INSTRUCTIONAL LEADERSHIP (IL)
Uses deep master of curriculum, instruction, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth.

SERVES AS CONTENT-SPECIFIC INSTRUCTIONAL RESOURCE: Serves as the curricular, instructional, and assessment expert in specific content areas and provides teachers with robust content-specific support designed to improve teacher practice and achieve consistently strong academic outcomes for all students.

CONDUCTS CLASSROOM VISITS, DIAGNOSES & COACHES: Uses release time to support teachers in improving their practice through frequent classroom visits, targeted feedback, and other coaching and co-planning support.

SUPPORTS CULTURE OF HIGH EXPECTATIONS AND DATA DRIVEN INSTRUCTION: Supports a culture of high expectations and data-informed instruction by using relevant data to identify and prioritize opportunities to improve curriculum, instruction, assessment, and professional development.

Role Specific Indicators

SUPPORTS IMPLEMENTATION OF PLANNING STRUCTURES: Supports teachers with understanding high-impact instructional practices, aligned to the PA Core Standards through the implementation of rigorous and relevant curriculum and daily, unit, and long-term plans in specific content areas.
PERSONAL LEADERSHIP (PL)
Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve vision and goals

APPLIES GROWTH MINDSET: Applies a growth mindset to personal growth and development by actively seeking feedback; takes responsibility for behavior, mistakes, and results and changes behavior/actions to become a more effective leader

CONSIDERS DIVERSE PERSPECTIVES: Seeks to understand the needs and motivations of leaders, teachers, students, and families; considers a diverse set of perspectives when making decisions

DEMONSTRATES INTEGRITY: Demonstrates integrity by modeling and teaching high expectations for self and others to achieve school-wide vision, goals, and values

TAKES INITIATIVE: Takes initiative, going above and beyond typical expectations and making necessary innovations to achieve the comprehensive school plan

ADAPTS PERSONAL LEADERSHIP: Understands and articulates the impact of their own strengths and weaknesses; adapts personal leadership style to motivate, influence, and persuade others
TALENT MANAGEMENT & DEVELOPMENT (TMD)
Recruits, selects, develops, and retains a highly effective team, fostering a culture of performance management and continuous learning that values and prioritizes staff and student learning

SUPPORTS TEACHER RETENTION: Contributes to the retention of talented teachers by serving as a mentor, motivator, coach, and subject content facilitator

SUPPORTS TEACHER DEVELOPMENT: Develops non-evaluative individualized coaching plans for teachers and supports them in setting and meeting student learning and teacher practice goals; responds to the diverse learning needs of teachers and identifies, promotes, and facilitates varied and differentiated professional development and support

SUPPORTS ACCOUNTABILITY: Provides constructive feedback on strategies to strengthen teacher practice and address student needs aligned to the comprehensive school plan

Role Specific Indicators

ENCOURAGES DATA-INFORMED DECISION MAKING: Creates a climate of trust and critical reflection for teachers to analyze, reflect, and synthesize relevant student data from their own and other classrooms to improve teaching and student learning

MAINTAINS GROWTH MINDSET: Supports the conditions for a school-wide staff culture that embraces a growth mindset and feedback by developing the capacity of the teachers to grow through observation, feedback, coaching, professional development, and/or collaboration
COMMUNITY & CULTURE (CC)
Understands and builds relationships with students, families, and all stakeholders in their school community and establishes an environment that promotes diversity, equity, and inclusivity.

**SUPPORTS RIGOROUS, EQUITABLE EXPECTATIONS:** Supports the implementation of rigorous and equitable academic and behavioral expectations and promotes instructional strategies that address issues of diversity and equity in the classroom.

**FACILITATES INTERNAL RELATIONSHIPS:** Supports teachers to implement class structures that facilitate trust and positive relationship-building between teachers and students.

**COMMUNICATES EFFECTIVELY:** Communicates in a compelling and adaptive manner to build the trust and buy-in of teachers and students while reinforcing an environment in which teachers and students from diverse backgrounds and perspectives can succeed.

**DEMONSTRATES CULTURAL PROFICIENCY:** Sustains an environment in which students, families, and teachers from diverse backgrounds and perspectives can thrive; identifies and mitigates inequities within the school and implements systems that value and respect the diversity and culture of all students, families, and staff members.

**Role Specific Indicators**

**BUILDS COMMUNICATION CAPACITY:** Models and teaches effective communication and collaboration skills with teachers, students, and families, focused on attainable, equitable outcomes for students of all backgrounds and circumstances.
VISION & GOALS (VIS)
Articulates and implements a short- and long-term vision and strategy to ensure student success

SUPPORTS ARTICULATION OF SCHOOL’S VISION: Works with school leadership to invest teachers, students, and families in the school’s instructional vision, mission, and values

SUPPORTS COMPREHENSIVE SCHOOL PLAN IMPLEMENTATION: Leads department- and/or content-specific meetings to analyze classroom and school-based data, facilitate problem-solving, and maintain a unified vision for teacher practice aligned to the comprehensive school plan

DEMONSTRATES HIGH EXPECTATIONS: Demonstrates and models high expectations in all settings by setting goals that are responsive to classroom data and that challenge teachers, students, and self to excel

SUPPORTS INNOVATION: Creates an environment that encourages and assists teachers to design innovative plans for classroom initiatives that improve student outcomes and achieve the comprehensive school plan
Teacher Leader
Leadership Pathways Framework: Skill & Behavior Indicators

ORGANIZATIONAL & OPERATIONAL MANAGEMENT (OM)
Manages the key resources and systems needed to ensure the effective management of school systems and operations

SUPPORT SYSTEMS MANAGEMENT: Coordinates school-based operational routines and procedures as needed; acts as representative for principal or other school leaders for various school functions as necessary

DEMONSTRATES FLEXIBILITY: Demonstrates flexibility when plans or situations change unexpectedly; advises on strategies to maximize resources and ensure effective management of classroom systems and operations

SUPPORTS EFFECTIVE PRIORITIZATION: Strengthens teacher focus on the critical details essential to keeping their classrooms running; advocates for sufficient time, preparation, and support for teachers to work individually and in teams to improve practice.

COMMUNICATES EFFECTIVELY: Uses clear and organized communication systems to regularly communicate with leaders, teachers, students, and families