
Working Conditions Standard 5—Teacher Leadership

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

Teachers maintain current knowledge of sound educational practices in order to be educational experts. Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of their students. Teachers collaborate with colleagues and use data to inform educational decisions and utilize research based educational practices.

There are abundant opportunities for teachers to assume leadership at school. Teachers take advantage of leadership opportunities, and those in leadership roles represent the diversity of the faculty. Formal and informal opportunities for teacher leadership emerge from teachers' collaboration and decision making. Teachers are provided professional development and supports to be effective leaders.

Teachers are consistently involved in decision-making processes at the school. Decision-making processes are efficient, effective, and ensure equity of participation.

Working Conditions Standard 5: Teacher Leadership

- 5a Teachers demonstrate leadership in the classroom.
 - ✓ Current knowledge of effective instructional practices is maintained by teachers.
 - ✓ Teachers exhibit autonomy to design and deliver instruction to meet student needs.
 - ✓ Teachers collaborate with colleagues and use data to inform instructional practices.

- 5b Teachers demonstrate leadership in the school.
 - ✓ Opportunities for teachers to pursue leadership exist.
 - ✓ Formal and informal leadership opportunities emerge from teachers' collaboration and decision making.
 - ✓ Professional development 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.

Working Conditions Standard 5—Teacher Leadership

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

Element	Developing	Proficient	Accomplished	Distinguished
5a Teachers demonstrate leadership in the classroom.	<p>Teachers are aware of sound educational practices (i.e. methods of teaching, content, etc.).</p> <p>Teachers have little input into decisions made about instructional practices (i.e. instructional materials, pedagogy, pacing, etc.).</p> <p>Data and learning from collaborations with colleagues rarely inform teachers' classroom decision making.</p>	<p>Teachers implement sound educational practices.</p> <p>Teachers have autonomy to make decisions about the design and delivery of instruction to meet the learning needs of students.</p> <p>Teachers use data and best practices from collaboration to inform instruction.</p>	<p>Teachers monitor and document the impact of instructional practices and seek opportunities for ongoing development.</p> <p>Teachers make appropriate decisions about instructional practices that maximize student learning.</p> <p>Teachers assess and improve their instructional practices based on effective use of data and sharing best practices through collaboration with colleagues.</p>	<p>Teachers assume leadership in sharing exemplary practices with colleagues to improve instruction across the school.</p> <p>Teachers assume leadership in working collaboratively with colleagues to improve instructional practices across the school.</p> <p>Data use and best practices from collaboration drive school-wide instructional decision-making and improvement planning.</p>
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 6.1A, 6.1B, 6.1C</i>				
5b Teachers demonstrate leadership in the school.	<p>Teachers are aware of select leadership opportunities. Some teachers in the school are invited to participate in leadership roles.</p> <p>Opportunities for teacher leadership are limited in responsibility.</p>	<p>Multiple opportunities are available for teachers to participate in school leadership and individuals representative of the diversity of the faculty pursue them (i.e. School Improvement Team, committees, PLC lead, etc.).</p> <p>Formal and informal opportunities for leadership are available and vary in responsibility and impact on the school.</p>	<p>Leadership opportunities are abundantly available and actively pursued by teachers.</p> <p>Formal and informal opportunities for teacher leadership emerge out of collaboration and decision making. Professional development and supports are provided to encourage teacher leadership.</p>	<p>Leadership is distributed, systematically fostered, and pervasive across the school.</p> <p>Teachers' leadership is a celebrated and an integral component of developing school policies, practices, and school improvement planning. Teachers encourage their colleagues to take on leadership in classrooms, the school, the district and the profession and support them in their efforts.</p>
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 6.1D, 6.1E, 6.1F, 6.1G</i>				
5c Schools have efficient and effective decision-making processes that engage teachers.	<p>Processes are in place to address concerns and/or shape school policies and practices, but there is little or no teacher input.</p> <p>Processes are not efficient. Processes are not equitable.</p>	<p>Processes for teacher involvement in decision making are defined, but are limited.</p> <p>Processes in place are generally efficient and can be adapted to improve efficiency.</p>	<p>Teachers are consistently involved in the decision making processes at the school.</p> <p>Processes in place are efficient and consider equity of representation and participation.</p>	<p>Teachers are valued and significant leaders in decision-making processes.</p> <p>All educators assume responsibility to ensure that all processes are efficient and equitable.</p>
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 6.1E, 6.1F, 6.1G, 6.5, 6.2 A-H</i>				