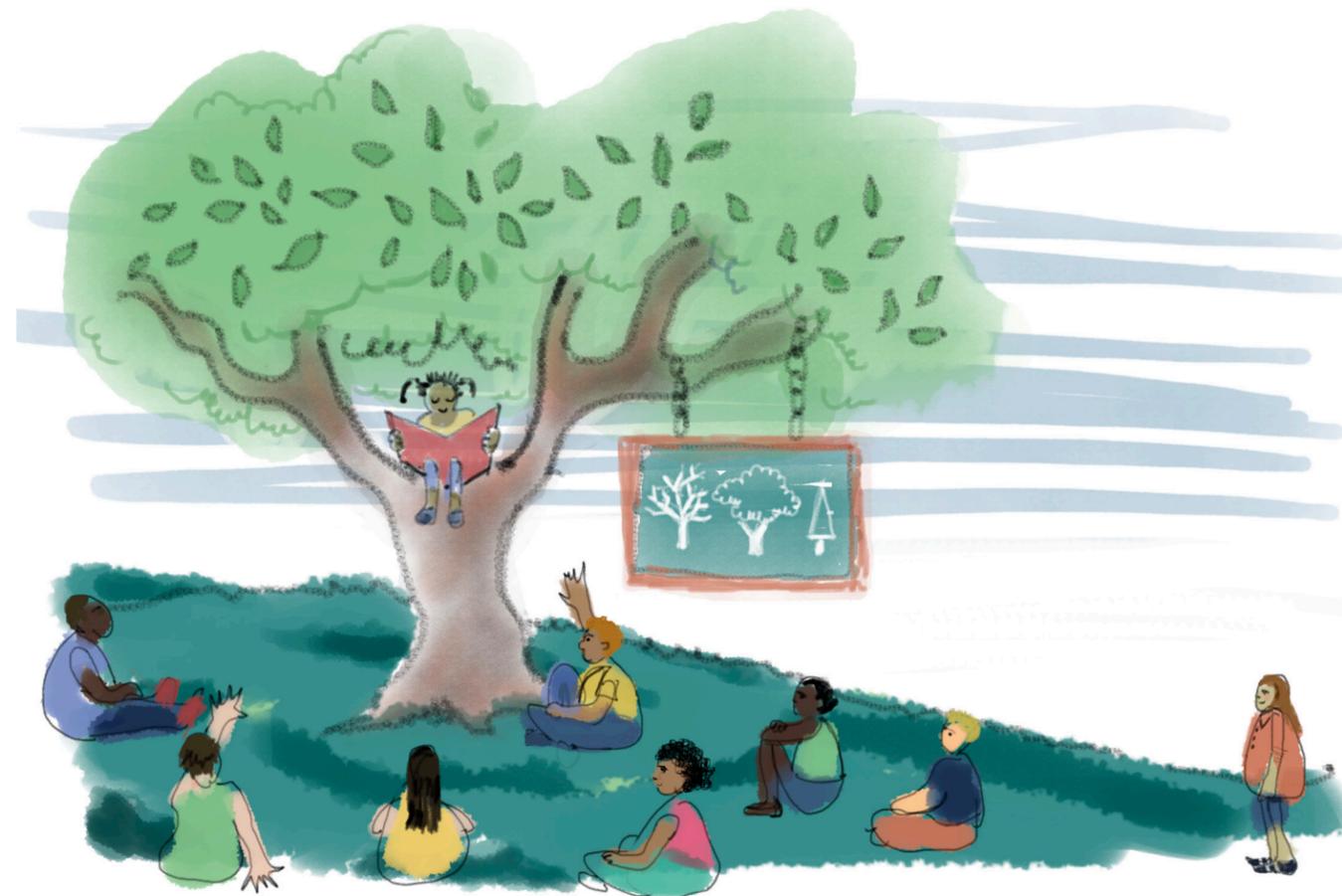
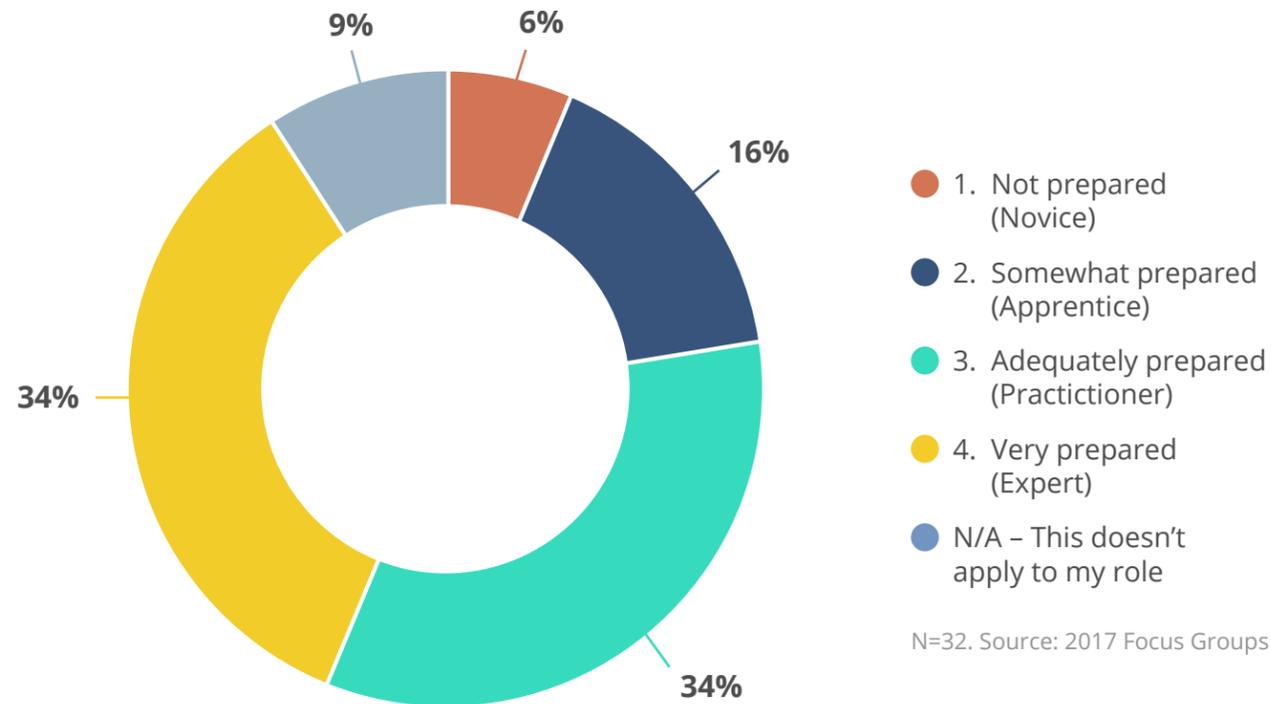


Districts have consistently told us that teacher leaders are the backbone of implementation strategies. A majority (68%) of teacher leaders we spoke with feel prepared to support teachers with the California State Standards.

For more of *The Center's CA Insights* on PROFESSIONAL LEARNING, visit us at [TheCenter.WestEd.org/professional-learning](http://TheCenter.WestEd.org/professional-learning).

In the Professional Learning domain, we focus on professional learning opportunities — both formal and informal — that advance educators' understanding and application of the California State Standards. Here, district leaders, principals, and teacher leaders describe the kinds of professional learning they receive and provide, and how those experiences vary in approach, frequency, and adequacy. In addition, we highlight the key role that teacher leaders play.

ON A SCALE OF 1-4, HOW WELL PREPARED DO YOU FEEL NOW TO SUPPORT TEACHERS WITH IMPLEMENTING THE STANDARDS?



WE ASKED TEACHER LEADERS ABOUT THE SUPPORT FOR TRANSITIONING FROM CLASSROOM TEACHER TO TEACHER LEADER. THEIR RESPONSES REVEALED A DIVERSITY OF TEACHER LEADER TRAINING APPROACHES.



*"The county has been training us, like two training days, working with mentors, different topics each time and stuff."*  
- Teacher Leader



*"I have probably been out of the classroom more than I've been in. I've worked for a couple of years for the [outside organization] and ran around the Valley doing professional development [and] I've been through any number of trainings. I've been to train-the-trainer [programs too]. I'm a practitioner."*  
- Teacher Leader



*"I even have a mentor coach, so our [approach] is to provide a coach that does several cycles with me as well to improve my practice."*  
- Teacher Leader



*"I didn't have any formal training because we were a small site and [I] had the initiative."*  
- Teacher Leader