The Teacher Leadership Competencies

Introduction

Teacher leadership is no longer optional. Its importance in student learning, teacher retention, school culture, school improvement, the crafting of sound education policy, and productive and innovative teachers' associations has been demonstrated by both research and practice. Those who engage in teacher leadership in any capacity have seen its impacts on their students and colleagues, but the evidence goes far beyond the anecdotal.

When it comes to teacher retention, for example, both new and experienced teachers who leave the profession have indicated that they do so in part because of a lack of shared decision-making roles and opportunities to lead. Teaching has been referred to by researcher Charlotte Danielson as a "flat"

profession; the dearth of roles in which teachers can grow and extend their knowledge and practices beyond the classroom—while still having the option to engage closely with student learning—can lead to dissatisfaction and flight from the profession, especially among those who crave additional intellectual and career rigor. These issues, in turn, can impact school culture negatively; high turnover rates, coupled with burnout among those teachers who do stay, make for a challenging environment in which it is difficult for any teacher to feel supported, secure, or empowered. And, of course, all these difficulties ultimately affect student learning, as both high turnover and a school culture of uncertainty and negativity make it difficult for teachers to provide the best learning experiences possible for the students in their classrooms.
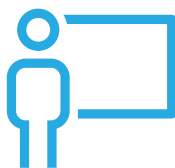
Teacher retention is just one of the many areas in which teacher leadership can help solve the most pointed and relevant problems in education, and ultimately and most importantly, help students learn. Even without occupying formal organizational roles, teacher leaders have a profound impact on school culture and quality. And great achievements are possible when teachers have formal opportunities both inside and outside the classroom. This will transform the profession on micro and macro levels, offering more ways for teachers to grow within the profession, improving school cultures and the overall culture of education, and consequently, creating environments in which students can flourish. Other major issues with which teachers express frustration, such as not receiving appropriate time and support to do their jobs well, can be addressed when teachers take on larger roles in decision-making at many levels and engage in mindful and meaningful leadership activities within their school communities and beyond.

Importantly, however, leadership looks different for every teacher who pursues it. Teacher leaders come from all backgrounds, and with a wide variety of skill sets. They share a common desire to use those skill sets to benefit students and improve learning. The current landscape of education requires that all these teacher leaders, across a wide spectrum of experience, and with all these skill sets, participate in the changes and transformations that are necessary. Just as excellent teachers approach their practice from an array of perspectives and with many talents, teacher leadership requires many individuals' strengths and interests, coming together for the benefit of students and the profession.

The partners in the Teacher Leadership Initiative, comprised of the National Education Association, the National Board for Professional Teaching Standards, and the Center for Teaching Quality, not only understand the need for teacher leadership at every school site and district in the country; they envision a powerful new model for teacher leadership that stretches beyond previously held beliefs about the collective power of educators. The Teacher Leadership Initiative model offers the professional learning, support, and experience necessary for teachers to expand their influence and offer their expertise in new, large, and innovative contexts. Teachers' spheres of influence can tend to start out small: the classroom, some colleagues, and occasionally their administration. Through teacher leadership, as envisioned and executed in the Teacher Leadership Initiative, these spheres can expand hugely, allowing teachers to power the profession and shape the landscape. This model brings together three intertwined pathways that define the ways in which teachers can blaze new paths in education: **instructional leadership**, **policy leadership**, and **association leadership**.

Instructional Leadership

Instruction is perhaps the most basic building block of teacher leadership. Outstanding professional practice must underpin all other efforts, and great teachers must step forward and take the mantle of great teacher leaders. Leadership in instructional practice means something more than being the best possible teacher within the four walls of one classroom— it means reaching out and sharing great teaching with others, including fellow educators, but also extending to a broad range of stakeholders. Successful teacher leaders do not keep their effective practices to themselves; they spread that knowledge to others in order to benefit all students.

Policy Leadership

Smart education policy should be shaped and guided by what accomplished teachers know about teaching and learning. Too often, individuals with little to no classroom experience are in charge of making policy decisions, despite the fact that nearly every decision made in and about schools has direct implications for instruction and the classroom. Excellent teacher leaders are willing to step up and step out of their classrooms to serve in school, district, state, or national policy leadership capacities, which help to shape and eventually implement the policies that best support student learning.

Association Leadership

And one of the proven ways to bring great instructional and policy teacher leaders together is the teachers' association. Association leadership means understanding how to create and guide meaningful, positive, and powerful collective action. It means learning to lead members of large and critical groups, and steering the activities of those members in the direction of desired change. Within the context of the association, teacher leaders can build bridges with administrators and other stakeholders in order to advance quality instructional practice and the right policies to make that practice possible. A unified voice on behalf of students, and the professionals who teach them, will be heard. Association leadership can play a major part in uniting voices and lifting them up together.

Bringing together these three pathways of teacher leadership is what makes the Teacher Leadership Initiative unique and gives it the potential to impact education in unprecedented ways. Acknowledging and strengthening the interplay between instruction, policy, and the association, means offering participants in the Teacher Leadership Initiative a strong grounding in creating and supporting change in the education profession that will benefit all students. These three lenses offer helpful ways to look at teacher leadership and understand its capacity for impact; however, the lines between them are, at most, blurred, and often vanish altogether in truly masterful teacher leadership. This is the reason the three partners came together to do this work: to cultivate teacher leadership that is grounded in excellent practice, sound policy, and effective collective action. By bringing these pathways together, we can create a wide road to successful teacher leadership.

Purpose

This document was designed to fulfill a charge: to frame a vision for teacher leadership and express that vision in a set of competencies for these three vital pathways. These competencies represent an aspirational vision for teacher leadership that can be truly transformative.

The development process took as its foundational documents two sets of standards for teacher leaders: the NEA Leadership Competencies and the Teacher Leader Model Standards developed by the Teacher Leadership Exploratory Consortium. Through close readings of these two documents, the development team examined how teacher leadership has been delineated up to this point, and what a set of competencies specific to the Teacher Leadership Initiative could both take from those documents and add to the conversation. These competencies bring together many of the ideas from the NEA and the Teacher Leadership Exploratory Consortium's work, offering a specific vision grounded in this past work and adding to it, for participants in the Teacher Leadership Initiative.

The competencies are meant to be a resource for *identification*, *reflection*, *guidance*, and *inspiration* for participants in the Teacher Leadership Initiative at every stage of their leadership journey. The competencies provide the structure for the Teacher Leadership Initiative, an entirely new leadership development program for teachers passionate about leading the profession. Using these competencies, the initiative will help teacher leaders:

- Explore the three pathways of teacher leadership, and understand how they might develop elements of each in their practice as professional leaders;

- Experience a unique, personalized set of learning opportunities that uses the three pathways to help address the needs of their students, colleagues, and schools; and

- Design and implement individual leadership plans to put these competencies into action for the good of their students, communities, colleagues, schools, and associations.

Teacher leaders can use these competencies as guideposts as they reach deep within themselves—learn about their own beliefs, dispositions, and talents, and expand their reach—taking action that advances student learning and the profession of teaching. As teacher leaders grow from the emerging to the transforming stage in any of these themes and pathways, their sphere of influence will grow, too, enabling them not just to make a difference with their own actions, but to lead and inspire action in others, activating a critical mass of fellow educators to work together, resulting in the developments that will come to define excellence in education.

This document describes some of the skill sets, knowledge, and traits of those who will participate in the Teacher Leadership Initiative. They are not meant to be exhaustive. The partners look forward to learning from teachers who lead in order to refine future work. The competencies are distinctive, having been designed as a custom scaffold for this initiative, and they are unique in their melding of the three pathways. They envision a mode of teacher leadership incorporating strength in a variety of realms, and allow for an iterative learning experience wherein teacher leaders move through the competencies non-linearly, but in the singular manner in which each individual develops.

Envisioning Teacher Leadership

Teacher leaders blaze new pathways—not along a linear trajectory, but through an intricately braided landscape consisting of three leadership arenas. In this graphic, you won't find a distinctive starting point, but instead a thoughtfully selected area where an emerging teacher leader might decide to embark upon the journey, and commit herself or himself to developing into a transformative teacher leader. The role of a teacher leader is not sequenced, nor dependent upon completion of one level after another. Problems are recursive, and this requires an iterative approach and highly flexible response. Teacher leaders are willing to navigate in a system that is complex and interconnected.

Instructional Leadership is where great teacher leadership begins … in the classroom, but not just any classroom. Great teacher leadership starts with great instruction—classrooms where doors are open to colleagues, new learning, and the larger community as partners.

Policy Leadership is seamlessly connected to instruction. Teachers leading in this arena can have a rippling effect on the system, prompting teachers to step beyond the implementation of policy mandates to meaningful engagement and relationship building.

Association Leadership helps focus the vision, and broadens perspectives around what it means to lead the profession. When teacher leaders keep a keen eye on what is needed to strengthen the system, and commit to upholding core values that support the learners and the learning environment, they have greater potential to influence the larger surrounding community on which we rely to sustain the system.

All three leadership pathways are dependent upon several overarching competencies or critical ideas that characterize what all teacher leaders should know, do, and believe when leading systemic change.

Unfold the back cover to see this Envisioning Teacher Leadership model as you proceed through the individual pathways and competencies on the following pages.

OVERARCHING COMPETENCIES

Reflective Practice
Personal Effectiveness
Interpersonal Effectiveness
Communication
Continuing Learning
Group Processes
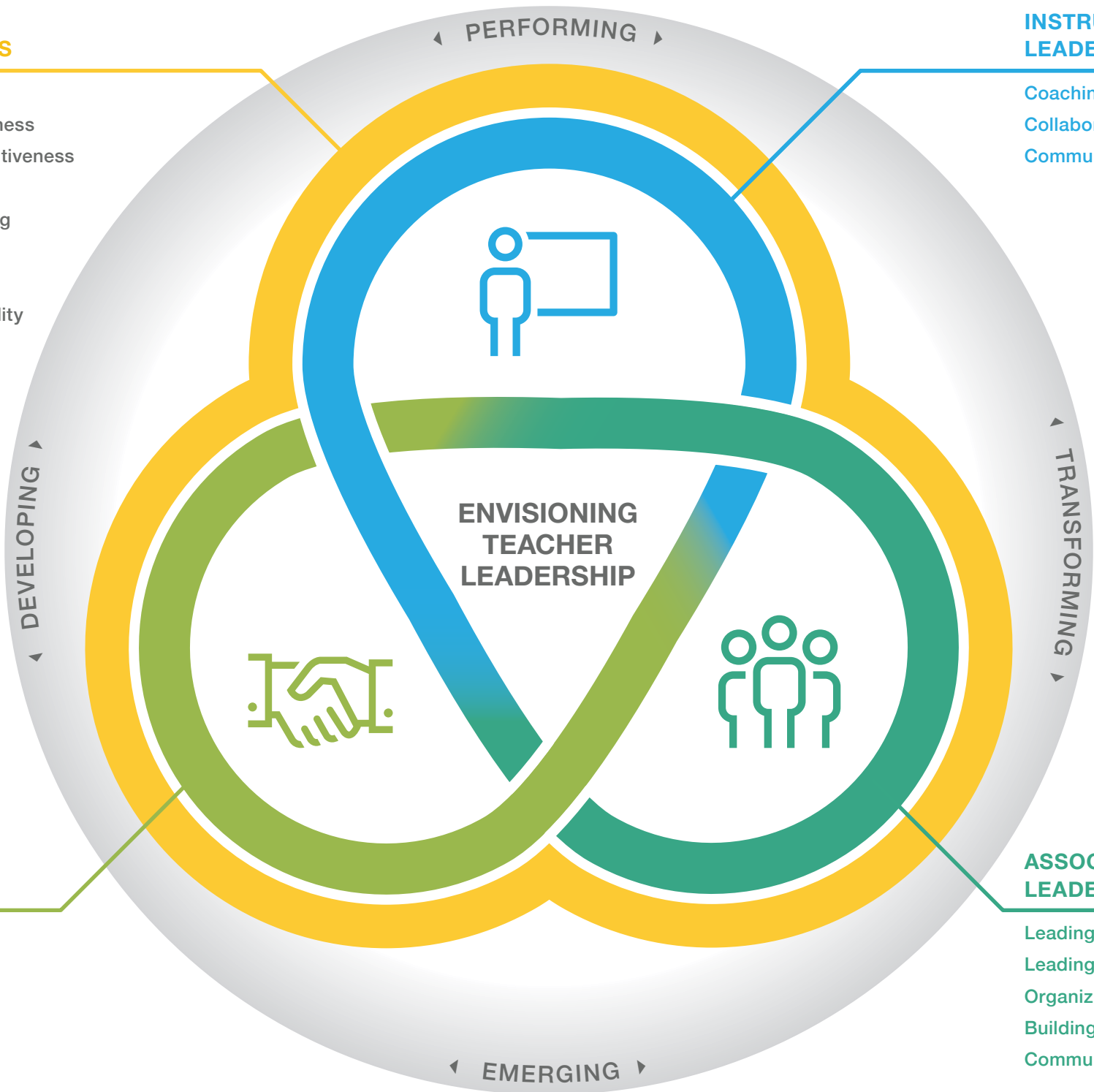Adult Learning
Technological Facility

INSTRUCTIONAL LEADERSHIP

Coaching/Mentoring
Collaborative Relationships
Community

POLICY LEADERSHIP

Implementation
Advocacy
Policy Making
Engagement

ASSOCIATION LEADERSHIP

Leading with Vision
Leading with Skill
Organizing/Advocacy
Building Capacity
Community/Culture

PERFORMING

DEVELOPING

TRANSFORMING

EMERGING

ENVISIONING TEACHER LEADERSHIP

Core Beliefs and Themes

Several fundamental tenets of teacher leadership emerged during the creation of the competencies. Paramount to the task was the idea that the teacher leaders who designed this document were not envisioning a world that didn't already exist. These competencies do not express a mere possibility; they reveal what is already happening in classrooms, districts, states, and the nation. Accomplished and energized teacher leaders are creating change at every level. They are using their considerable skills in instruction, policy, and association leadership to make a difference for students in every corner of the country.

Using these competencies, the Teacher Leadership Initiative can help participants self-identify where they fall on the competency continuum and offer some direction for where their leadership can take them. It is not assumed that Teacher Leadership Initiative participants will be 'starting from scratch'; rather, it is expected that many are already performing and transforming in some areas. This competency document can simply help the participants to determine their strengths and areas for needed growth, in order to broaden and deepen their visions for teacher leadership.

Many other key themes emerged in the development process:

- Teacher leaders are ignited by a common passion. Regardless of where their journey has taken them so far, they began because something prodded them and told them change was possible, and that it was their responsibility to enact it. These leaders understood, in some context, that a potential was not being realized, and set out to develop the leadership skills to realize those

possibilities. In many cases, the teachers may have been left on their own to grow and develop, without formal support or guidance.

- Teacher leadership cannot be an isolated task, and one of the most important roles of the teacher leader in any pathway is to make connections with others (both teachers and other stakeholders) to strengthen their resolve and help them meet their goals.

- Those who lead do so not just for self-development and self-actualization; they are committed to helping others achieve their potential and take the risks that could lead to desired results.

- All teacher leaders are operating out of a driving desire to meet the needs of students. Leading the profession is always grounded in improving students' learning and growing environment.

- Teacher leaders possess a genuine caring for their colleagues. A heartfelt desire to support the excellence of other teachers is an unselfish and visionary goal, enhanced by a spirit of love and care for their fellow humans, both children and adults.

- Teacher leaders also share a deep care for the teaching profession. Regardless of where they find themselves in these competencies, participants will share a foundational passion for teaching and a desire to improve it.

Inside the Competencies: Finding Your Leadership Journey

The designers of these competencies did their work with the understanding that no single teacher leader is, or can be, at the transforming stage in every competency of every pathway. These competencies are meant to inspire teachers to realize their potential and help their colleagues do the same. As you examine the competencies, understand that each theme is a small piece of a whole, and your holistic development as a leader can be influenced, but is not determined, by your competency level in any one area. When using these competencies, it is important to be honest about your practices, and also generous with yourself about both your achievements and the room you have to grow.

The development team was careful, too, to create a competency document that would not need to be treated as linear. As you enter new realms of teacher leadership, join new teams, start new projects, or otherwise extend your capacities and try new things, you may move in either direction, or both at once, through the competencies. There is no such thing as 'backward' in this document; there is only learning and action that will take you to new places in your development as a teacher leader. A teacher leader at the performing stage may find himself or herself suddenly emerging as his or her context changes, and this is an exciting development, rather than a step in the wrong direction. If you see these competencies and your development as fluid, you will develop more fully than if you attempt simply to march forward.

The Teacher Leadership Initiative partners, along with the team that developed these competencies, offer them as a powerful tool in understanding and defining what teacher leadership can and will look like through a new, widened lens. Teacher leaders are encouraged to engage with them throughout their participation in the initiative and beyond, as a tool for understanding from where they've come, what has helped them grow, and where their leadership pathways might take them on a broad, exciting, and genuinely groundbreaking scale.

OVERARCHING COMPETENCIES

COMPETENCY	Emerging	Developing	Performing	Transforming
Reflective Practice	Mindful and deeply aware of who he or she is as a teacher leader, and aware of areas of possible growth into further leadership Models strong, reflective instructional and leadership practice, and engages in a mindful search for opportunities to grow in and out of the classroom Understands the role of data and reflective analysis in practice	Helps to create conditions that encourage reflection among peers, administrators, and other staff members Makes strategic plans that are informed by data and reflective analysis	Encourages a broad and diverse range of stakeholders to reflect deeply on their roles and responsibilities within instruction, policy, the association, or other elements of teaching and leading Engages in the development and implementation of strategies and policies that encourage reflection, leading to refinement and growth Aids others in understanding and using data and reflective analysis to drive practice, policy, and organizational decisions	Helps systems to function with a culture of mindful and meaningful reflection Leads the development and implementation of large-scale instructional, policy, and organizational ideas that incorporate reflection and refinement Leads the collection and analysis of data, and supports cultural shifts that incorporate the cycle of reflection and refinement as a regular, consistent, and intentional practice
Personal Effectiveness	Understands his or her own personal strengths, leadership style, and passions; and sees the role these play in developing trust and credibility with peers Explores opportunities for teacher leadership, accepting the possibility of adversity	Capitalizes on his or her own strengths, leadership style, and passions; and engages in ethical practice, developing trust and credibility with others Takes on teacher leadership roles and responds to adversity with resiliency and humility	Adapts in ways that build trust and credibility to support lifelong learning in self and others Balances the roles and duties of teacher leadership with other professional responsibilities, including, when applicable, meaningful work with students Models resiliency and humility in adverse situations	Defines new learning based on individual strengths, styles, and leadership passions; nurturing credible and trusting communities of lifelong learners Designs new models of teacher leadership, and supports others in responding to adversity with resiliency and humility Engages in strategic, vision-aligned risk-taking to achieve wide, lofty, and meaningful goals
Interpersonal Effectiveness	Becomes familiar with the skills needed to support colleagues Demonstrates a personal vision for the profession, association, and/or education policy	Seeks opportunities to become more effective in supporting colleagues in ways that build trust Builds critical relationships intended to promote action based on shared vision, deeply rooted in the needs of students	Serves as a support for others, effectively communicating and engendering trust, with empathy, warmth, and humility Encourages and inspires others to take action grounded in shared vision for the benefit of students	Fosters others' development in interpersonal effectiveness and articulates ways to support others in effectively communicating Facilitates others in building and embracing vision that spans boundaries while remaining student-centered

COMPETENCY	Emerging	Developing	Performing	Transforming
Communication	Sees the needs and challenges to student growth, successful teaching and learning, and systemic effectiveness, and feels ready and able to address them Crafts engaging and thoughtful messages that inspire others	Articulates the message that informed, meaningful student-centered goals are worth striving for and what mindful approaches to policy, the association, and instruction may look like Shares a carefully crafted message in ways that will spur others to pursue positive change	Defines, differentiates, and effectively delivers messaging to advance systemic change Engenders great passion and understanding for the vision of the teacher leader through skillful use of messaging and consistency of focus	Influences other teacher leaders and builds their capacity to communicate and advocate effectively with stakeholders at all levels Successfully navigates communication within diverse and sometimes adversarial power structures
Continuing Learning and Education	Creates meaningful professional learning goals, and finds resources to meet those goals Reads scholarly journals and other publications and shares experiences in various venues, such as personal blogs or social media profiles Stays abreast of relevant issues and developments in instruction, policy, and/or the association	Participates in learning opportunities outside of familiar contexts, including additional higher education and/or advanced professional learning to meet goals Reads and/or contributes, formally or informally, to conversations around education, and engages in existing research actively by sharing with colleagues and applying new ideas to his or her own practice Attends events such as association conferences and/or policy forums to learn about the issues being tackled in those realms	Designs learning opportunities for self and others around shared professional learning goals, including both job-embedded professional development and outside activities Participates in research projects, seeks publication in scholarly journals, and/or finds new media venues for teacher leaders' voices Leads sessions at conferences and events addressing instruction, the association, and/or policy	Crafts and leads continuing education programs for fellow teacher leaders, including higher education courses, large-scale professional development opportunities, leadership and advocacy professional learning Presents his or her own research at major events and conferences, regularly contributes to scholarly publications, and/or designs new ways for fellow teacher leaders to reach and teach a wide audience Organizes learning events for his or her association and/or for policymakers and other stakeholders, and brings other teacher leaders in as presenters.
Group Processes	Actively participates in group meetings, events, and learning opportunities, and understands the roles of these opportunities in teacher leadership Engages in work with others with a spirit of open-mindedness and respect for diversity	Understands the fundamentals of leading group dynamics, collaborating and navigating difficult situations, while honoring diversity of opinion and varying strengths and styles	Skillfully manages group dynamics, collaborates, and guides groups through challenges, controversy, conflicts, and adversity, while applying an understanding of diversity and what that diversity contributes to group work	Creates new groups and leads existing groups, offering solutions to challenges and actively engaging diverse opinions and experiences in producing solutions and desired outcomes

OVERARCHING COMPETENCIES CONTINUED

COMPETENCY	Emerging	Developing	Performing	Transforming
Adult Learning	Understands the differences in the ways in which adults learn and grow professionally, respecting their expertise and valuing the direct impact adult learning has on student success	Builds on awareness of adult learning to better understand how to impact colleagues and address their diverse needs, tapping their areas of expertise and experience to enhance personal and group growth	Leads learning activities to enhance the practice of others at various levels of leadership by implementing adult learning strategies, tapping into peers' diverse areas of expertise	Designs and implements new learning opportunities for adults, respecting where they are in their personal practice, while focusing on extending personal and collective growth Develops learning experiences that are extendable and replicable across diverse contexts and communities
Technological Facility	Uses technology as a tool for communicating beyond teaching and learning and into leadership applications Utilizes technology to manage professional responsibilities, and to expand his or her capacity as a teacher leader Uses technology to engage in synchronous and asynchronous collaboration	Infuses appropriate existing technology to communicate when working in policy, association, and instructional leadership, to build networks with colleagues, parents, and other stakeholders Explores technology innovations Uses technology to engage in synchronous and asynchronous collaboration to develop a vision	Demonstrates appropriate use of existing technology to further learning for students and adults, communicate with diverse audiences, and offer learning opportunities that would otherwise be inaccessible, extending the experiences of learners Incorporates emerging technologies into practice Uses technology to facilitate synchronous and asynchronous collaboration that is aligned to a vision	Leads technological innovation and transformation to create new forms of and uses for technology as a tool for communicating, advocating, managing, networking, learning, and teaching Uses technology to support and lead synchronous and asynchronous collaboration, including innovative use of virtual environments; and shows inventiveness in connecting other teacher leaders to leverage change

INSTRUCTIONAL LEADERSHIP COMPETENCIES

COMPETENCY	Emerging	Developing	Performing	Transforming
Coaching and Mentoring	Values the importance of self and professional improvement and development for the benefit of students Engages in peer assistance and review for personal feedback and growth Allows colleagues to observe his or her teaching practice	Promotes an environment of collegiality, trust, and respect Fosters the development of fellow teachers, valuing and respecting where they are in their personal practice Helps colleagues to make their own professional decisions by asking appropriate questions and encouraging reflection	Engages in formal roles of coaching and mentoring Utilizes multiple measures to identify effective teaching and successful student learning Connects colleagues based on strengths, needs, and personal and academic qualities, and decides how to meet those needs once connections have been made Identifies others who would be good mentors and/or leaders	Creates new systems that foster the development of fellow teacher leaders, envisioning what they need and developing systems to meet those needs on a large scale Creates opportunities, which could include partnerships and other outside support, for fellow teacher leaders to design coaching and mentoring opportunities in their own contexts
Facilitating Collaborative Relationships	Understands the importance of a collaborative culture, articulates the need for such a culture, and works with colleagues to create a productive environment Shows a willingness to work as part of a group to address and implement resolutions to needs and/or challenges	Understands policies and initiatives that impact teaching and learning Knows how to build consensus and peer capacity on issues related to student learning	Articulates ways to collaboratively improve the implementation of initiatives and/or to introduce new programs and policies Connects colleagues to meet one anothers' needs in their developmental stages; working, when necessary, to bridge gaps of time and geography to increase capacity on a large scale	Reflects on his or her leadership and its impact on colleagues Objectively evaluates and learns from decision-making processes and their outcomes Reaches out and works effectively regardless of time or geography, bringing together diverse perspectives and contexts, and uniting them in shared work and vision
Community Awareness, Engagement, and Advocacy	Recognizes the unique needs, culture, and context of students and advocates for their learning and well-being Demonstrates awareness of his or her community landscape in order to more effectively advocate for the unique needs of each student with sensitivity to culture and context	Uses a deep understanding of the school, cultural, community, political, and educational landscapes to meaningfully connect and create buy-in with families, schools, and community partners in order to address student needs	Facilitates the creation of genuine partnerships, including those among colleagues, students, parents, communities, policymakers, and beyond to: • Address the current and future needs of students • Inspire and improve the community, and • Elevate the profession	Seamlessly leads and supports stakeholders to refine, redefine, or recreate the culture and community within which students live, grow, and develop Makes a concerted effort to reach out to disenfranchised and/or disengaged populations that often fall outside the system, engendering in them a spirit of community and sense of belonging in various educational contexts

POLICY LEADERSHIP COMPETENCIES

COMPETENCY	Emerging	Developing	Performing	Transforming
Policy Implementation	Demonstrates awareness that policy impacts the school environment, and engages in inquiry to learn and understand what policies are at play, and the effects they have on school communities	Filters and discerns information to gain a meaningful understanding of the processing and intent of policy, and implements mandated policies effectively and gracefully	Actively engages in the skillful inclusion of policy in practice, utilizing a culture of research and inquiry around policy issues	Leads the development of effective and innovative plans to move ideas into action at many levels, as a result of inquiry and research Innovates strategies for implementing poor policy while maximizing the benefit of sound policy
Policy Advocacy	Researches and understands the scope of various policies	Utilizes professional expertise and experience, as well as listening to others' ideas, to evaluate existing and proposed policies that impact classroom, school, district and community Advocates for positive changes to existing policies and for best practices in new policies.	Organizes others around the best ideas for improvement, based on his or her own understanding as well as thorough engagement with others' ideas, through various communication methods and diverse alliances	Inspires others to act through convincing, stakeholder-specific messaging Creates and strengthens alignments with various stakeholders Inspires action of others to advocate for the profession
Policy Making	Demonstrates awareness of the process of creating policy, including familiarity with key stakeholders and influencers	Effectively explains policy and its relationship to current work to others	Drives effective policy content based on deep understanding of research Strengthens alliances with a diverse set of stakeholders	Sustains and builds relationships around policy shifts to leverage change Runs for office or takes a role as a policymaker beyond school in other formal leadership roles
Policy Engagement and Relationships	Prepares himself or herself to speak to the current issues regarding education Knows the names, roles, alignments, and functions of various policymakers	Develops powerful messaging about school culture and school environment Connects with policymakers, using methods that effectively engage them and enhance their willingness to listen and learn	Takes formal leadership roles that influence or directly involve policymaking Builds strong relationships with policymakers that encompass the ability to both listen to them and influence them	Identifies and supports other teacher leaders to take a role in policy making Fosters the development of coalitions and gains the support of organizations in pursuit of a positive policy agenda Influences other teacher leaders to own the agenda

ASSOCIATION LEADERSHIP COMPETENCIES

COMPETENCY	Emerging	Developing	Performing	Transforming
Organizational Effectiveness: Leading with Vision	Understands the association's mission, vision, and values and uses them to guide his or her influence when working with colleagues and the community	Facilitates or coordinates the work of members in pursuit of the mission, vision, and values of the association	Inspires and guides a critical mass of members to invest themselves in support of the mission, vision, and values of the association, to pursue strategic goals through targeted actions, and to measure success through meaningful data about progress toward the desired vision	Energizes members to create and pursue transformative vision and values for the association, responding to and anticipating new challenges and greater achievements Broadens the vision of the association, activating meaningful change, while empowering both members and leaders to see beyond the current or traditional roles of the association in fostering teacher leadership
Organizational Effectiveness: Leading with Skill	Recognizes the need for leaders to exercise skillful stewardship of the association's vision and resources Understands the need for members to grow from dues payers to passionate participants in the work of the association	Assists with tasks of conducting the association's business under the direction or mentorship of other leaders Encourages others to participate in the work of the association	Conducts association business operations with skill, integrity, and effectiveness Strengthens the capacity of the association through wise use of resources, increased membership, and involvement	Reinvents how the association does business in ways that allow for a broadened vision and even greater success Expands the capacity of the association by identifying and engaging new partners, markets, and resource providers
Organizing and Advocacy	Recognizes the role of partnerships and their power as a tool to pursue desired outcomes for children, schools, and the teaching profession	Participates with fellow association members and coalitions of other organizations in implementing strategies to influence policymakers and decision makers to generate desired change	Utilizes strong relationships and compelling issues to build impactful networks (members, leaders, and coalitions within and across organizations) to generate significant changes across a broad range of issues that impact students, schools, and school employees	Acts as a key power broker whose influence is sought by policymakers and a range of other progressive-minded organizations and unions
Building Capacity of Others	Understands the range of skills and styles of leadership and communication that individuals may possess and is familiar with her or his own strengths and limitations	Collaborates in implementing professional growth activities to help colleagues develop and expand leadership skills	Develops and implements professional growth opportunities for members working to realize their potential, developing as educators and association leaders	Helps others discover their greater potential, and envision and achieve unimagined knowledge and skills, and extends responsibility to others

Competency	Emerging	Developing	Performing	Transforming
Learning Community and Workplace Culture	Recognizes the important role of contracts and policies in either facilitating or interfering with creating, sustaining, and expanding positive environments for teaching and learning	Understands the landscape of major policy and contractual initiatives and uses research to identify and advocate for contract provisions and policy options that can have a positive impact on teaching and learning conditions	Utilizes various strategies (including interest-based problem solving) to guide the development and implementation of desirable changes	Leads efforts to develop new and innovative policies and contractual articles to enhance such areas as: • The learning environment for students • The teaching environment for educators, and/or • The community environment for families

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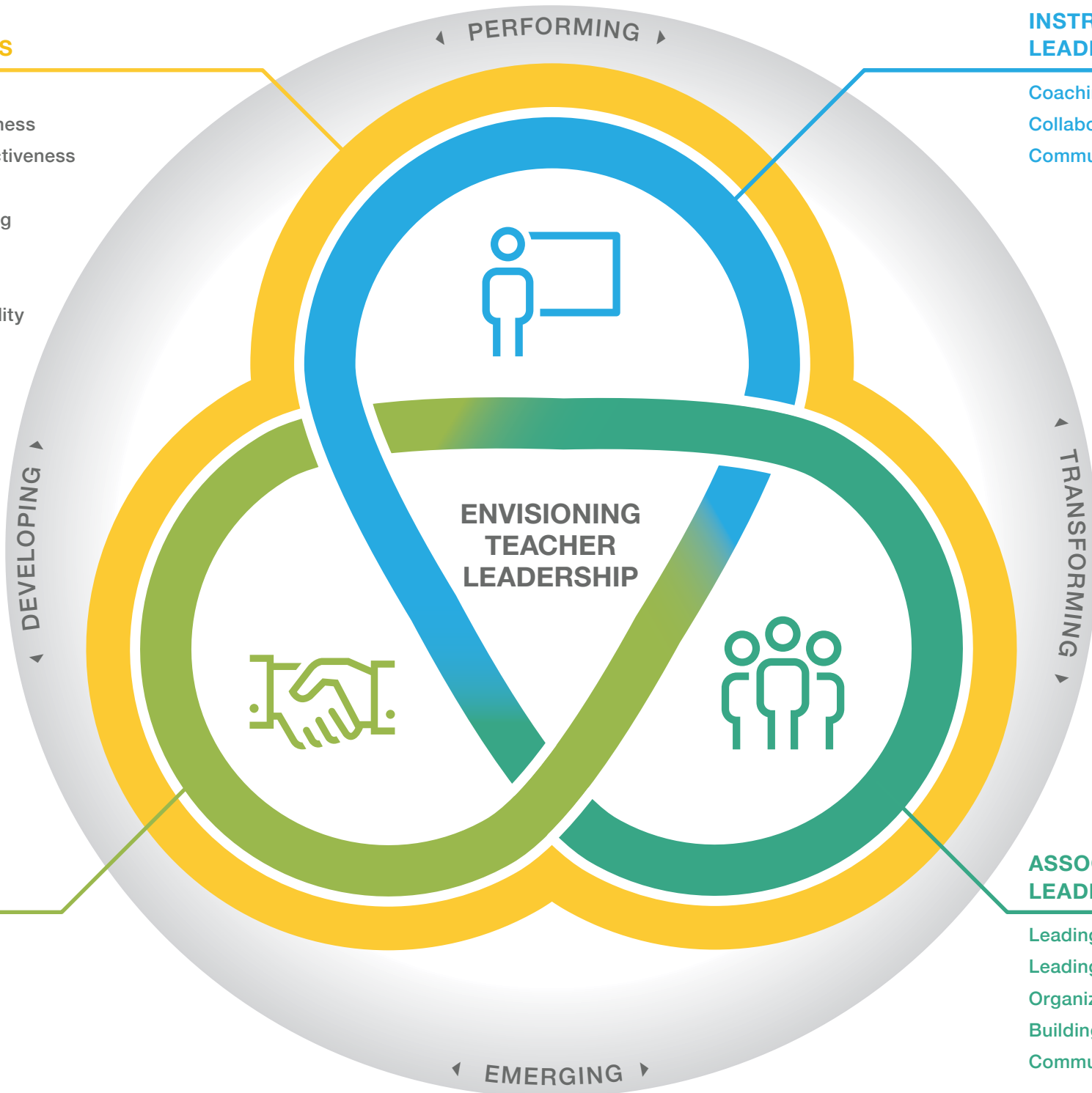Adult Learning
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