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

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		

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Teacher Leader Program
Completer Satisfaction Evaluations

	2022	2023	2024
Survey Administered Spring	2022	2023	2024
Number of Responses	22	14	12
Response Rate	36%	44%	38%
Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.	**3.66**	**3.67**	**3.73**
<u>The teacher leader:</u>			
a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;	3.73	3.71	3.67
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;	3.68	3.64	3.83
Exemplary / Accomplished	95%	100%	100%
Developing / Ineffective	5	0	0
c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;	3.68	3.79	3.75
Exemplary / Accomplished	95%	100%	100%
Developing / Ineffective	5	0	0
d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and	3.59	3.64	3.75
Exemplary / Accomplished	95%	93%	100%
Developing / Ineffective	5	7	0
e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.	3.64	3.57	3.67
Exemplary / Accomplished	95%	100%	100%
Developing / Ineffective	5	0	0
Domain II: Accessing and Using Research to Improve Practice and Student Learning	**3.75**	**3.71**	**3.75**

<u>The teacher leader:</u>

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

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Survey Administered Spring	2022	2023	2024
Domain VII: Advocating for Student Learning and the Profession	**3.68**	**3.74**	**3.65**
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;	3.73	3.71	3.67
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0
b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;	3.64	3.79	3.67
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;	3.59	3.71	3.67
Exemplary / Accomplished	100%	100%	100%
Developing / Ineffective	0	0	0

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