

On-The-Job Competencies for the Lead Teacher Occupation

Competency #	Competency Title	Competency Statement	Competency Outcomes	Overview of Task 2 Micro-credential Artifacts
Competency 1	Understanding what it means to be a lead teacher	Lead teachers understand their role in team-based staffing models, including the responsibilities, challenges, and opportunities that come with being a leader.	<ul style="list-style-type: none"> • Articulate the responsibilities and opportunities inherent in their leadership role (1a). • Demonstrate the ability to inspire and align their team around a shared vision for student success (1b). • Analyze and reflect on the challenges of leadership and develop strategies to address them (1c). • Model decision making practices that balance student and team needs (1d). 	<ul style="list-style-type: none"> • Annotated version of their job description / responsibilities document (1a). • Draft visions for success, which includes references/alignment to school/district vision/mission & multiple possible options of a vision (1b). • Reflection prompt on tough leadership moment (1c). • Dilemma managing: Description, what sits in tension and where you landed (1d).
Competency 2	Building and sustaining team culture	Lead teachers cultivate a positive and productive team culture by setting clear norms, building trust, and fostering collaboration.	<ul style="list-style-type: none"> • Create a shared team vision that aligns with student and organizational goals (2a). • Establish team norms and ensure their consistent application in daily practices (2b). • Demonstrate strategies for building trust, sharing vulnerabilities, and fostering collaboration among team members (2c). • Initiate and navigate critical conversations to address team challenges and foster improvement (2d). • Ensure a strong team culture as team members transition on and off the team (2e) 	<ul style="list-style-type: none"> • Shared team vision <ul style="list-style-type: none"> ◦ What was the process for creating (2a). • Turn in norms <ul style="list-style-type: none"> ◦ What was your process for creating norms? How will you ensure they are applied in practice? ◦ What's a concrete step you can take for each of the norms (2b)? • Give scenario via AI Bot and then source a resource aligned to the challenge. <ul style="list-style-type: none"> ◦ e.g., building trust (2c). • Give scenario then lead teacher navigates conversation prints chatbot output (2d).
Competency 3	Communication within and beyond educator teams	Lead teachers establish effective communication systems within their teams, with families, and across the broader school community.	<ul style="list-style-type: none"> • Develop tools and systems to facilitate effective communication within the core educator team and with extended team members (3a). • Adapt communication styles to diverse audiences, including school leaders, families, and community partners (3b). • Facilitate two-way communication with families for the team to support 	<ul style="list-style-type: none"> • Annotate three examples of tools or systems for team communication, at least one of those should involve members of the extended team (3a). • Annotate at least one artifact from your communication with families that helps them to know how to communicate with the educator team (3b). • Respond to each of the following scenarios with descriptive text and screenshots of artifacts (where possible) (1).

			<p>shared goals for student success (3c).</p> <ul style="list-style-type: none"> • Manage sensitive conversations and foster transparency within the team (3d). 	
Competency 4	Creating and maintaining systems and structures for effective teams	Lead teachers design and maintain systems and structures that enable effective team collaboration, including planning routines, meeting protocols, and flexible use of resources such as time and space.	<ul style="list-style-type: none"> • Design and implement systems that enable effective and efficient team collaboration (4a). • Facilitate structured planning time, meetings, and team routines that align with shared goals (4b). • Evaluate and adapt schedules and resource allocations to support the needs of students and the team (4c). • Establish flexible structures that operationalize the team's vision and goals (4d). 	<ul style="list-style-type: none"> • Describe two systems or structures that you have designed and/or implemented that foster team collaboration and meeting the team's vision and goals (4a; 4d). • Annotate a team agenda, noting how you determined how to structure your time according to team goals (4b). • Provide 2-3 sample schedules that demonstrate adaptations and annotate the ways the schedules support the needs of students (4c).
Competency 5	Identifying and leveraging the team's distributed expertise	Lead teachers recognize and maximize the unique skills and knowledge of each team member and align roles and responsibilities with team expertise and encourage reflective practices to further develop and strategically deploy these strengths.	<ul style="list-style-type: none"> • Facilitate reflective practices that help team members recognize and maximize their expertise (5a). • Identify team members' unique skills and align their roles to leverage those strengths (5b). • Identify gaps in expertise and determine solutions (5c). • Deploy team members strategically to address diverse student needs effectively (5d). • Engage extended team members, such as special educators and community educators, to enhance team capacity (5e). 	<ul style="list-style-type: none"> • Completed distributed expertise matrix. <ul style="list-style-type: none"> ◦ Includes plan for filling DE gaps (personalized professional learning) (5b). • Strategic deployment of team members. <ul style="list-style-type: none"> ◦ Give three concrete examples of how your team distributes their expertise. Examples include both. • Extended team member engagement plan. <ul style="list-style-type: none"> ◦ Includes at least: What role they will play & on what frequency, how will core team communicate with them, with whom will they engage, how will they share back info and insights with the core educator team.
Competency 6	Leading team-based planning for instruction	Lead teachers guide their teams in collaboratively planning accessible, rigorous, and relevant instructional experiences.	<ul style="list-style-type: none"> • Guide the team in collaboratively planning accessible, rigorous, and relevant instructional experiences (6a). • Ensure instructional plans are aligned with the team's shared vision for student outcomes (6b). 	<ul style="list-style-type: none"> • Submit a plan for an "instructional moment" that, annotated, describes... <ul style="list-style-type: none"> ◦ One place where members of the team disagreed or needed guidance/direction and how helped lead the team and come to a decision (6a).

			<ul style="list-style-type: none"> • Strategically leverage team members' expertise to ensure instructional plans address student needs and interests (6c). • Develop plans that personalize learning using various grouping strategies and instructional modalities (6d). 	<ul style="list-style-type: none"> ○ How your plan aligns with team shared vision (6b). ○ How your plans utilizes individual team member's distributed expertise (6c). ○ How your plan implements personalized learning (6d).
Competency 7	Leading team-based instruction	Lead teachers facilitate collaborative teaching approaches, such as co-teaching and flexible grouping, to meet the dynamic needs of learners.	<ul style="list-style-type: none"> • Facilitate dynamic groupings and flexible instructional approaches based on student needs (7a). • Model and support the implementation of co-teaching strategies to meet classroom needs (7b). • Implement team-aligned instructional strategies to achieve learning goals (7c). • Monitor and adjust instructional practices to improve student outcomes and team effectiveness (7d). 	<ul style="list-style-type: none"> • An instructional plan for an instructional moment that: <ul style="list-style-type: none"> ○ Includes co-teaching (can include family meeting) (7b). ○ How you determined what students were where and why (7a). ○ How you determined what educators were where and why (7a). ○ What instructional strategies were implemented and why (7c). • A transcript (or video) of a reflection conversation, grounded in improvements to student outcomes and team effectiveness, about: <ul style="list-style-type: none"> ○ What went well in an instructional moment and what moves the educator team thought were strong (7d) ○ What they would improve or change for next time (7d).
Competency 8	Leading team-based data analysis and action	Lead teachers guide their teams to collect, analyze, and respond to data to drive instructional decisions and improve student outcomes.	<ul style="list-style-type: none"> • Identify, collect, and analyze qualitative and quantitative data to identify learner needs (8a). • Create systems for ongoing data collection and collaborative analysis to improve instructional practices (8b). • Lead the team in using data to inform instructional strategies, personalized learning (e.g., interest/choice based, skills based, needs based groupings), and build 	<ul style="list-style-type: none"> • Create a data inventory of data sources that can inform instruction which includes meta-data on the data sources (e.g., collection frequency, access, etc.) (8a, 8b). • Do one of the following: <ul style="list-style-type: none"> ○ Using a provided set of student data, make a set of data-driven decisions with accompanying rationale (8c). ○ Provide a plan for an instructional moment and annotate how where and

			<p>stronger student relationships) (8c).</p> <ul style="list-style-type: none"> • Guide the team in making data informed decisions to personalize learning experiences (8d). 	<p>how data informed the plan (8c).</p>
Competency 9	Coaching and mentoring colleagues in a team-based staffing model	Lead teachers coach and mentor team members to foster professional growth and improve team performance.	<ul style="list-style-type: none"> • Build relationships with team members to foster a foundation for effective coaching (9a). • Employ coaching strategies tailored to individual and team growth needs (9b) • Provide actionable feedback to support professional development and team success (9c). • Facilitate a culture of mentorship and collaborative leadership within the team (9d). 	<ul style="list-style-type: none"> • Create personalized coaching plans for yourself and another team member as well as a professional learning plan for the team (9b; 9c; 9d). • Annotate a coaching session with AI Bot—any takeaways? How real/not real was it (9b)? <ul style="list-style-type: none"> ○ Something you want to give feedback on OR you gave feedback, and it went poorly.
Competency 10	Leading self-improving teams	Lead teachers guide their teams in cycles of reflection and continuous improvement.	<ul style="list-style-type: none"> • Promote a continuous improvement mindset through actionable strategies and reflections (10a). • Lead team reflection sessions to celebrate successes and identify opportunities for improvement (10b). • Guide individuals in self-reflection and development to enhance their practice and professional growth (10c). 	<ul style="list-style-type: none"> • List strategies that would promote a continuous improvement mindset (Plan, Do, Check, Act) (10a). <ul style="list-style-type: none"> ○ What's one strategy that you've used, and how did it go? • Team instrument or alternative reflection tool and reflect on the results (10b). <ul style="list-style-type: none"> ○ What is there to celebrate? ○ What are the points of convergence? Divergence? ○ Given the data, what is your plan for individuals/the team in terms of our practice and professional growth (10c)?