Commitments and Expectations
to
Support the Development of Accountable Communities
and Improvements in Student Achievement

Foundations Lead Teachers will:

• routinely reflect on practice, show indicators of having instructional expertise, and regularly use data to inform instructional decisions.

• take a balanced approach between individual autonomy and collective commitment. Teacher leaders understand that there are complex problems requiring collective decision making.

• seek growth, respond well to challenge, and accept the need for change when there is valid evidence that a practice is not working.

• have a clear understanding of the school as a workplace and connect their classroom work to broader organizational goals. They endorse and support the idea that classroom work needs to be aligned with school and district priorities.

• demonstrate signs of capacity-building leadership skills in the ways they have worked to bring out the best in their students and parents.

• display a rich, substantive knowledge both of academic subject matter and of generic pedagogy. This knowledge is critical to being able to contribute and lead conversations focused on finding and solving complex learning problems.

• skillfully deal with conflict and difficult issues.

• sustain transparency and ask for help. These teachers are willing to examine their practice publicly by inviting colleagues into their class and by sharing student data. They are willing to ask for help with teaching and learning problems.

• have experience in using standards and data and are motivated to learn more.