

We Are Lubbock ISD

Teacher Leader Profile | *What does it look like to lead as a 50:50 teacher leader?*

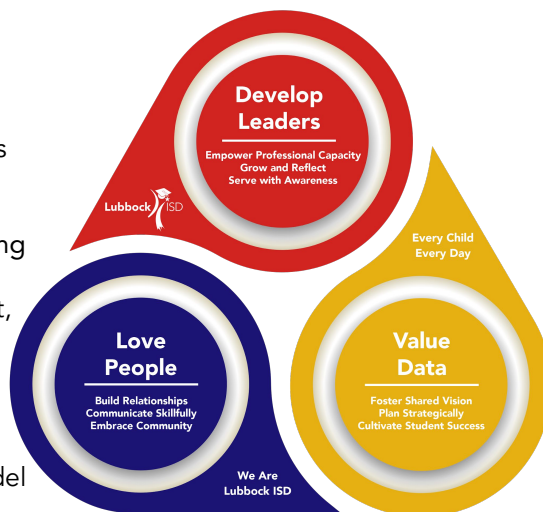
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Grow and Reflect

- Deeply understand content standards, how various curriculum components connect, and how to use curriculum for planning and instruction.
- Model continual improvement, demonstrate lifelong learning, and use it to help all students achieve.
- Model discussions about what works, what doesn't, and how teaching impacts student learning.

Love People

- Form strong relationships with teachers and model emotional intelligence
- Adjust communication style to stakeholders and needs



Cultivate Student Success

- Help teachers implement new ideas by demonstrating a lesson, co-teaching, or observing and giving feedback
- Ensure consistent support and follow through to help teachers improve in areas of growth
- Uphold accountability for self and others to achieve collective team results
- Appropriately prepare 50% shared teacher/aide to ensure student instruction is strong 100% of day

Plan Strategically

- Effectively manage time and calendar for competing priorities
- Manage time by stakeholder and student need

Where is teacher leader time ideally spent?

Spend 50% of time in classroom teaching and 50% of time out of classroom working with other teachers assigned to coaching load

Facilitating professional learning opportunities among staff members; including preparing or collaborating with shared classroom teacher

Back mapping professional development using student learning needs, teachers' current level of knowledge and skills and types of learning opportunities that different teachers need

Lead conversations that engage peers in analyzing and using data to strengthen, change, or improve instruction

Study research-based classroom strategies and share findings with colleagues

What does a teacher leader professional identity reveal?

Belief that peer support enhances teachers' own belief in their own abilities and capacity to successfully solve teaching and learning problems

Feel proud watching teammates develop into accomplished teachers

Feel secure in their own work and have commitment to continual improvement

Bias for action; never content with status quo, always looking for a better way as a catalyst for change with a forward and multiple classroom thinking approach

Regard peer teacher leaders as a source of information and key support

See and understand how to use connection between instructional

TLC: Full List of Behaviors

DEVELOP LEADERS

Empower professional capacity
T-TESS 1.1, 1.2, 2.2, 4.3

- **Coach and Model Best Practices:** Split time between teaching and coaching, offering feedback and modeling lessons for colleagues.
- **Support Data-Driven Instruction:** Help teachers analyze data and adjust practices while using these strategies in your own classroom.
- **Facilitate Lesson Design:** Design and share high-quality lessons with colleagues, demonstrating best practices.
- **Set and Track Growth Goals:** Lead growth goal setting for yourself and others, modeling reflective practices.

Grow and reflect
T-TESS 2.1, 2.5, 4.2, 4.3

- **Engage in Reflection and Lead Peer Reflection:** Reflect on your own teaching and coach others to do the same, providing actionable feedback.
- **Provide Targeted Feedback:** Offer constructive, growth-oriented feedback to teachers based on observations and your own classroom experiences.
- **Lead Professional Development:** Plan and lead PD sessions that apply real-world teaching experiences.
- **Balance Teaching and Coaching:** Actively engage in self-reflection while leading others, making adjustments to improve both your teaching and leadership.

Serve with awareness
T-TESS 4.1, 4.4

- **Support Teachers and Students:** Balance leadership duties with classroom responsibilities, supporting both teachers and students effectively.
- **Adapt Coaching to Needs:** Tailor coaching to individual teacher needs, offering practical advice while teaching your own class.
- **Foster a Culture of Growth:** Balance teaching and leadership to support a culture of professional growth within the school.

LOVE PEOPLE

Build relationships
T-TESS 1.3, 3.3, 4.4

- **Foster Collaborative PLCs:** Lead PLCs to drive collaboration and share instructional practices, using your classroom experience to guide discussions.
- **Create a Positive School Culture:** Build strong relationships within the school, modeling positive communication and collaboration.
- **Mentor New Teacher Leaders:** Provide guidance and support to other teacher leaders, helping them develop their coaching and leadership skills.

Communicate skillfully
T-TESS 2.3, 3.2, 4.1

- **Lead Clear Communication:** Ensure communication is clear, adaptive, and responsive across all staff and students.
- **Facilitate Collaboration:** Promote meaningful discussions that encourage open sharing of strategies and feedback.
- **Bridge Communication Between Teachers and Admin:** Serve as a liaison, ensuring clear communication between leadership and the teaching staff.

Embrace community
T-TESS 1.4, 3.1, 2.4, 4.4

- **Lead Collaborative Learning Communities:** Lead and facilitate PLCs, focusing on growth, problem-solving, and resource sharing.
- **Promote School-Wide Collaboration:** Foster a collaborative culture by modeling teamwork and leading efforts to strengthen community involvement.
- **Engage Stakeholders:** Actively engage parents, students, and community members in supporting teacher and student success.

VALUE DATA

Foster shared vision
T-TESS 4.2, 4.3, 4.4

- **Align Instruction with School Vision:** Model and help others align their teaching with the school's shared vision.
- **Inspire and Support Teachers:** Help teachers see how to implement the school's goals in their classrooms.
- **Promote Vision in Professional Development:** Embed the school's vision in PD and coaching conversations, ensuring alignment across the team.

Plan strategically
T-TESS 1.4, 2.5, 4.3

- **Plan and Model Effective Lessons:** Model strategic lesson planning while guiding teachers to align their plans with instructional goals.
- **Monitor and Adjust Based on Data:** Monitor progress and adjust plans for student and teacher success in both your classroom and through coaching.
- **Support Goal-Oriented Planning:** Help teachers set instructional goals and guide them in adapting strategies to meet those objectives.

Cultivate student success
T-TESS 4.2, 4.3, 4.4

- **Track and Adjust for Student Success:** Adjust instruction based on real-time student data and guide colleagues in doing the same.
- **Model Inclusive Instruction:** Demonstrate differentiation and inclusive practices in your classroom and support teachers in implementing these strategies.
- **Support Whole-School Success:** Contribute to school-wide initiatives focused on student-centered practices and success.