



Building Bright Futures Through High School Redesign.

Teacher Role Clarification Exercise



The Center for Secondary School Redesign, Inc.
621 Wakefield Street, West Warwick, RI 02893
phone: 401-828-0077 | fax: 401-615-3593

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Teacher Role Clarification Exercise

Instructions

1. Identify the position being analyzed, e.g., regular classroom teacher, literacy coach, advisory advisor, etc.
Position: _____
2. For each role in the chart below, circle the number that reflects current actual/in-practice role emphasis that is typical for the position at your school - with "1" being LOW and "10" being HIGH. Role definitions are provided on the next page.
3. Use a triangle to reflect what the role emphasis needs to be for the position to best meet your students' top priority needs. This can be the same, lower, or higher than the number you circled.
4. In the third column, note the gap - if the number encompassed by the triangle is larger, give it a positive sign, and if the number is lower, give it a negative sign.
5. In the last column, place checkmarks to indicate the gaps that reflect your top priorities for action.
6. On the following page, describe the implications of the top-priority role emphasis gaps - and the action required to close the gaps.

Ladder Rung	Low	1	2	3	4	5	6	7	8	9	10	High	Gap	Priority
A. Instructor		1	2	3	4	5	6	7	8	9	10			
B. Facilitator		1	2	3	4	5	6	7	8	9	10			
C. Designer		1	2	3	4	5	6	7	8	9	10			
D. Evaluator		1	2	3	4	5	6	7	8	9	10			
E. Advisor		1	2	3	4	5	6	7	8	9	10			
F. Coach		1	2	3	4	5	6	7	8	9	10			
G. Mentor		1	2	3	4	5	6	7	8	9	10			
H. Counselor		1	2	3	4	5	6	7	8	9	10			
I. Advocate		1	2	3	4	5	6	7	8	9	10			
J. Parent		1	2	3	4	5	6	7	8	9	10			
K. Friend		1	2	3	4	5	6	7	8	9	10			
L. Disciplinarian		1	2	3	4	5	6	7	8	9	10			

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Roles Description	Gap Implications & Action
A. Instructor: Content expert; presents information; imparts specific knowledge in line with curriculum requirements; lecturer	
B. Facilitator: Places ownership of learning on students; focuses on the process of learning; employs multiple techniques to foster learning and communication; employs inquiry and project-based learning activities	
C. Designer: In collaboration with colleagues and students, creates develops, and implements curricular based units that employ inquiry based teaching and learning opportunities	
D. Evaluator: In collaboration with students and colleagues, creates, develops, and implements personalized/authentic formative and summative assessment activities; employs performance-based assessments; develops assessment rubrics that accurately reflect performance requirements	
E. Advisor: Provides academic and career related advice; directs to needed resources; suggests alternative courses of action to solve problems or meet goals	
F. Coach: Skill developer; provider of candid and constructive feedback; motivator re: academic, social, and civic growth; provides encouragement	
G. Mentor: Role model for specific behaviors or roles; provides guidance and direction through the sharing of experiences	
H. Counselor: Helps seek solutions to intra and interpersonal emotional problems; assists with conflict resolution and “acting out” related issues	
I. Advocate: Stands up for students; assists students deal with adversity; defender; assists students to plead case; touts students’ achievements	
J. Parent: Goes above and beyond to insure a student’s success; takes a deep and personal interest in all aspects of the student’s life; directs behavior; sets limits; protector	
K. Friend: A trusted confidant of personal information; is non-judgmental; shares own needs, fears and concerns with students; personal supporter and sympathizer	
L. Disciplinarian: Administers discipline for specific infractions; insures rules and regulations are upheld	