Rating How the Program Prepared Teachers on the Domains of the Teacher Leader Model Standards (TLMS)

Bar chart legend: Spring 2023 Survey, Spring 2024 Survey, Spring 2025 Survey

Domains (x-axis):
- I Collaborative Culture
- II Using Research
- III Self Improvement
- IV Improving Instruction & Learning
- V Use of Assessments
- VI Improving Outreach
- VII Professional Advocate
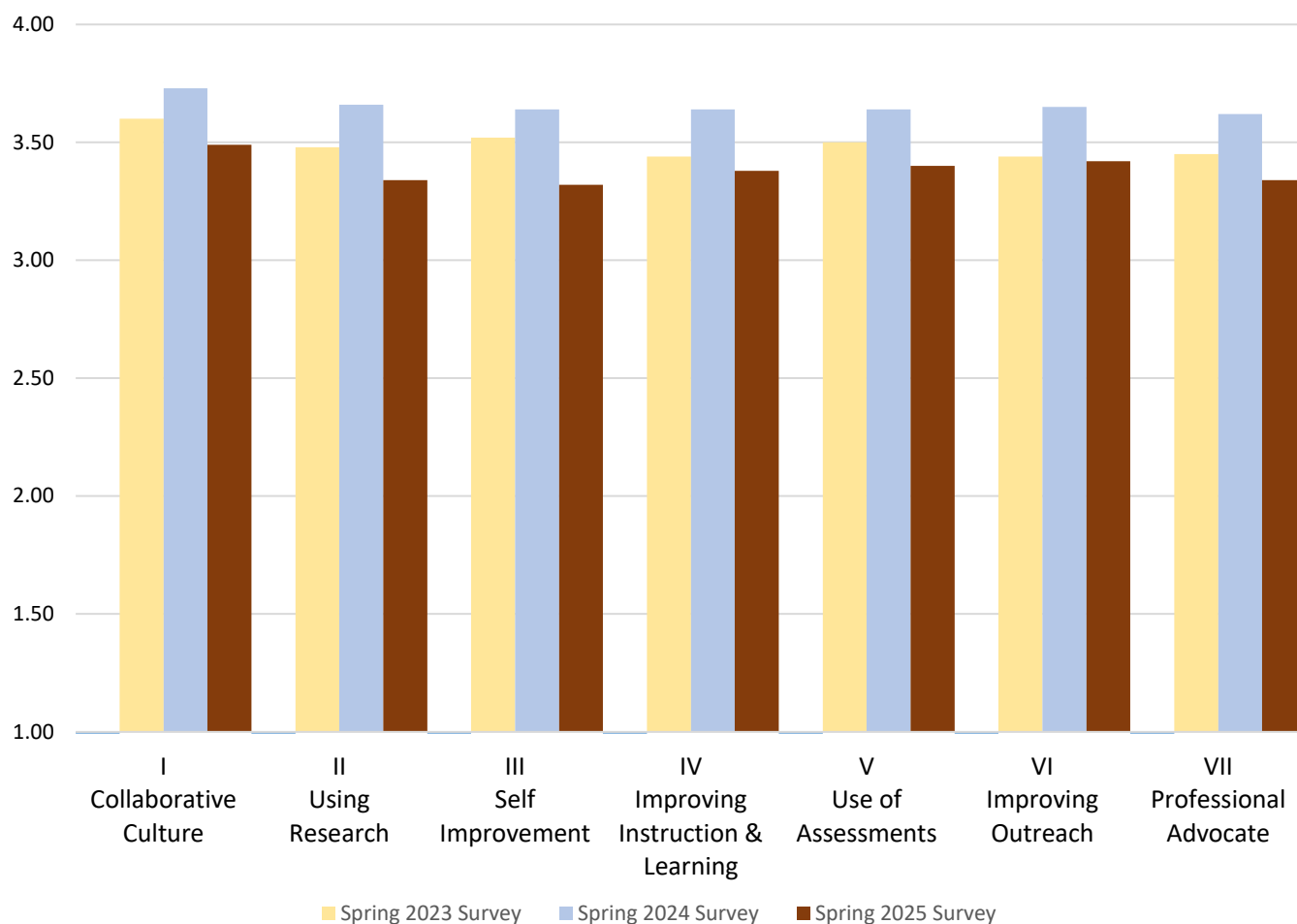
Rating Scale:

1 Ineffective	2 Developing	3 Accomplished	4 Exemplary
The UPIKE Teacher Leader Program **did** not **prepare** teachers to apply the Teacher Leader Model Standards in the classroom and school.	The UPIKE Teacher Leader Program prepared the teachers to **partially** apply the Teacher Leader Model Standards in the classroom and school.	The UPIKE Teacher Leader Program prepared the teachers to **fully** apply the Teacher Leader Model Standards in the classroom and school.	The UPIKE Teacher Leader Program prepared the teachers to **fully** apply the Teacher Leader Model Standards at an **exceptional** level **and to go beyond** the standards in the classroom and school.

Survey Administered Spring	2023	2024	2025
Response Rate	34%	75%	61%
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.	**3.60**	**3.73**	**3.49**
The teacher leader:			
a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;	3.64	3.75	3.55
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;	3.64	3.75	3.55
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;	3.64	3.67	3.45
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and	3.45	3.75	3.45
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.	3.64	3.75	3.45
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
Domain II: Accessing and Using Research to Improve Practice and Student Learning	**3.48**	**3.66**	**3.34**
The teacher leader:			
a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;	3.36	3.73	3.27
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;	3.64	3.64	3.27
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;	3.40	3.55	3.36
Exemplary / Accomplished	100%	91%	100%
Developing / Ineffective	0	9	0
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.	3.55	3.73	3.45
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10

Scale: 1 = Ineffective, 2 = Developing, 3 = Accomplished, 4 = Exemplary

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Survey Administered Spring	2023	2024	2025
Domain III: Promoting Professional Learning for Continuous Improvement	**3.52**	**3.64**	**3.32**
The teacher leader:			
a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;	3.60	3.89	3.27
Exemplary / Accomplished	100%	100%	80%
Developing / Ineffective	0	0	20
b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;	3.50	3.78	3.27
Exemplary / Accomplished	100%	89%	90%
Developing / Ineffective	0	11	10
c) Facilitates professional learning among colleagues;	3.55	3.64	3.09
Exemplary / Accomplished	100%	91%	80%
Developing / Ineffective	0	9	20
d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;	3.73	3.70	3.55
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;	3.40	3.60	3.36
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;	3.60	3.73	3.36
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and	3.55	3.67	3.45
Exemplary / Accomplished	100%	89%	90%
Developing / Ineffective	0	11	10
h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.	3.50	3.78	3.18
Exemplary / Accomplished	100%	100%	80%
Developing / Ineffective	0	0	20

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Survey Administered Spring	2023	2024	2025
Domain IV: Facilitating Improvements in Instruction and Student Learning	**3.44**	**3.64**	**3.38**
The teacher leader:			
a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;	3.45	3.45	3.40
Exemplary / Accomplished	100%	91%	90%
Developing / Ineffective	0	9	10
b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;	3.45	3.73	3.50
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;	3.36	3.60	3.20
Exemplary / Accomplished	100%	90%	80%
Developing / Ineffective	0	10	20
d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;	3.45	3.73	3.40
Exemplary / Accomplished	100%	91%	90%
Developing / Ineffective	0	9	10
e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and	3.50	3.70	3.30
Exemplary / Accomplished	100%	100%	80%
Developing / Ineffective	0	0	20
f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.	3.45	3.64	3.50
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0

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Survey Administered Spring	2023	2024	2025
Domain V: Promoting the Use of Assessments and Data for School and District Improvement	**3.50**	**3.64**	**3.40**
The teacher leader:			
a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;	3.45	3.60	3.40
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;	3.45	3.64	3.40
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and	3.55	3.73	3.50
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.	3.55	3.64	3.30
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
Domain VI: Improving Outreach and Collaboration with Families and Community	**3.44**	**3.65**	**3.42**
The teacher leader:			
a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;	3.45	3.55	3.50
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;	3.45	3.73	3.40
Exemplary / Accomplished	100%	91%	90%
Developing / Ineffective	0	9	10
c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;	3.50	3.60	3.40
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and	3.36	3.73	3.30
Exemplary / Accomplished	100%	100%	90%
Developing / Ineffective	0	0	10
e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.	3.50	3.70	3.50
Exemplary / Accomplished	100%	90%	100%
Developing / Ineffective	0	10	0

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Survey Administered Spring	2023	2024	2025
Domain VII: Advocating for Student Learning and the Profession	**3.45**	**3.62**	**3.34**
a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;	3.45	3.55	3.30
Exemplary / Accomplished	100%	91%	90%
Developing / Ineffective	0	9	10
b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;	3.45	3.64	3.40
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;	3.45	3.55	3.30
Exemplary / Accomplished	100%	100%	80%
Developing / Ineffective	0	0	20
d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and	3.50	3.70	3.30
Exemplary / Accomplished	100%	100%	80%
Developing / Ineffective	0	0	20
e) Represents and advocates for the profession in contexts outside of the classroom.	3.45	3.73	3.40
Exemplary / Accomplished	100%	100%	91%
Developing / Ineffective	0	0	0

Scale: 1 = Ineffective, 2 = Developing, 3 = Accomplished, 4 = Exemplary