**Scoring Guide for the Teacher Leadership Initial Application**

**Note:** Applications will be scored using the following criteria. Selection committees are encouraged to review all materials provided by an applicant when using this scoring guide. Supporting materials might include things such as evidence of leadership via a paper or electronic portfolio or video, etc. The bullet points under each domain are meant to provide possible “look for’s.” Use this scoring guide for any notes; an applicant can score from 1 to 3 points for each question.

**Above average evidence** might include committee membership at the building or district level and/or effective application of concepts within a PLC. Examples might include, but are not limited to:

* *Leadership within a building PLC*
* *Membership on building or district committees (evidence of leadership efforts on these committees would move to “above average evidence”)*
* *Efforts to impact others in the school community with best practices (within or outside of a PLC)*
* *Participation in courses or learning opportunities above and beyond contract requirements*
* *Presentations to parent groups, school committees, the school board, or other teachers*
* *Sharing of information from Instructional Practices Inventory, Positive Behavior Intervention Supports, or other teams with staff members*
* *Work on a School Improvement Team or District Leadership Team that involves decision making or presentation of ideas to others*
* *Initiation of efforts for collaborative work at the building-wide or district-wide level (across grade levels or PLCs)*
* *Providing training or inservice to teams of teachers*
* *Participation in courses or learning opportunities above and beyond contract requirements and efforts to integrate into school environment*
* *Any other work which shows leadership above and beyond simple membership on a committee*

**Average evidence** might include effective application of concepts within a candidate’s own classroom. Though he/she might show individual mastery, there is limited or no evidence of efforts to impact others within the school community. Examples might include, but are not limited to:

* *PLC logs, SMART goals, or lesson plans showing efforts to apply best practices within own classroom (evidence of an effort to impact others beyond a candidate’s own classroom would move to “above average evidence”)*
* *Any other work which shows effective application of best practices within a candidate’s own classroom*
* *Serving as a mentor to a new teacher or as a collaborating teacher for student-teaching placement*

**Limited evidence** includes any content provided by the candidate that the selection committee determines does not meet the *average or above average* criteria listed above.

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| Note: The bullets provide examples. **A candidate does not have to show evidence for every bullet**. | **Score 3**  ***Above Average Evidence*** | **Score 2**  ***Average Evidence*** | **Score 1**  ***Limited Evidence*** |
| **1. What qualities and strengths do you bring to a position of teacher leadership?**  Look for…   * Is reflective * Reliability (e.g., follow through, be consistent in words and actions, attendance, fulfills contract, etc.) * Helps colleagues solve problems, make decisions, and promote change * Models effective skills in listening, presenting ideas, leading discussions * Strong facilitation skills (e.g., organized, builds trust, effective communication, etc.) * Develops trust among colleagues * Creates an inclusive culture and welcomes diverse perspectives * Promotes effective interactions among colleagues |  |  |  |
| **Notes & Comments:** | | | |
| **2. What do you hope to accomplish for students as a teacher leader?**  Look for…   * Mentions student growth in learning; closing gaps in learning, challenging all learners to grow, etc. * Preparing students for the next level (e.g., elementary to middle school, middle school to high school, high school to college, work, etc.) * Mentions students should be highly engaged in learning, taking responsibility for their own learning, etc. |  |  |  |
| **Notes & Comments:** | | | |
| **3. What are some of the ways you have served as a leader and worked to improve the learning of students in the Perry Community School District?**  Look for…   * Possible examples include: PLC leader, mentor, BLT, DLT, TLC member, IPI team, SINA team, technology leader, department head or grade level team leader, activities coach, etc. * Plan professional learning aligned to school/district goals with other teachers and administrators * Promote and facilitate differentiated learning for colleagues * Promote learning for teachers through technology * Advocate for effective professional development for teachers * Provide feedback for colleagues to strengthen teaching * Promotes instructional strategies that address diversity and equity, ensuring student learning needs are central to instruction |  |  |  |
| **Notes & Comments:** | | | |
| **4. How have you built trusting relationships with staff in your current position?**  Look for…   * Mentions focusing on finding and building on the strengths of colleagues * Practices professionalism, discourages gossip; maintains positive attitude * Follows through, “walks the talk”; good listener * Helps teachers collect and use data to improve curriculum, instruction, and assessment * Supports colleagues as a mentor, coach, and/or content facilitator * Serves as a team leader to help address curriculum and student needs |  |  |  |
| **Notes & Comments:** | | | |
| **5. Give a specific example of a challenging situation with a colleague and how you resolved it.**  Look for…   * Took a collaborative approach * Followed appropriate ‘chain of command’ * Engaged in honest open communication * Maintained professionalism throughout the challenging situation * Respectful of opposing opinions * Is willing to admit when he/she was wrong |  |  |  |
| **Notes & Comments:** | | | |
| **6. Give a specific example of a time when the school and/or your team was faced with a difficult issue and you proposed a solution that was considered and implemented.  Describe the process for implementation and the outcome.**  Look for…   * Ability to take initiative * Teamwork * Quality of proposed solution; used data to support that the problem existed * How well was the solution planned and organized * Integrated use of data to monitor solution * How well did he/she follow through |  |  |  |
| **Notes & Comments:** | | | |
| **7. Describe some of your professional growth experiences and how you are applying what you have learned to your professional practice.  In particular, describe how student learning was impacted.**  Look for…   * Lists multiple professional learning experiences he/she attended (extra classes, book studies, attend conferences in content area, etc.) * Shares how he/she is applying what he/she has learned supported with specific examples * Shares information with colleagues about state, local, and national education trends * Helps colleagues identify and use research to advocate for needs of all students * Helps colleagues choose opportunities to advocate for rights and needs of students * Secures resources within the building, district, outside district (e.g., grants) to allow teachers to learn about effective practices and develop effective PLCs * Represents and advocates for teaching outside of the classroom |  |  |  |
| **Notes & Comments:** | | | |
| **8. Please share some examples of ways you have collaborated with an instructional coach during this school year.**  Look for…   * Participation in planning and/or reflecting conversations. * Collaborating with a coach to collect and/or analyze student learning data. * Co-planning or co-teaching a lesson or unit. * Observing a coach demonstrating an instructional strategy in the class. |  |  |  |
| **Notes & Comments:** | | | |