

**Learning from the Field**  
**Developing Teacher Leader Capacity to Work with Other Teachers**  
**Discussion Questions**

- 1. Select with the role in mind – The nature of teacher leader work should inform teacher leader selection.**

What specific responsibilities for leading, facilitating, or designing professional development would be included in a job description for teacher leaders involved in your project?

What knowledge and skills are you seeking in teacher leader candidates? How do these translate into selection criteria?

- 2. Less may be more – Selecting fewer, highly-qualified teacher leaders may be preferable to selecting larger numbers of less-qualified candidates.**

How can you assess the adequacy of the pool of candidates to fill teacher leader positions in your project?

What possible adjustments are needed to your preparation program based on the qualifications of teacher leader candidates?

- 3. Align preparation to the work – The knowledge and skills developed in a preparation program should reflect the focus of teacher leaders' work in schools.**

What are the goals and anticipated activities of teacher leaders in your project?

What knowledge and skills do teacher leaders need to carry out this work?

**4. Keep on learning – Teacher leaders’ preparation should not be entirely “front-loaded,” but rather continue as teacher leaders implement their work in schools.**

What preparation do teacher leaders need to receive from the outset, before they begin their roles as teacher leaders?

How do you support teacher leaders to apply, practice, and continue to learn while they are working with teachers?

**5. Scaffold learning – Teacher leader preparation should feature explicit structures to scaffold teacher leaders’ learning.**

What are possible explicit structures within your project that could scaffold teacher leaders’ learning?

What are potential external resources that could provide additional opportunities to scaffold teacher leaders’ learning?