Teaching Conditions Standard 5:
Teacher Leadership

Teachers are involved in decisions that impact classroom and school practices.

5a. Teachers demonstrate leadership in the classroom.
✓ Teachers effectively use research-based instructional practices as well as their own expertise to design and deliver instruction to meet student needs.
✓ Teachers collaborate with colleagues to inform instructional practices.
✓ Teachers use data to inform instructional practices.

5b. Teachers demonstrate leadership in the school.
✓ Opportunities exist for teachers to pursue leadership roles.
✓ Formal and informal leadership opportunities emerge from teachers' collaboration and decision making.
✓ Appropriate professional learning and supports are provided for teachers to assume leadership roles.

5c. Schools have efficient and effective decision making processes that engage teachers.
✓ Consistent involvement of teachers in decision making processes is evident.
✓ Efficient, effective, and equitable decision making processes are in place.
✓ Appropriate professional development and supports are provided for teachers to assume leadership roles.

TEACHER LEADERSHIP

Teachers implement sound, educational, research-based practices. Teachers use their expertise to design and deliver instruction that meets the learning needs of students.

Collaboration occurs among colleagues to inform instructional practice.

Teachers use data to inform instructional practice.

Opportunities exist for teachers to assume leadership roles throughout the school.

Formal and informal opportunities for leadership emerge from collaboration and decision making and vary in responsibility and impact on the school.

Professional learning and supports are available for teachers to assume leadership roles. Processes for teacher involvement in decision making are evident.

Decision making processes are efficient, effective, and equitable.

TEACHING CONDITIONS STANDARD 5—TEACHER LEADERSHIP

Teachers are involved in decisions that impact classroom and school practices.

5a. Teachers demonstrate leadership in the classroom.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 6.1.A, 6.1.B, 6.1.C

Exemplary	Accomplished	Developing	Insufficient
Teachers consistently and effectively use research-based instructional practices and share successful strategies with colleagues.	Teachers effectively use research-based instructional practices by monitoring and documenting the impact on student success. Teachers make appropriate decisions about instructional practices that maximize student learning.	Teachers implement sound educational research-based practices. Teachers use their expertise to design and deliver instruction that meets the learning needs of students.	Teachers are aware of sound research-based educational practices (e.g. methods of teaching, content, etc.). Teachers have little input into decisions made about instructional practices (e.g. instructional materials, pedagogy, pacing, etc.).
Teachers assume leadership in working collaboratively with colleagues to improve instructional practices across the school.	Teachers collaborate to make appropriate decisions about instructional practices that maximize student learning.	Collaboration occurs among colleagues to inform instructional practice.	Little or no collaboration occurs among colleagues to inform instructional practice.
Instruction is data driven throughout the school. Data use and best practices from collaboration drive school-wide instructional decision-making and improvement planning.	Teachers assess and improve their instructional practices based on effective use of data and sharing best practices through collaboration with colleagues.	Teachers use data to inform instructional practice.	There is little evidence of instructional practice being data driven.

5b. Teachers demonstrate leadership in the school.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 6.1.D, 6.1.E, 6.1.F, 6.1.G

Exemplary	Accomplished	Developing	Insufficient
Leadership is distributed, systematically fostered, and pervasive across the school.	Leadership opportunities are abundantly available and actively pursued by teachers.	Opportunities exist for teachers to assume leadership roles throughout the school.	Teachers are not provided opportunities for leadership roles throughout the school.
Teachers encourage their colleagues to take on leadership in the classrooms, the school, the district, and the profession and support them in their efforts. Teachers' leadership is a celebrated and integral component when developing school policies and practices.	Formal and informal opportunities for teacher leadership are encouraged and emerge out of collaboration and decision making.	Formal and informal opportunities for leadership emerge from collaboration and decision making and vary in responsibility and impact on the school.	Opportunities for teacher leadership do not emerge from collaboration and decision making.
A variety of professional learning and supports are both provided, and encouraged, to help teachers strengthen leadership roles.	A variety of professional development and supports are provided for teachers to assume leadership roles.	Professional learning and supports are available for teachers to assume leadership roles.	Limited or ineffective processes for professional learning and supports are available for teachers to assume leadership roles.

TEACHING CONDITIONS STANDARD 5—TEACHER LEADERSHIP (CONTINUED)

Teachers are involved in decisions that impact classroom and school practices.

5c. Schools have efficient and effective decision making processes that engage teachers. *Kentucky Teaching Conditions Survey Questions to Inform Reflection: 6.1.E, 6.1.F, 6.1.G, 6.5, 6.2 A-H*			
Exemplary	**Accomplished**	**Developing**	**Insufficient**
Teachers are valued and significant leaders in decision making processes.	Teachers are actively involved in the decision making processes at the school.	Processes for teacher involvement in decision making are evident.	Processes are in place to address concerns and/or shape school policies and practices, but there is little or no teacher input.
All educators assume responsibility to ensure that decision making processes are efficient, effective, and equitable.	Processes in place are efficient and consider equity of representation and participation.	Decision making processes are efficient, effective, and equitable.	Decision making processes are not efficient, effective or equitable.