

Belton ISD Teacher Leader Level Profile

Category | Build Culture

Teacher Leader Level Profile

Draft

Competency	Description <i>All Levels</i>	Teacher Leader Level <i>Skills</i>	Teacher Leader Level <i>Look-fors</i>
Communicate for impact*	Actively listens and strategically articulates thoughts and ideas effectively using multiple modes of communication.	☐ Effective Communication with Colleagues and Stakeholders	- Communicates clearly and respectfully with colleagues, administrators, students, and families - Advocates for effective instruction in a supportive, solution-oriented manner - Uses multiple modes of communication (verbal, written, digital) effectively to share information and resources
		☐ Active Listening, Facilitation, and Problem-Solving	- Actively listens to understand perspectives before responding or offering solutions - Facilitates grade-level, department, or PLC discussions that promote shared understanding and problem-solving - Encourages open dialogue and respectful disagreement during team conversations - Uses reflective questioning to support peer growth and instructional improvement - Facilitates conversations to help teams identify root causes of challenges related to instruction or team functioning
		☐ Fosters Professionalism, Trust, and Collaborative Culture	- Models professionalism, respect, and discretion, including maintaining confidentiality - Builds trust and collaboration through consistency, reliability, and positive relationships
Cultivate relationships	Develops a culture of value, support and growth amongst stakeholders.	☐ Promotes a positive, inclusive, and growth-oriented culture of continuous improvement	- Supports a culture of growth and shared responsibility - Models inclusive, respectful interactions and contributes to a safe, supportive environment for colleagues and students - Encourages collaboration, reflection, and shared ownership of growth within teams or PLCs.
Model empathy	Demonstrates sensitivity, concern and respect towards others' feelings and experiences.	☐ Models empathy and supports a culture of trust, inclusion, and continuous growth among colleagues	- Demonstrates empathy by actively listening to colleagues, acknowledging perspectives, and responding with respect and understanding - Builds supportive relationships with colleagues and students by offering encouragement, assistance, and constructive feedback focused on growth - Contributes to a positive team culture by valuing diverse experiences, promoting inclusion, and modeling care for the well-being of others

Category | Empower People

Teacher Leader Level Profile

Competency	Description <i>All Levels</i>	Teacher Leader Level <i>Skills</i>	Teacher Leader Level <i>Look-fors</i>
Promote Growth	Embraces opportunities for learning in pursuit of better results for each and every.	☐ Instructional Growth & Continuous Improvement	- Models and supports PLC research-based instructional practices through collaborative processes - Analyzes student work, assessment results, and team data discussions to help colleagues reflect on instructional impact and identify next steps - Actively seeks feedback from supervisors, colleagues, and/or instructional coaches as well as demonstrates visible implementation of that feedback
		☐ Supports Professional Learning & Goal-Setting	- Uses student data, instructional evidence, and teacher input to support team or PLC discussions about professional learning needs - Collaborates with colleagues to identify instructional goals and next steps that support both teacher growth and student outcomes - Shares resources, models strategies, and facilitates learning opportunities aligned to identified team needs - Supports onboarding and growth of new staff through mentoring, guidance, and connection to team practices
Focus on what matters most	Strategically prioritizes work that positively impacts student success.	☐ Instructional Prioritization & Team Focus	- Keeps team, PLC, or department work focused on instructional priorities that impact student outcomes - Supports implementation of campus and district instructional initiatives within the team or department - Helps teams balance required expectations with flexibility to meet student needs - Identifies and minimizes distractions that detract from instructional improvement in team settings
		☐ Data-Informed Planning & Action	- Engages teams in reviewing student data to identify strengths, needs, and instructional next steps - Supports development of short-term instructional action steps aligned to data findings - Monitors progress toward team or department goals and adjusts strategies using the PLC 4-question model
Create Synergy	Promotes the mindset that we can achieve more collectively than we can individually.	☐ Builds Collaborative Relationships	- Establishes trusting, respectful relationships with colleagues to support team success and growth - Encourages colleagues to share ideas, implementation and strategies to achieve common instructional goals - Recognizes and celebrates colleagues' contributions and successes within the team
		☐ Supports Team Cohesion & Collective Problem-Solving	- Actively participates in team or PLC discussions, promoting collaboration and constructive dialogue - Facilitates or contributes to team efforts to set goals, plan lessons, and solve instructional challenges - Encourages colleagues to take initiative and supports them in trying new strategies or approaches

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Model continuous improvement	Engages in reflection, refinement, and implementation of systems and processes.	☐ Self-Reflection and Professional Growth	• Demonstrates a growth mindset by prioritizing and protecting time for reflecting on instructional practice and leadership contributions • Actively seeks and applies feedback from colleagues, coaches, and administrators to improve effectiveness • Sets professional goals and monitors progress toward achieving them • Engages in ongoing learning through professional development, collaboration and research-based practices
		☐ Data-Informed Instructional Support	• Uses student assessment and classroom data to inform team or individual instructional decisions • Supports colleagues in analyzing data to identify trends, strengths, and areas for growth • Assists in planning and implementing targeted strategies or interventions based on data insights
Inspire innovation	Demonstrates and ignites creativity, forward thinking, and a willingness to explore new ideas and approaches.	☐ Encourages Creative Problem-Solving	• Supports colleagues in exploring new instructional strategies or approaches and views mistakes as learning opportunities • Actively engages in collaborative discussions that challenge conventional thinking and promote effective solutions within the team
Manage change	Adapts actions to support others while implementing change to achieve sustainable improvement.	☐ Creates Demand	• Supports colleagues in understanding the purpose and potential benefits of new initiatives • Encourages colleagues to engage with change by sharing ideas, asking questions and exploring opportunities for improvement • Promotes colleagues' understanding of how change leads to positive student outcomes
		☐ Implement a Plan	• Assists in putting new routines or practices into action within their team or grade level • Models and shares effective strategies for implementing new instructional or operational practices • Supports colleagues in understanding steps, timelines, and expectations related to the change
		☐ Impact on People	• Recognizes individual colleagues' needs and provides support or guidance during transitions • Encourages colleagues to reflect on how changes can enhance their practice and student learning • Shares insights from personal experience to help others navigate changes successfully
		☐ Monitors and Evaluates	• Observes and reflects on how new practices are being implemented within their team or classroom • Supports the team in adjusting strategies based on observations and outcomes

Teacher Leader Level

Values (Personal Identity) and Time Shifts

	Area of Focus	Key Insights
Values (Personal Identity)	Contributes to the team and school community	Maintains a visible and active presence within the classroom, team, and/or school community, supporting instructional, extracurricular, and collaborative initiatives.
	Fosters trust, collaboration, and constructive feedback among colleagues	Models open, honest, and consistent communication, encouraging colleagues to share ideas and provide constructive feedback.
	Communicates effectively, valuing diverse perspectives and voices	Prioritizes inclusive communication that considers colleagues' and students' perspectives and promotes equitable participation in team or grade-level decisions.
	Supports data-informed instructional and team decisions	Uses student, classroom, and team data to inform instructional recommendations and support colleagues in improving student outcomes.
Time Allocation	Allocates time for reflection and personal professional growth	Intentionally sets aside time to reflect on instructional practices and leadership contributions, making purposeful adjustments to improve effectiveness.
	Supports team or grade-level processes to improve instructional practices	Applies a team-level perspective to support and refine routines, lesson planning, and collaborative practices that strengthen student learning and teacher growth.
	Provides targeted support to colleagues through modeling, collaboration, and feedback	Supports colleagues by modeling effective instructional practices, co-teaching, engaging in collaborative planning, and providing constructive feedback as needed.