

## Standard 10. Leadership and collaboration

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

2.B.3. Collaboration with content teachers to design appropriate classroom activities

2.B.10 Selection and incorporation of culturally responsive, age appropriate materials and resources for language learners

2.C.3 Audiovisual and computer software appropriate for content instruction that support ESL students

4.A.5 Implications of cultural stereotyping in school setting

4.A.6 Ability to model positive attitudes towards second language learners

4.A.9 Understanding teacher's personal and cultural experiences and how it may influence teaching style

4.A.10. Knowing how to explain U.S. cultural norms to English-language learners

4.C.2. Planning to act as a resource and advocate for students and families

4.C.5. Strategies for planning and conducting collaborative conference with English language learners' families, school colleagues, and community resources

4.C.6 Techniques for collaborating with paraprofessionals, content-area teachers, and instruction staff

4.C.8 Integration of feedback from parents/caregivers into instructional planning

4.C.9 Strategies for consulting with parents/caregivers and communicating about student progress and needs