

**Baltimore County Public Schools**  
**Department of Professional Development**  
***Learning to Lead Framework***  
**Description for BCPS Applicants**

Development of teacher leaders is an essential component of a leadership succession plan that begins in the classroom. A system wide priority for Baltimore County Public Schools is to develop teacher leaders in every school. At the direction of the Superintendent, each principal will identify potential leaders in the schoolhouse and provide support for them as they develop their leadership skills.

The *Learning to Lead Framework* is a tool designed to foster dialogue between principals and aspiring leaders as they work together to develop leadership capacity in the local school and throughout the school system. The benchmarks represent a broad range of leadership skills that must be developed if teacher leaders are to become successful school or central office administrators. This job-embedded practice will serve to prepare future leaders as well as provide daily support for the work of the school.

The *Learning to Lead Framework* is divided into three sections: instructional leadership, administrative leadership, and school climate. Each section lists specific job-embedded activities which provide the teacher leaders with opportunities to develop their abilities under the supervision of a school administrator. The benchmarks are aligned with the *ISLLC Standards for School Leaders*, the *Maryland Instructional Leadership Framework* and the *21<sup>st</sup> Century Principal Skills List* to ensure that the teacher leader's practice emphasizes the development of expertise in instructional leadership.

Teachers should have at least two years of successful teaching experience prior to beginning work on the *Learning to Lead Framework*. Teachers may identify themselves as potential leaders or principals may recognize the leadership potential in a teacher and encourage him or her to participate.

Once the teacher leader has been identified, the principal and teacher review the benchmarks and select those that promote the individual growth of the teacher leader and support the School Improvement Plan in the local school. Under the supervision of the principal or assistant principal, the teacher leader engages in the benchmark activity. Upon completion, a reflective dialogue occurs between the teacher leader and the supervising administrator to evaluate the experience. They will assess the growth of the teacher leader's skills on the particular benchmark and decide if further

experience is necessary. **The supervisor must sign off on the *Framework* at the completion of the benchmark. If the signature cannot be obtained, please provide the name of the supervisor and his/her contact information (email/telephone).**

The teacher leader should use the *Framework* to record their activities. Artifacts related to the activities should be collected and maintained with the *Learning to Lead Framework* to reflect the growth in leadership skills.

The *Learning to Lead Framework* is not just a checklist of activities but rather an opportunity for teachers, in collaboration with their supervisors, to reflect upon and develop identified leadership skills. There is no set number of benchmarks that must be completed. The teacher leader should select benchmarks that will develop the specific skills that he or she would need to be an effective school leader.

The *Learning to Lead Framework* document should be maintained to document the efforts that have been made to develop the individual's leadership skills as well as to provide leadership in the local school. While use of the *Learning to Lead Framework* is optional, it is strongly encouraged for prospective leaders throughout the county.