



Teacher Profile

Systems-based data-driven continuous improvement is characterized by leaders and teachers who exemplify leadership competencies at all levels of the organization. Teachers are leaders of their own classroom and take on a shared leadership role in their collaborative grade level or content teams.

Competencies are defined as underlying motives and habits—or patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role. These underlying motives and habits lead to actions that lead to better outcomes. The competencies outlined in this Teacher Profile are further described by beliefs, actions, skills, and abilities.

Achievement

1. the strong desire and ability to achieve outstanding student achievement results in a short amount of time;
2. the skill and willingness to leverage the Student Support System to ensure that students' social, emotional, health, and nutritional needs are addressed;
3. the ability to collaboratively create and execute clear, logical instructional plans that produce strong results in student learning;
4. the drive to prioritize student-learning needs over the customs, routines, and established relationships that can stand in the way of necessary change;

Impact & Influence

1. the ability to motivate students and influence their behaviors;
2. the commitment to coordinate instruction within and across grade levels;

Monitoring & Directiveness

1. the adeptness to ensure a strong connection between learning goals and classroom activities;

Self-Confidence

1. the power to commit to the relentless pursuit of increasing student learning;
2. the strength to achieve results by taking risks and reflecting and acting on lessons learned;
3. the vigor to skillfully challenge the status quo;

Team Leadership

1. the willingness and capacity to hold ongoing instructional-specific conversations designed to focus dialogue and efforts on improving student learning;

Analytical Thinking

1. the competence to collect and analyze data to inform instructional decisions;
2. the capacity to align curriculum, instruction, and assessments while responding to the individual needs of each student;

Conceptual Thinking

1. the skill to implement a tiered system of instruction and student support within the classroom to meet the needs of every student;

Developing Others

1. the aptitude to discuss subject-specific content instruction and the drive to try out new ideas to improve student learning;
2. the ability to help create and thrive in a professional environment that is one of mutual respect, teamwork, and accountability;
3. the ability and desire to design and utilize formative assessment to modify and adjust instruction on a daily basis;

Initiative & Persistence

1. the ability to seek out knowledgeable peers, coaches, or administrators for instructional support in the never ending quest to deliver the vision of high-quality subject-specific instruction in every class period every day to every student; and

Planning

1. the vigor to maintain his/her drive for results by demonstrating persistence, directness, and the ability to monitor and plan ahead.

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Adapted from Steiner, L., & Hassel, E. A. (Public Impact). (2011). Using competencies to improve school turnaround principal success. Charlottesville: University of Virginia's Darden/Curry Partnership for Leaders in Education.