

Game Setup: Self-Analysis

Assessing District and School Capacity for Teacher Leadership

The following tool can be utilized to assess current implementation or potential capacity for a comprehensive teacher leadership program at the school or district level.

<i>Culture</i>	Consistently (2)	Sometimes (1)	Rarely (0)	Comments
1.a. School/district leaders utilize collaborative team practices for instructional planning.				
1.b. School/district leaders utilize data during professional learning team meetings.				
1.c. School/district leaders provide substantial opportunities for professional development for all staff members.				
1.d. School/district leaders establish clear criteria for effectiveness in teaching practices.				
1.e. School/district leaders provide recognition and authority for the most effective teachers.				

<i>Selection & Equity</i>	Consistently (2)	Sometimes (1)	Rarely (0)	Comments
2.a. School/district leaders have a clear and consistent definition of what it means to be a teacher leader.				
2.b. School/district leaders have equitable processes to select teacher leaders.				
2.c. School/district leaders regularly assess the comprehensive and inclusive skills of teachers, including skills beyond those evaluated.				
2.d. All teachers are aware of the opportunities that exist for teacher leadership.				
2.e. School/district leaders clearly identify teacher leaders and their roles to teacher colleagues.				

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<i>Support Systems</i>	Consistently (2)	Sometimes (1)	Rarely (0)	Comments
3.a. Teacher leaders are provided with personalized professional development opportunities.				
3.b. Teacher leaders have some degree of decision-making ability or oversight.				
3.c. Teacher leaders have opportunities to collaborate with local, regional, or state networks and share their learning with colleagues at the school or district level.				
3.d. School/district leaders systematically align district and school initiatives with opportunities for teacher leadership.				
3.e. School/district leaders provide teacher leaders with opportunities for skill development in peer coaching and mentoring.				

<i>Utilization</i>	Consistently (2)	Sometimes (1)	Rarely (0)	Comments
4.a. School/district leaders strategically utilize teacher leaders to generate ideas for school improvement.				
4.b. Teacher leaders are strategically utilized to facilitate distributed leadership and shared ownership in schools.				
4.c. Teacher leaders have access to, and regularly use, data to determine needs, generate agendas, facilitate professional learning, and drive school improvement.				
4.d. School/district schedules are created to leverage teacher leaders for the professional growth of other teachers.				
4.e. Teacher leaders are comfortable and empowered to bring forward new ideas, discuss discordant issues or challenge ineffective practices.				

