

NICHOLAS WEINER
EDUCATIONAL LEADERSHIP PLATFORM
Based on the *Teacher Leader Model Standards*

Teacher leaders are educators who serve in their buildings as valued personnel among their peers. They seek to be continuous learners who are accessible and improve the educational practices and themselves and those educators who surround them. They work in tandem with administrators to improve instructional practices that lead to positive learning outcomes. It is the responsibility of teacher leaders to articulate goals for learning outcomes, foster both collaborative creative efforts, and encourage the engagement of all stakeholders in school reforms and improvement efforts.

Domain 1: Collaborative leaders foster a culture to support educator development and student learning. I believe effective leaders work collaboratively with their colleagues to solve problems, listen to others of both the majority and minority's opinion to identify needs, and consider the diverse perspectives of those around them. An effective teacher leader will establish thoughtful changes based on inclusiveness and trust among the stakeholders involved.

Domain 2: Analytical leaders access and use research to improve practice and student learning. I believe effective leaders will use proven research to determine educational best practices for students. These leaders look over multiple sets of data and align their findings with those of their colleagues. These leaders should share the data with all stakeholders involved.

Domain 3: Developing leaders promote professional learning for continuous improvement. I believe teacher leaders should facilitate professional learning among their peers and be an advocate for relevant professional learning for peers that can be described as high quality. These teacher leaders should be aware of educational trends and have a defined learning target for professional learning.

Domain 4: Growth-mindset leaders facilitate improvements in instruction and student learning. I believe leaders should be reflective towards their own practices and encourage colleagues to share individual and collective reflections. Leaders should advocate for continuous observational self-reflection as well as peer-reflection.

Domain 5: Data-Driven leaders promote the use of assessments and data for school and district improvement. I believe teacher leaders should regularly calibrate their interpretation of data with their colleagues' interpretations and implement systems which help students to meet their growth goals. I believe leaders should also use multiple forms of assessments that are aligned to relevant standards.

Domain 6: Community leaders improve outreach and collaboration with families and their community. I believe leaders should actively engage with families and all stakeholders to address the needs and desires of the community. I believe leaders should have a shared understanding with all stakeholders and look for equitable solutions to challenging issues.

Domain 7: Advocate teacher leaders promote student learning and the profession. I believe teacher leaders should advocate on behalf of their students for resources and additional support. Whether in the classroom or outside, teacher leaders should advocate for their profession.