credit hours per term: eligibility for financial aid

3 courses in each TL module, specially designed with an interactive, learner-centered approach

> Standards-based content course = 3 credit hours (course numbers and titles listed below)
> Inquiry-focused field experience course = 1 credit hour (course number followed by an L)
> Research course based on a school problem = 1 credit hour (course number followed by R)

SEQUENCE OF COURSES: TERM-BY-TERM ROTATION

Term	Courses	Course Title	Hours	Delivery Format
Fall	EDC 731 EDC 731-L EDC 731-R	Curricular Design and Implementation (CDI) Field Experience: CDI School-Based Research Problem: CDI	3 1 1	blended
Spring	ECT 720 ECT 720-L ECT 720-R	Universal Design for Learning (UDL) Field Experience: UDL School-Based Research Problem: UDL	3 1 1	online
Summer	EPR 700 EPR 700-L EPR 700-R	Data-Based Decision Making (DBDM) Field Experience: DBDM School-Based Research Problem: DBDM	3 1 1	blended
Fall	EDC 732 EDC 732-L EDC 732-R	Culturally & Linguistically Relevant Instruction (CLRI) Field Experience: CLRI School-Based Research Problem: CLRI	3 1 1	professional learning communities
Spring	EDL 711 EDL 711-L EDL 711-R	Collaborative Problem Solving (CPS) Field Experience: CPS School-Based Research Problem: CPS	3 1 1	blended
Summer	EDL 735 EDL 735-L EDL 735-R	Professional Leadership Field Experience: Professional Leadership School-Based Research Problem: Prof. Leadership	3 1 1	blended

Executive Model of Course Delivery

To the maximum extent possible, your coursework will be delivered in a manner that honors your full-time teaching position, especially during the fall and spring terms. UAB's Teacher Leader Faculty will make every effort to employ an executive model of course delivery. Some courses may be delivered partially online. Others may be provided in a professional learning community format and/or in a weekend college format. We recognize that you are a practicing professional and hope that these delivery formats will make it more convenient for you to meet the expectations of your coursework, field experiences, and school-based problem research projects.

Field Experiences and School-Based Problem Research Projects

In each of these six curricular modules, you must complete a minimum of 20 clock hours of field experiences. Most of these field hours will be connected with the six school-based problem research projects that similarly correspond to each curricular module. For each of these six projects, you will work with your course instructor and field mentor to identify a school-based problem and then negotiate a contractual agreement.

The intent of these six projects is for you to collaborate with your colleagues for identifying problems in your current teaching situation. Using the problem-solving steps outlined in Appendix C, you will collect baseline and intervention data related to a school-based problem. The goal is for you to assume a leadership role in addressing authentic problems in your school setting in collaboration with colleagues. In each of your six courses, you will identify a problem specific to the content in the course and then design and implement an action plan. As an emerging teacher leader, your role will be to collaborate with others to identify and solve, using a data-based decision-making approach, the school-based problems that will lead to improved student achievement and school improvement.

Teacher Leader Curriculum and Assessment

Themes and standards have been infused throughout your coursework. Central themes for each of the six curricular components have been selected by the UAB Teacher Leader Faculty. These themes are listed in Appendix D.

The Alabama State Department of Education has identified five professional standards that all Teacher Leader candidates must meet prior to certification. An overview of these Teacher Leader standards is provided in Appendix E.

As you progress through your program, you will be assessed on each of these five standards. Your school-based problem research projects will be the high stakes assessments that you must include in your electronic Teacher Leadership Portfolio. You will be scored using the rubric framework outlined in the *Alabama Continuum of Teacher Development* (See Appendix A). To be recommended for Class AA

certification, you must demonstrate that you have met all five of these Teacher Leader standards at the **Innovating Level.**

To the maximum extent possible, your Teacher Leader coursework will also include content from the KODAK Five-State Consortium Curriculum. Located in the table below is a projected matrix illustrating how the KODAK Curriculum has been infused into the six curricular components of UAB's Teacher Leader Program.

Developing an Understanding of the Whole School	Course
1. Understanding How Schools Work (AL)	EDL 711
2. Understanding Professional Responsibilities of Leaders (KY)	EDL 735
3. Developing a Deeper Understanding of Leadership (OH)	EDL 711
Working Productively with Others	**Course**
4. Developing More Effective Interpersonal Skills (KY)	EDL 711
5. Learning to Coach/Mentor Others (OH)	EDL 711
6. Facilitating Productive Collaboration (DE)	EDL 711
Deepening the Instructional Capacity of Colleagues	**Course**
7. Designing & Implementing High Quality Professional Development (KS)	EDL 735
8. Recognizing, Assessing, and Supporting Quality Instructional Practices with Colleagues (KS)	EDC 731, EDC 732, ECT 720
9. Program Evaluation on Teacher Leaders (DE)	EDC 731, EDC 732, EPR 700, ECT 720
Leading School Improvement	**Course**
10. Developing and Sustaining Professional Learning Communities (KS)	EDC 732
11. Leading Change (DE)	EDL 735
12. Teacher Leader Research I (AL)	EPR 700
13. Teacher Leader Research II (AL)	EPR 700
14. Promoting Equitable Schools for Youngsters and Families (KY)	EDL 735

UAB's Teacher Leader program also prepares candidates to be knowledgeable about current Alabama State Department of Education initiatives. The following table highlights some of the initiatives that will be addressed during your program coursework:

Teacher Leader Course	Alabama Statewide Initiative
EDL 711 Collaborative Problem Solving	Teacher Leader Alabama Governors' Commission on Quality Teaching
EPR 700 Data-Based Decision Making	Statewide Assessment System Accountability Report Response to Intervention
EDC 731 Curricular Design & Implementation	Alabama Learning Exchange (ALEX) Alabama Reading Initiative (ARI) Alabama Math, Science & Technology Initiative (AMSTI)

	Math Intervention & Early Literacy AL Course of Study & Curriculum Guides Makes Sense Strategies Alabama Virtual Library
EDC 732 Culturally and Linguistically Responsive Instruction	World-Class Instructional Design and Assessment English Language Learner Professional Development Academy
ECT 720 Universal Design for Learning	Makes Sense Strategies Collaboration and Education IRIS Center Alabama Standards-Based Instruction Positive Behavior Support
EDL 735 Professional Leadership	Educate AL and LEAD AL Alabama Educator Code of Ethics

Admission and Certification Requirements: UAB Teacher Leader Program

Admission Requirements for UAB's Teacher Leader Program

To pursue an Ed.S. degree and Class AA certification through UAB's Teacher Leader program, you must meet several eligibility requirements. These requirements are as follows:

- Gain unconditional admission to the UAB Graduate School as a degree-seeking student by
  - obtaining a score of 388 or higher on the Miller's Analogy Test (MAT);
  - providing at least three acceptable online recommendations through the UAB Graduate School website; and
  - having a GPA of 3.25 or higher from a master's degree program in a teaching field.
- Provide documentation that you have earned an Alabama Class A certificate (or higher) in any teaching field or area of instructional support.
- Provide documentation of at least three full years of full-time teaching experience in a P-12 setting.
- Earn an acceptable passing score on a spontaneous writing sample.
- Earn an acceptable passing score on an interview with Teacher Leader Faculty and Field Mentors.
- Earn an acceptable passing score on the Teacher Leader Admissions Portfolio rubric. Your Admissions Portfolio (placed in a three-ring binder with tabs) must contain the following artifacts:
  - A letter of nomination (i.e., support letter) written by a supervisor/administrator in your current teaching setting
  - Two letters of recommendations written by teaching peers in your current teaching situation
  - Two authentic artifacts/products that demonstrate your ability to positively impact student achievement and learning in your classroom (e.g., pre-/post-test of student learning data)
  - Two authentic artifacts (i.e., products) that provide evidence of your potential as a school leader (e.g., examples of presentations at conferences and workshops; examples of school improvement initiatives that you have led).
  - Copies of your current Alabama teaching certificates

ALSDE Requirements for Class AA Certification as a Teacher Leader

- Satisfactory completion of a State approved program with a minimum GPA of 3.25 or higher for all courses in the Alabama State Board of Education approved UAB Teacher Leader Program Checklist as verified on your official transcript
- Satisfactory completion of six problem-based research projects (i.e., one in each of the six Teacher Leader curricular components)
- Passing score on the Comprehensive Teacher Leader Exit Portfolio Assessment demonstrating that you have scored at the Innovating Level on the following five Teacher Leader Outcome Rubrics:
    - Content Knowledge
    - Teaching and Learning
    - Literacy
    - Diversity
    - Professionalism
- A survey of special education course (if you have not completed one previously)
- Passage of the Praxis II if this is required at the time of your graduation.

Appendices

Appendix A: *Alabama Continuum of Teacher Development*

Click on the following hyperlink to access this document:

[Alabama Continuum of Teacher Development](#)

Appendices

Appendix B: UAB Teacher Leader Class AA Program Checklist

Program: **TEACHER LEADER**

Total Hours: **30-33**

(at least 30 hours)

CLASS AA PROGRAM CHECKLIST
FOR TEACHER LEADER

Institution: University of Alabama at Birmingham

Date Approved: _____

Date Expires: _____

Revisions: _____

_____   _____   _____

Program Courses:

EDL 711	Collaborative Problem-Solving	3
EDL 711-L	Field Experience (lab)	1
EPR 700	Data-Based Decision-Making	3
EPR 700-L	Field Experience (lab)	1
EDL 731	Curricular Design and Implementation	3
EDL 731-L	Field Experience (lab)	1
EDC 732	Culturally and Linguistically Responsive Instruction	3
EDC 732-L	Field Experience (lab)	1
ECT 720	Universal Design for Learning	3
ECT 720-L	Field Experience (lab)	1
EDL 735	Professional Leadership	3
EDL 735-L	Field Experience (lab)	1

Survey of Special Education Coursework
(Required if not previously completed):

ECY 600 Intro to Exceptional Learners	(3)

Problem-based Research Project:
(at least six hours)

NOTE: *School-based Problem = SPB*

EDL 711-R SPB Research Project	1
EPR 700-R SPB Research Project	1
EDC 731-R SPB Research Project	1
EDC 732-R SPB Research Project	1
ECT 720-R SPB Research Project	1
EDL 735-R SPB Research Project	1

Dean of Education:

_____

Date: _____

Appendices

Appendix C: School-Based Problem Research Project

School-Based Problem Research Project Plan

The nature of problem solving involves a sequence of steps starting with a definition of the problem and proceeding to the testing of a hypothesis and then evaluating the outcome of an intervention. Problem-solving involves the following distinguishing features:

- Use of a systematic problem-solving process
- Focus on modifying the environment to assist students and colleagues
- Focus on systematic data collection and progress monitoring to determine response to an intervention
- Use of interventions that have been shown by research to have a high probability of success
- Use of strategies to ensure that the interventions are implemented consistently and accurately

For this project, you are to identify a school-based problem in your school and then design and implement an action plan with colleagues in your current teaching setting. You are to use the following problem-solving steps:

Step 1:   **Define the School-Based Problem and Background Information**

- State your problem in observable and measurable terms.
- Break down the problem into specific concerns (e.g., rather than stating that a student has reading problems, break the problem down into specific details such as the student has problems identifying vowel sounds).
- Provide background information about the problem (e.g., instruction, curriculum, environment, learner).

Step 2:   **Identify a Research Question and a Proposed Intervention Statement**

- State your question about the problem (i.e., why is this a problem and how do you think it can be solved).
- Describe how you and your colleagues propose to solve the problem.

Step 3:   **Develop an Assessment Plan for Your School-Based Problem (Baseline and Intervention Data Collection Phases)**

- Identify and develop methods/tools for measuring the specific behavior, skill, or problem.
- Develop a plan for collecting baseline data.

- Develop a plan for collecting intervention data.

Step 4: Implement Your Assessment Plan/Collect Baseline Data

- Collect data for at least five data points.

Step 5: Analyze and Summarize Your Baseline Data

- Compare baseline data with what you believe is an acceptable level of performance or standard of comparison.

Step 6: Refine Intervention Assessment Plan, Develop Intervention Plan Based on Baseline Data Results

- Establish intervention goals based on results of baseline data.
- Refine your intervention assessment plan, methods, and tools (if needed).
- Describe your intervention strategies (i.e., detailed explanation of intervention).
- Justify your proposed intervention (i.e., cite supporting evidence from research).
- Implement intervention and collect intervention data for at least three weeks.
- Describe the timeline for your intervention (When will it begin/end? Where will the intervention take place? Who will implement the plan?).
- Describe how intervention integrity will be monitored.
- Describe the materials/resources/training that will be needed to implement the assessment/intervention plan.

Step 7: Analyze and Summarize the Results of Your Intervention Assessment Data

- Graph intervention data.
- Describe the treatment fidelity efforts (i.e., the degree to which the intervention was implemented as planned).
- Analyze and summarize the results of your intervention assessment data.
- Be sure to summarize whether or not your intervention was effective.
- Describe how you will share the results of your intervention with others.
- Determine whether or not your intervention goal was met.

Step 8: Identify the Next Steps

- Given the results of your intervention, describe any additional steps that are needed.
- Discuss whether or not the assessment/intervention plan needs to be modified.
- Describe how issues of generalization/maintenance are addressed.

Appendices

Teacher Leader Themes by Course

EDL 711   **Collaborative Problem Solving**
- Collaboration Models
- Effective Listening and Questioning Skills
- Problem-Solving Models
- Parent and Community Partnerships
- Mentoring/Coaching Models
- Professional Development Models

EPR 700   **Data-Based Decision Making**
- Formative and Summative Assessment
- Statewide Assessment/Accountability
- Response to Intervention
- Program Evaluation

EDC 731   **Curricular Design and Implementation**
- Standards-Based Content Knowledge
- Instructional Strategies
- Scope and Sequence of Curriculum
- Horizontal and Vertical Curriculum Design

EDC 732   **Culturally and Linguistically Responsive Instruction**
- Culturally Responsive Instruction
- Effective Instruction of Culturally and Linguistically Diverse (CLD) Students
- Strategies to Support Academic and Linguistic Growth of English Language Learners
- Outreach to CLD Parents and Families
- Professional Learning Communities

ECT 720   **Universal Design for Learning**
- Accommodations/Modifications
- Differentiated Instruction
- Behavioral Strategies
- Positive Learning Environments
- Student Engagement
- Demonstration Teaching

EDL 735   **Professional Leadership**
- Alabama Educator Code of Ethics
- Ethical and Professional Conduct
- School Law and Policy
- Lifelong Learning
- School Finance

Appendices

Appendix E: Teacher Leader Standards by Course

EDL 711: Collaborative Problem Solving

Teacher Leader Ability Standards	Teacher Leader Standard UAB School of Education Learning Outcome
Teacher Leader Standard **Content Knowledge** **290-3-3-.5201(5)(a)5.** Facilitate teams of teachers in the creation of varied and differentiated opportunities for learners to develop, monitor, and extend learning related to State standards.	**Learning Outcome 1: CONTENT KNOWLEDGE** To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students. Successful teacher leaders are able to identify, explain, and clarify core components of their disciplines for colleagues and communicate the importance of developing multiple teaching and learning strategies for these components. In addition, teacher leaders model and encourage continuous, life-long inquiry into academic disciplines from which teachers derive their content knowledge. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep understanding of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and LEA curriculum for subjects taught at particular instructional levels. Teacher leadership in the area of content knowledge is of primary importance.
Teacher Leader Standard: Literacy **290-3-3-.5201(5)(c)3.** Model effective questioning skills and facilitate the development of a professional learning community in which adults engage in active inquiry and dialogue. **Teacher Leader Standard: Literacy** **290-3-3-.5201(5)(c)5.** Observe colleagues and provide formative feedback to support improvement in the integration and differentiation of literacy instruction in the content areas. **Teacher Leader Standard: Literacy** **290-3-3-.5201(5)(c)6.** Design model lessons and schedule opportunities for colleagues to observe differentiation of literacy skills across content areas. **Teacher Leader Standard: Literacy** **290-3-3-.5201(5)(c)11.**	**Learning Outcome 3: LITERACY** To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction. Teacher leaders are deeply grounded in knowledge and skills associated with these four types of literacy, and they effectively communicate with colleagues to advocate for integrating reading, mathematics, and technology instruction across the curriculum, Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate skill in the use of spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction. Teacher leaders work with teams of teachers to facilitate their planning for inclusion of these literacies across all curricula.

Collaborate with teams of teachers to evaluate, adapt, design, and integrate technological resources routinely into instructional activities to enhance and extend learning opportunities for students and colleagues. **Teacher Leader Standard: Literacy** **290-3-3-.5201(5)(c)12.** Work with colleagues to design and refine individual and collaborative instructional activities that support all stakeholders in locating, selecting, evaluating, and using technological resources effectively.	
Teacher Leader Standard: **Diversity** **290-3-3-.5201(5)(d)11.** Lead colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance learners' confidence and self-knowledge.	**Learning Outcome 4: DIVERSITY** To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance. Successful teacher leaders identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations to colleagues and other stakeholders. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of a wide range of individual learners in the classrooms. Teacher leaders have an academic background that provides them with a framework for seeking and using new research and information to coach colleagues in the areas of best practice instruction with diverse populations. Furthermore, teacher leaders possess the skill and the will to lead colleagues in closing achievement gaps.
Teacher Leader Standard: Professionalism **290-3-3-.5201(5)(e)5.** Model the use of Alabama Professional Development Standards while leading professional learning for colleagues.	**Learning Outcome 5: PROFESSIONALISM** To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies. The teacher leader's contact with students, parents, and colleagues reflects concern for others as well as for

	the school or school system and public education in general. Teacher leaders develop the ability to examine personal and professional values as they interface with established ethical and legal standards. They serve as role models, using their positive responsibly, ethically, and constructively, on behalf of the school/district communities and the profession. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning is professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession. An underlying premise of professional learning communities is that there is power in ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment, and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they pursue their professional pathways. Teacher leaders are models for ethical and professional behavior. They hold themselves and colleagues to high standards regarding behaviors that compromise professional integrity.

EPR 700: Data-Based Decision Making

Teacher Leader Ability Standards	Teacher Leader Standard UAB School of Education Learning Outcome
Teacher Leader Standard: **Content Knowledge** **290-3-3-.5201(5)(a)3.** Structure opportunities for colleagues to inquire into the extent to which they are deepening students' understanding of content knowledge by strategically linking student experiences, knowledge, and interests to content throughout instruction (e.g., through action research or structured reflection).	**Learning Outcome 1: CONTENT KNOWLEDGE** To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students. Successful teacher leaders are able to identify, explain, and clarify core components of their disciplines for colleagues and communicate the importance of developing multiple teaching and learning strategies for these components. In addition, teacher leaders model and encourage continuous, life-long inquiry into academic disciplines from which teachers derive their content knowledge. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep understanding of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and LEA curriculum for subjects taught at particular instructional levels. Teacher leadership in the area of content knowledge is of primary importance.
Teacher Leader Standard: **Teaching and Learning** **290-3-3-.5201(5)(b)3.** Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities. **Teacher Leader Standard:** **Teaching and Learning** **290-3-3-.5201(5)(b)8.** Develop and model the use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions. **Teacher Leader Standard:** **Teaching and Learning** **290-3-3-.5201(5)(b)9.** Engage with colleagues to develop and refine common summative assessment options to demonstrate students'	**Learning Outcome 2: TEACHING AND LEARNING** To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies to motivate, engage, and maximize the learning of all students. An effective teacher leader further advocates for and monitors the success of all students in the learning environment by engaging teams of teachers in alignment of the curriculum, instructional, and assessment processes to ensure optimal student achievement. An effective teacher leader also promotes high expectations for all students and supports colleagues in the provision of ongoing formative feedback to students that is connected to learning benchmarks. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Research also shows that a classroom learning culture that is strategically organized and managed is essential to the effective us of these strategies. Teacher leaders create a learning culture with shared norms and strategic structures that cultivate students' ability and motivation to assume increased responsibility for

knowledge and skills and to respond to students' needs in relation to learning targets. **Teacher Leader Standard: Teaching and Learning** **290-3-3-.5201(5)(b)10.** Coach and support colleagues in improving practices to collect, record, and share learning performance data.	their own learning.
Teacher Leader Standard: Professionalism 290-3-3-.5201(5)(e)3. Collaborate with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels. **Teacher Leader Standard: Professionalism 290-3-3-.5201(5)(e)4.** Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning for colleagues.	**Learning Outcome 5: PROFESSIONALISM** To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies. The teacher leader's contact with students, parents, and colleagues reflects concern for others as well as for the school or school system and public education in general. Teacher leaders develop the ability to examine personal and professional values as they interface with established ethical and legal standards. They serve as role models, using their positive responsibly, ethically, and constructively, on behalf of the school/district communities and the profession. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning is professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession. An underlying premise of professional learning communities is that there is power in ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment, and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they pursue their professional pathways. Teacher leaders are models for ethical and professional behavior. They hold themselves and colleagues to high standards regarding behaviors that compromise professional integrity.

EDC 731: Curricular Design & Implementation

Teacher Leader Ability Standards	Teacher Leader Standard/ UAB School of Education Learning Outcome
Teacher Leader Standard: Content Knowledge 290-3-3-.5201(5)(a)1. Use comprehensive knowledge of subject matter and student development to provide resources and coaching to colleagues designed to enhance their ability to select organize, and present factual, conceptual, and procedural knowledge in ways that deepen all students' understanding within and across content areas. **Teacher Leader Standard: Content Knowledge** 290-3-3-.5201(5)(a)2. Promote instructional teams' understanding of the importance of student preconceptions of new content and facilitate development of questions to surface preconceptions and strategies designed to correct misconceptions. **Teacher Leader Standard: Content Knowledge** 290-3-3-.5201(5)(a)4. Collaborate with colleagues to plan, assess, and revise a systematically integrated curriculum, both horizontally and vertically, that engages all students in rigorous, relevant academic challenge across academic disciplines.	**Learning Outcome 1: CONTENT KNOWLEDGE** To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students. Successful teacher leaders are able to identify, explain, and clarify core components of their disciplines for colleagues and communicate the importance of developing multiple teaching and learning strategies for these components. In addition, teacher leaders model and encourage continuous, life-long inquiry into academic disciplines from which teachers derive their content knowledge. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep understanding of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and LEA curriculum for subjects taught at particular instructional levels. Teacher leadership in the area of content knowledge is of primary importance.
Teacher Leader Standard: Literacy 290-3-3-.5201(5)(c)1. Collaborate with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments. **Teacher Leader Standard: Literacy** 290-3-3-.5201(5)(c)2. Support colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement. **Teacher Leader Standard: Literacy** 290-3-3-.5201(5)(c)4. Collaborate with grade-level and/or content-area teams to develop or seek out innovative techniques that improve learners' literacy skills across content areas.	**Learning Outcome 3: LITERACY** To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction. Teacher leaders are deeply grounded in knowledge and skills associated with these four types of literacy, and they effectively communicate with colleagues to advocate for integrating reading, mathematics, and technology instruction across the curriculum, Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate skill in the use of spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, teachers demonstrate

Teacher Leader Standard: Literacy 290-3-3-.5201(5)(c)7. Lead colleagues in action research focused on the teaching of literacy across the curriculum and facilitate the use of results to improve instruction. **Teacher Leader Standard: Literacy 290-3-3-.5201(5)(c)8.** Collaborate with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners. **Teacher Leader Standard: Literacy 290-3-3-.5201(5)(c)9.** Engage with teams of teachers across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways. **Teacher Leader Standard: Literacy 290-3-3-.5201(5)(c)10.** Support individual and team efforts to ensure that learners develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.	mastery of appropriate instructional technology and integrate technology into instruction. Teacher leaders work with teams of teachers to facilitate their planning for inclusion of these literacies across all curricula.

EDC 732: Culturally & Linguistically Responsive Instruction

Teacher Leader Ability Standards	Teacher Leader Standard UAB School of Education Learning Outcome
Teacher Leader Standard: Diversity **290-3-3-.5201(5)(d)1.** Model and coach colleagues in expanding culturally responsive curricula and instruction in the school and district. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)2.** Work with colleagues to design strategies to engage learners in lessons that are relevant to their lives and that reflect value of their background experiences. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)3.** Coach colleagues in building learners' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)5.** Work with colleagues to build English language learners' capacity to actively reference and utilize their linguistic backgrounds to accelerate learning. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)6.** Advocate for schoolwide outreach to families/ guardians whose first language is not English. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)7.** Collaborate with colleagues to analyze student work for both academic and language errors. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)8.** Provide modeling and coaching for colleagues on approaches to differentiated instruction that support learners' cognitive and linguistic development. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)12.** Collaborate with colleagues to design lessons and units of study that provide opportunities to utilize all learning modalities and allow for choice in meeting the needs of diverse learners.	**Learning Outcome 4: DIVERSITY** To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance. Successful teacher leaders identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations to colleagues and other stakeholders. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of a wide range of individual learners in the classrooms. Teacher leaders have an academic background that provides them with a framework for seeking and using new research and information to coach colleagues in the areas of best practice instruction with diverse populations. Furthermore, teacher leaders possess the skill and the will to lead colleagues in closing achievement gaps.

ECT 720: Universal Design for Learning

Teacher Leader Ability Standards	Teacher Leader Standard UAB School of Education Learning Outcome
Teacher Leader Standard: **Content Knowledge** **290-3-3-.5201(5)(a)6.** Provide leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.	**Learning Outcome 1: CONTENT KNOWLEDGE** To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students. Successful teacher leaders are able to identify, explain, and clarify core components of their disciplines for colleagues and communicate the importance of developing multiple teaching and learning strategies for these components. In addition, teacher leaders model and encourage continuous, life-long inquiry into academic disciplines from which teachers derive their content knowledge. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep understanding of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and LEA curriculum for subjects taught at particular instructional levels. Teacher leadership in the area of content knowledge is of primary importance.
Teacher Leader Standard: Teaching and Learning **290-3-3-.5201(5)(b)1.** Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors. **Teacher Leader Standard: Teaching and Learning** **290-3-3-.5201(5)(b)2.** Lead all stakeholders, including students, parents, educators, and community members to develop learners' capacity to take responsibility for maintaining and monitoring behavior of self and others. **Teacher Leader Standard: Teaching and Learning** **290-3-3-.5201(5)(b)4.** Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students. **Teacher Leader Standard: Teaching and Learning** **290-3-3-.5201(5)(b)5.** Engage with colleagues, families/guardians, and community professionals to examine and utilize	**Learning Outcome 2: TEACHING AND LEARNING** To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies to motivate, engage, and maximize the learning of all students. An effective teacher leader further advocates for and monitors the success of all students in the learning environment by engaging teams of teachers in alignment of the curriculum, instructional, and assessment processes to ensure optimal student achievement. An effective teacher leader also promotes high expectations for all students and supports colleagues in the provision of ongoing formative feedback to students that is connected to learning benchmarks. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Research also shows that a classroom learning culture that is strategically organized and managed is essential to the effective us of these strategies. Teacher leaders create a learning culture with shared norms and strategic

research on cognitive, social, and emotional development to set high academic goals for all learners.	structures that cultivate students' ability and motivation to assume increased responsibility for their own learning.
Teacher Leader Standard: Teaching and Learning **290-3-3-.5201(5)(b)6.** Provide leadership to colleagues schoolwide to engage students in setting challenging, standards-based goals that are differentiated to meet individual needs. **Teacher Leader Standard: Teaching and Learning** **290-3-3-.5201(5)(b)7.** Lead colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual and diverse learner needs and ensure success. **Teacher Leader Standard: Teaching and Learning** **290-3-3-.5201(5)(b)11.** Use analysis to guide ongoing schoolwide instructional modifications that result in higher student achievement.	
Teacher Leader Standard: Diversity **290-3-3-.5201(5)(d)4.** Collaborate with colleagues in using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments to help ensure objective instruction and assessment. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)9.** Lead colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons. **Teacher Leader Standard: Diversity** **290-3-3-.5201(5)(d)10.** Employ and share with colleagues a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation.	**Learning Outcome 4: DIVERSITY** To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance. Successful teacher leaders identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations to colleagues and other stakeholders. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of a wide range of individual learners in the classrooms. Teacher leaders have an academic background that provides them with a framework for seeking and using new research and information to coach colleagues in the areas of best practice instruction with diverse populations. Furthermore, teacher leaders possess the skill and the will to lead colleagues in closing achievement gaps.

EDL 735: Professional Leadership

Teacher Leader Ability Standards	Teacher Leader Standard UAB School of Education Learning Outcome
Teacher Leader Standard: Professionalism **290-3-3-.5201(5)(e)1.** Initiate and facilitate parent/guardian participation in the larger educational process and in shared decision making at the school, community, and district levels. **Teacher Leader Standard: Professionalism** **290-3-3-.5201(5)(e)2.** Work with administrators to nurture a network of instructional teams who share responsibility for mobilizing all stakeholders for ongoing improvement of opportunities for all students. **Teacher Leader Standard: Professionalism** **290-3-3-.5201(5)(e)6.** Facilitate and/or lead standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives. **Teacher Leader Standard: Professionalism** **290-3-3-.5201(5)(e)7.** Demonstrate a deep understanding of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance or records, and ethical use of technology and other resources. **Teacher Leader Standard: Professionalism** **290-3-3-.5201(5)(e)8.** Model ethical conduct and facilitate dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels and advocate for positive solutions. **Teacher Leader Standard: Professionalism** **290-3-3-.5201(5)(e)9.** Engage colleagues in relevant dialogue regarding federal, state, and local regulations, requirements, and legislation, with emphasis on their implications for classroom teaching and learning.	**Learning Outcome 5: PROFESSIONALISM** To increase the achievement of all students, teachers engage in continuous learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies. The teacher leader's contact with students, parents, and colleagues reflects concern for others as well as for the school or school system and public education in general. Teacher leaders develop the ability to examine personal and professional values as they interface with established ethical and legal standards. They serve as role models, using their positive responsibly, ethically, and constructively, on behalf of the school/district communities and the profession. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning is professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession. An underlying premise of professional learning communities is that there is power in ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment, and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they pursue their professional pathways. Teacher leaders are models for ethical and professional behavior. They hold themselves and colleagues to high standards regarding behaviors that compromise professional integrity.

Appendices

Appendix F: References

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