

# NCE Program Assessment Report Template (2015-2016)

**Program:** Teacher Leader (TL)

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## Section I: Program Overview

### A. 2015-2016 (June 30, 2015 – July 1, 2016)

	Undergraduate	Graduate
Total Number of Candidates in Teacher Leader Endorsement Program	X	26
Number of Candidates who Completed Teacher Leader Endorsement Program	X	18

### B. Overview of Program

#### Teacher Leader (TL) Endorsement Program Overview and Conceptual Framework

The Teacher Leader Program is intended for practicing teachers who wish to develop their leadership skills, increase their knowledge of adult learning, and support the development of professional learning communities.

Candidates enrolling in the program may choose between earning a Teacher Leader Endorsement only or earning an M.Ed. In Teaching, Learning, and Assessment with a Teacher Leader major, which includes the Teacher Leader Endorsement coursework. The endorsement-only coursework is 18 semester hours, and the M.Ed. adds an additional 14 semester hours, for a total of 32 semester hours. All National Teacher Leader Standards ([teacherleaderstandards.org](http://teacherleaderstandards.org)) are met through the core courses and reinforced through the electives, as well as through Clinical Experience Hours performed in their school contexts. A unique feature of this program is the option for candidates to select electives that increase their preparation to serve as literacy teacher leader coaches or to undertake broader coursework that supports them in developing as teacher leaders.<sup>1</sup>

As part of their endorsement coursework, candidates document 75 hours of Clinical Experience Hours, which demonstrate competency related to all seven domains of the National Teacher Leader Standards. They are supported in these hours by faculty mentoring and on-site supervision.

Overall, Teacher Leader coursework develops candidate knowledge and skills, and their application to leadership, design of professional development, building a positive school culture, assessment, and collaboration with fellow teachers and other stakeholders.

Graduates of this program may become:

- Teacher Leaders
- Department Chairs
- Team Leaders
- Mentors
- Instructional Coaches

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<sup>1</sup> Note that in the period under review here, no candidates had elected this option.

- Literacy Coaches
- School-level instructional Leaders
- School or District-level Curriculum Specialists

### **Distinctive Qualities of the Program**

The Teacher Leader Endorsement program is designed for experienced teachers who are not necessarily seeking new positions per se or some type of external advancement but rather are looking to take on additional responsibilities within their existing position and to make themselves increasingly versatile and relevant to their schools and districts, while energizing their teaching through their work with their colleagues, administrators, parents, and the public.

Through the coursework, and a set of context-relevant assignments that help them identify problems for which they would like to become part of the solution, candidates discover the connections between their own growth as teacher leaders and the growth of the students they teach, the colleagues they lead with, and the systems to which they belong.

### **History of the Program**

The new program was developed with a cross-departmental team, which conceptualized the new program and prepared documentation for ISBE. With the application going forward in November, 2014, approval came through just in advance of a new district-specific, on-site TLA cohort in Lake Forest, Illinois, slated to begin with the Spring, 2015 quarter. The candidates for that cohort elected to become the first to work toward their Teacher Leader Endorsement and to take on the option of an M.Ed. In Teaching, Learning, and Assessment with the Teacher Leader major. Subsequent cohorts have been started online, though future cohorts are all expected to be offered in a blended format. Most of the members of the Lake Forest “Deer Path” cohort completed their endorsement coursework with the Winter, 2016 quarter and have earned their endorsement. More than half of them have continued with the cohort for their M.Ed.

### **C. Sequence and Courses within Program**

Please see below the core Teacher Leader and typical elective courses in the order in which they usually appear in the four-quarter sequence toward the Teacher Leader endorsement (typically two courses per quarter).

#### **TEACHER LEADER ENDORSEMENT COURSE SEQUENCE (18 SH)**

**EDL 510 Leadership and Organization Development of Schools (3 SH):** This course provides each candidate with theories and strategies of educational leadership that influence administration, coaching and organization development in schools. Specific attention is given to change theory, long-range planning, decision-making processes, motivation and social systems theories. A solid foundation in the research and practice of effective educational leadership is addressed.

**TLA 535 Teacher as Leader Seminar I (1 SH):** This course is designed to explore several roles that teacher leaders engage in, such as classroom leader, team leader, school leader, organization leader, professional leader and researcher. Course participants will examine issues related to group dynamics, motivation, communication, and human relations. An essential element of this course is the cultivation of skills and strategies for effective leadership, especially how leaders influence organizational change, decision-making, team building, mentoring/coaching and demonstrate ethical frameworks of moral authority.

**TLA 588 Constructing Curriculum for Engaging the Whole Learner (3 SH):** Candidates examine the theoretical, historical, multicultural, social, and political foundations of curriculum which serve as frameworks for examining the curriculum and instruction experienced by students and teachers in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instructional methodology as contexts for interpreting these frameworks. Specific topics include integrated assessment, classroom management,

brain-based strategies, differentiated instruction, student motivation, and the roles of emotion, movement, and artistic expression in learning. ~ OR ~

**RLL 563 Instructional Models, Practices and Theories of Literacy Development (3 SH):** Teacher leader and instructional coach candidates will study models and theories of literacy development and interdisciplinary, instructional implications along a continuum from early childhood through high school and adult learning. Candidates will observe diverse learners in school settings; facilitate school teams in making evidence based decisions informed by assessments, explore research related to developing self-regulated learners, cognition, reflective practice and creating contexts responsive to individual student differences.

**TLA 541 Assessing Teaching and Learning: Introduction to Assessment (2 SH):** Candidates will examine a wide variety of philosophical and practical approaches to school-based assessment. They will learn basic psychometric concepts (e.g. standardized tests; reliability and validity; and formative and summative evaluation) and understand historical and current assessment practices to systematically critique, apply, and interpret various assessment practices relevant to their district, schools, and classrooms. Candidates will focus on how the use of a variety of assessments in their classrooms can highlight student and classroom learning and needs and direct curriculum and pedagogical choices.

**TLA 530 Supporting Teaching and Learning through Mentoring and Coaching (3 SH):** This course examines how mentoring and coaching improves teaching and learning. Participants will acquire mentoring and coaching competencies, including learning about theories of leadership, creating collegial relationships, building learning communities, communicating effectively, problem-solving, engaging in conflict resolution, facilitating learning and accountability, and functioning as a leader motivator in systems of change. Participants will apply these competencies to real-world school contexts through clinical experiences. ~ OR ~

**RLL 566A Teacher Leadership: School Change Seminar I (3 SH):** Participants in this course will develop knowledge and skills required to fulfill the complex role of teacher leader. They will practice coaching teachers in a school setting while acquiring team facilitation and problem solving skills related to school improvement and effective instructional processes. They will interact with school leaders at school sites to broaden and deepen their understanding of how to support and facilitate teacher learning. The course includes a supervised clinical internship in the field.

**TLA 579 Engaging with Critical Multicultural Perspectives (3 SH):** This course guides teachers in examining their values, beliefs, dispositions and biases regarding their own cultural identity and that of others. Candidates critically analyze factors of cultural diversity within a variety of social environments and institutions and through a variety of curriculum resources and guided field observations. Within the framework of critical pedagogy theory, candidates evaluate how intercultural intersections of race, ethnicity, nationality, socio-economic status, gender, religion, language, and sexual orientation impact relations among people and access to quality education. Candidates develop practical, pedagogical strategies that empower their students and themselves to become change agents in their own multicultural environments. Prerequisite(s): None.

**TLA 542 Linking Assessment of Teaching and Learning Field Study (2 SH):** This course builds upon concepts, strategies, and assessment practices introduced in TLA541, Assessing Teaching and Learning: Introduction to Assessment. Candidates will choose to study in depth a situation or issue of their choice in their own classroom, school or district and will develop a plan of action with the goal of improving assessment, instruction, and student learning in their setting. The plan will include engaging in relevant reading and identifying additional relevant resources, developing an assessment or series of assessments, collecting and interpreting the data, and communicating the results, or similar activities, as approved by the instructor.

**TLA 536 Teacher as Leader Seminar II (1 SH):** This capstone seminar requires participants to synthesize their learning by demonstrating how this learning was applied to classrooms and schools to improve the quality of student learning outcomes and school leadership. Essential elements of this course include cultivation of skills and strategies for effective leadership, school-wide policies and programs, teaching and learning, communications and community relations, and the skills of teacher leadership.

*Note that TLA 542 and 579 are actually (the most typically scheduled) electives, and 5 SHs' worth of other electives may be substituted for the Teacher Leader Endorsement. See below for the alternatives.*

## TEACHER LEADER ELECTIVES DESCRIPTIONS

**TLA 589 Differentiating for Diverse Learners (3 SH):** This course addresses the characteristics of a differentiated classroom, curriculum adaptations to the needs of various learners, instructional strategies that support differentiation, and the development of learning environments for diverse learners. An understanding of social, emotional, cognitive, and physical development of children lays the groundwork for the differentiated classroom. Learning styles of students, cultural background, linguistic differences, gender, and social class are explored to deepen understanding and guide classroom practice. Instructional strategies are articulated that target different levels of student learning and understanding. The course will be examined through the values of equity. Prerequisite(s): None. Co-requisite(s): None. 3 semester hours

**EDL 520 Leading Diverse Schools (2 SH):** This course focuses on the cultural, ethnic, and socio-economic contexts of school communities. Through course readings and activities, candidates have opportunities to develop critical perspectives addressing a range of diversities. Emphasis is positioned on developing leadership skills, strategies, and dispositions that encourage candidates to promote and use inclusive practices. In particular, candidates examine how their leadership actions and behaviors impact perceptions about school and classroom inclusiveness within domains of race, class (social economics), gender and gender identification, physical-emotional-cognitive disabilities, religion (faith), community, culture and language.

**EDL 521 Building School Community Partnerships (2 SH):** This course provides leadership candidates with a foundational understanding of community dynamics in order to mobilize efforts and resources to improve student learning. Emphasis is placed on identifying community outreach opportunities, strategic partnerships, and vital relationships. How to plan, organize and evaluate school community initiatives will be explored. Candidates will learn to utilize diverse sources of data to analyze community context. Other topics include mobility, community schools, local employment, inter-organizational networking and inter-cultural communication.

**RLL 559 Comprehensive Literacy Model for School Improvement (2 SH):** This course provides an introduction to a systematic method for using literacy as a tool for continuous school improvement. A framework for developing and sustaining professional learning communities focused on differentiating curriculum is purposefully aligned with interventions, assessments, mentoring and coaching.

**RLL 565 Intervention Designs for Struggling Readers and Writers (2SH):** This course provides an introduction to a comprehensive intervention model for differentiating reading and writing curriculum and instruction within K-12 settings. The course overviews instructional options and emphasizes professional collaborations aiming to align supplemental intervention instruction with core curriculum. Response to Intervention will be examined as a systematic model for problem-solving in academic and behavioral areas. Diagnostic assessments and portfolios for monitoring individual student responses to interventions will be introduced.

**RLL 568A Reading and Writing Interventions Practicum I (2 SH):** The course focuses on differentiating reading and writing instruction via supplemental instruction within general, ESL and special education instructional settings. Participants will organize, design, and deliver small group literacy instruction for students who are experiencing difficulty with reading and writing across the content areas within the K-12 school curriculum.

### M.Ed. In Teaching, Learning, and Assessment with a Major in Teacher Leader

After completing their coursework for Teacher Leader Endorsement, candidates may continue on for an M.Ed. in Teaching, Learning, and Assessment with a Major in Teacher Leader; this is typically a choice of those who either do not enter the program with a masters degree (as they can earn their endorsement only after earning the M.Ed. In TLA), or those who desire a second masters degree. These studies, consisting of an additional 14 SH, typically take four more quarters, three of which are devoted to developing, conducting, and writing up an action research project that extends across terms. While the original ISBE approvals did not hinge on the candidates' action research projects being geared toward their Teacher Leadership, we will be asking future students to focus their work in this way.

The additional 14 SH's worth of coursework toward the M.Ed. includes the following five courses:

**EDL 546 Perspectives and Administration of Educational Policy (3 SH).** This course focuses on the sociocultural and economic contexts of school communities. Through course readings and activities, candidates have opportunities to develop critical perspectives addressing a range of diversities. Emphasis is positioned on developing leadership skills, strategies, and dispositions that encourage candidates to promote and use inclusive practices. Candidates examine how their leadership actions and behaviors impact faculty, student and parent perceptions about school and classroom inclusiveness within domains of race, class (social economics), gender and gender identification, physical-emotional-cognitive disabilities, faith, community, culture, and language.

**FND 510 Social Justice Perspectives on the History and Philosophy of American Ed (2 SH).** This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include disability, race, ethnicity, gender, socio-economic class, identity, and immigration. Candidates lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from social justice perspectives.

**ESR 532 Engaging in Action Research (3 SH).** The course introduces traditions and conceptions of action research and its relation to other forms of inquiry. The teacher's role as researcher of their own practices and contexts related to students' learning and construction of meaning are explored. Candidates investigate their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics, building frameworks for action research through writing an autobiography, action research proposal, and literature review. Candidates learn how to become teacher researchers and change agents in their classrooms. The course is offered for 2 SH in the Teaching, Learning, and Assessment Program and for 3 SH for candidates with a Teacher Leader major. 10 field hours are required.

**ESR 533 Continuing Action Research (3 SH).** Candidates continue their action research study, collecting and analyzing data, using data analysis to draft responses to research questions, and critiquing, synthesizing, and reflecting on relevant literature. Through recursive cycles of planning, implementing, observing, reading, conversing, and interpreting, they use emerging analyses to make meaning of student classroom experiences and self-experiences. By incorporating appropriate technology throughout these processes, candidates explore ways to enrich student experiences and enhance classroom success. The course is offered for 2 SH in the Teaching, Learning, and Assessment Program and for 3 SH for candidates with a Teacher Leader major. 10 field hours are required.

**ESR 534 Completing Action Research (3 SH).** Candidates complete their action research cycle, becoming aware of the relationship of the research process to personal professional, and institutional change. Candidates reflect on their data, construct patterns, note changes in their practices, and prepare a final product communicating insights about their work and student learning. This action research project utilizes relevant technological formats as candidates explore uses of their inquiries to enrich professional and institutional change and explore ways to continue the self-assessment processes of reflective practitioners. self-assessment processes of reflective Teaching, Learning, and Assessment program and for 3 SH in the Teacher Leader program. 10 hours of field experiences are required.

#### **D. Delivery Models within Program**

- Alternative Licensure (ATL)
- Face to Face [was approved by ISBE; however, we are not planning to offer it]
- Online [was approved by ISBE and we have brought some students through this way; however, we are not planning to offer it in future]
- Blended/Hybrid [This is the primary delivery mode we expect to offer in future]
- Offered in FL
- Offered in WI
- Residency Program (i.e. AUSL, UStep, SStep)

## **Section II: Program Signature/Key Assessments**

During the 2015-2016 academic year, for the purposes of assessment, the Teacher Leader program was treated as coincident with the TLA program, with no assessments other than those of its “parent” program. This year represents the first separate TL assessment report, and it is being written prior to the piloting of Teacher Leader assessments.

With the 2016-2017 year, the TL program will be developing and piloting Teacher Leader-specific assessments for the endorsement portion of its program. The following three Teacher Leader signature assessments began to be developed in Summer 2016. Completion of these assessments will occur through collaboration between the Director of the Teacher Leader program and the Director of Assessment during early 2017. These assessments will be piloted during 2016 – 2017 to assess the performance of our candidates and to provide a baseline for the growth and development of the Teacher Leader program.

The NCE Dispositions Assessment is given at the beginning of the candidates’ program, and the following program-specific signature assessments occur as follows at the middle and end of candidates’ program:

1. Professional Development Workshop Design and Rationale [in development; see Appendix A.] This assessment is administered in the middle of the program, when candidates take TLA 530, Supporting Teaching and Learning Through Mentoring and Coaching.
2. Clinical Experience Hours with Site Mentor Evaluation [complete; see Appendix B] . This assessment is done in the fourth and final quarter of candidates’ endorsement program, with TLA 536, Teacher as Leader Seminar II.
3. Final Reflectiion on Clinical Experience Hours [in development; see Appendix C] This assessment is also completed at the end of candidates’ program, in TLA 536, Teacher as Leader Seminar II.

The following table shows when in the endorsement program we expect to administer the different assessments:

Key Assessment Area	Program Signature Assessments	Course and Transition Point in the Program	Related 7 Domains of the National Teacher Leader Standards
Content Assessment Based on Illinois Teacher Leader Standards	Final Reflection: Journal of Journals on Clinical Experience Hours	End of Program TLA 536 Teacher As Leader Seminar II	These are the things that we can expect that everyone should be demonstrating: Domains 1 (a-c), 4(c), 6(a), 7 (a-b)
Assessment of Professional/Pedagogical Knowledge for developing and /or supporting Meaningful learning Experiences	Professional Development Workshop Design and Rationale	Middle of Program TLA 530 Supporting Teaching & Learning Through Mentoring and Coaching	Domain 3 (all)
Ability to plan an appropriate environment	Domain 1 Clinical Experience Hours Log w Site Mentor Evaluation	End of Program TLA 536 Teacher as Leader Seminar II	Domain 1 (all)
Assessment of clinical practices	Domain 1 Clinical Experience Hours Log w Site Mentor Evaluation	End of Program TLA 536 Teacher as Leader Seminar II	Domain 1 (all) Domain 2(b)

Impact on providing a supportive environment for colleagues' learning	Professional Development Workshop Design and Rationale	Middle of Program TLA 530 Supporting Teaching & Learning Through Mentoring and Coaching	Domain 3 (all)
Candidate dispositions aligned to the NCE conceptual framework	NCE Dispositions Assessment	Beginning of Program TLA 541 Assessing Teaching and Learning: Introduction to Assessment  End of Program TLA 536 Teacher as Leader Seminar II	NLU Conceptual Framework (see Table 1)
Candidate Diversity Proficiency	Domain 6 Clinical Experience Hours Log w Site Mentor Evaluation	End of Program TLA 536 Teacher as Leader Seminar II	Domains 1 (all), 4-f, and 6 (all)
Candidate Technology Proficiency	Professional Development Workshop Design and Rationale	Middle of Program TLA 530 Supporting Teaching & Learning Through Mentoring and Coaching	Domain 3-d

### Section III: Relationship of Assessments to Program Outcomes and Standards

#### A. Alignment of Program Assessments to NCE Conceptual Framework/Outcomes

NCE Conceptual Framework/Outcomes	Program Assessments
<i>NCE Candidates:</i>	
Envision, articulate and model democratic and progressive education	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> <li>Professional Development Workshop Design and Rationale</li> </ul>
Design powerful learning environments that integrate appropriate technologies	<ul style="list-style-type: none"> <li>Professional Development Workshop Design and Rationale</li> </ul>
Design powerful learning environments that utilize multiple meaningful assessments	<ul style="list-style-type: none"> <li>Professional Development Workshop Design and Rationale</li> </ul>
Design powerful learning environments that enable self-directed learning	<ul style="list-style-type: none"> <li>Professional Development Workshop Design and Rationale</li> </ul>
Work collaboratively in diverse communities and with diverse learners to achieve learning goals	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> <li>Journal of Journals on Clinical Experience Hours</li> <li>Professional Development Workshop Design and Rationale</li> </ul>
Advocate for democratic values, equity, access and resources to assure educational success for all	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> </ul>
Cultivate curiosity and excitement for learning in themselves and others	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> <li>Professional Development Workshop Design and Rationale</li> </ul>

Respect and learn from other peoples, cultures, and points of view	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> </ul>
Demonstrate a caring attitude in recognizing the needs of others and acting to promote their growth	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> </ul>
Act with confidence and self-knowledge to assume professional leadership roles and responsibilities	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> <li>Journal of Journals on Clinical Experience Hours</li> <li>Professional Development Workshop Design and Rationale</li> </ul>
Use information from self and others to continuously improve	<ul style="list-style-type: none"> <li>Clinical Experience Hours with Site Mentor Evaluation</li> <li>Journal of Journals on Clinical Experience Hours</li> </ul>

## B. Alignment of Program Assessments to Professional Standards and Program Outcomes

The table below illustrates how the key assessment areas map against the Teacher Leader Program Signature Assessments and against the National Teacher Leader Standards. Please see Appendix D for detail on the National Teacher Leader Standards' seven domains, with subsidiary functions.

<b>Key Assessment Area</b>	<b>Program Signature Assessment</b>	<b>Related 7 Domains of the National Teacher Leader Standards</b>
Content Assessment Based on Illinois Teacher Leader Standards	Final Reflection: Journal of Journals on Clinical Experience Hours	<i>These are the things that we can expect that everyone should be demonstrating:</i> Domains 1 (a-c), 4(c), 6(a), 7 (a-b)
Assessment of Professional/Pedagogical Knowledge for developing and /or supporting Meaningful learning Experiences	Professional Development Workshop Design and Rationale	Domain 3 (all)
Ability to plan an appropriate environment	Domain 1 Clinical Experience Hours Log w Site Mentor Evaluation	Domain 1 (all)
Assessment of clinical practices	Domain 1 Clinical Experience Hours Log w Site Mentor Evaluation	Domain 1 (all) Domain 2(b)

Impact on providing a supportive environment for colleagues' learning	Professional Development Workshop Design and Rationale	Domain 3 (all)
Candidate dispositions aligned to the NCE conceptual framework	NCE Dispositions Assessment	NLU Conceptual Framework (see Table 1)
Candidate Diversity Proficiency	Domain 6 Clinical Experience Hours Log w Site Mentor Evaluation	Domains 1 (all), 4-f, and 6 (all)
Candidate Technology Proficiency	Professional Development Workshop Design and Rationale	Domain 3-d

## Section IV: Assessment Tools and Data Analysis

### A. Assessment of Content Knowledge I (For Programs with State Content Tests)

Not applicable, as the TL program is a non-SPA program and does not include state content tests.

### B. Assessment of Content Knowledge II (Local Assessment)

#### 1. Name of and Description of the Assessment and What it Assesses

The Final Reflection on Clinical Experience Hours is a reflection upon the 75 Clinical Experience Hours logged during the four quarters of the program (with an average of 15 hours logged during the first quarter, 20 hours each logged during each of the second, third, and fourth quarters). During and at the end of each quarter, course instructors check that students are staying on track with hours logged and with distributing hours across domains so that, by the end of the TL endorsement coursework, they will have demonstrated competency in each of the seven National Teacher Leader Standards domains.

#### 2. How and when the Assessment is Implemented

The assessment is implemented in the final Teacher Leader Seminar of the four-quarter endorsement program.

#### 3. When Data is Analyzed and by Whom

The data will be collected through LiveText throughout the year. Individual instructors are encouraged to review their candidates' data upon completion in each of the quarters in which the assessment is administered. In the spring, program-wide data will be analyzed by Teacher Leader faculty during a data retreat designed to allow faculty to review all data from candidate and program assessments in the aggregate.

#### 4. Remediation or Support Provided to Candidates Not Meeting Criteria

Instructors are checking the Clinical Experience Hours Log on which the Final Reflection is based so that adequate progress toward all of the seven domains is being demonstrated. There is ample opportunity to ensure in the first three quarters that candidates are exhibiting sufficient progress toward demonstrating competency across all seven domains. Since the TL program is mainly taught in a cohort style format, instructors are aware of candidates not meeting criteria and can offer support or the opportunity to complete additional hours that demonstrate competencies.

#### 5. Blank sample of the assessment tool: Name of Tool: Final Reflection on Clinical Experience Hours (Appendix C)

#### 6. Blank sample of the scoring guide/rubric

Teacher Leader standards 1a-c, 4c, 6a, and 7a-b will each be scored separately on a 3-point scale, according to the following levels of competency demonstrated by the candidate:

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient.

#### **7. Aggregated Assessment Data**

N/A

#### **8. Narrative Interpretation of What Data Means in Relation to Candidates' Content Knowledge II**

N/A

### **C. Assessment of Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences**

The Teacher Leader endorsement program uses the Professional Development Workshop Design and Rationale to assess professional/pedagogical knowledge for supporting meaningful learning experiences.

**1. Name of and Description of the Assessment and What it Assesses:** The Professional Development Workshop Design and Rationale is a facilitator's guide for a professional development the candidate might present lasting two to four hours and incorporating principles of adult learning, accompanied by a brief narrative rationale for the design decisions made. It assesses the candidate's ability to plan and promote professional learning, related to Standard 3 of the National Teacher Leader Standards.

#### **2. How and when the Assessment is Implemented**

The Professional Development Workshop Design and Rationale is administered toward the middle of each candidate's four-quarter program, in the context of the TLA 530 course, Supporting Teaching and Learning Through Mentoring and Coaching. The assignment is given within the course and candidates upload their assignment within Livetext.

#### **3. When data is Analyzed and by Whom**

In late spring, the data is analyzed by Teacher Leader faculty during a data retreat designed to allow faculty to review all data from candidate and program assessments in the aggregate.

#### **4. Remediation Provided to Candidates Not Meeting Criteria**

Instructors will work with candidates and offer them support to re-work their Professional Development Workshop Design and Rationales.

**5. Blank sample of the assessment tool: Name of Tool:** Professional Development Workshop Design and Rationale, Appendix A

#### **6. Blank sample of the scoring guide/rubric:**

There is a four point scale for each indicator under National Teacher Leader Standard 3 (a-h):

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient.

#### **7. Aggregated Assessment Data**

N/A

#### **8. Narrative Interpretation of What Data Means in Relation to Candidates' Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences**

N/A

## **D. Assessment of Field or Clinical Experiences/Application to Professional Work**

### **1. Name of and Description of the Assessment and What it Assesses**

The Clinical Experience Hours Log documents candidates' progress toward demonstrating their competency in all seven of the National Teacher Leader Standards. Candidates are expected to log 75 Clinical Experience Hours during the four quarters of the program (with an average of 15 hours logged during the first quarter, 20 hours each logged during each of the second, third, and fourth quarters). Course instructors check that students are staying on track with hours logged and with distributing hours across domains so that, by the end of the Teacher Leader endorsement coursework, they will have demonstrated competency in each of the seven National Teacher Leader Standards domains.

### **2. How and when the Assessment is Implemented**

The Assessment is implemented in the final Teacher Leader Seminar of the four-quarter endorsement program.

### **3. When Data is Analyzed and by Whom**

The data will be collected through LiveText throughout the year. Individual instructors are encouraged to review their candidates' data during and at the end of each of the quarters in which the assessment is administered. In the spring, program-wide data will be analyzed by Teacher Leader faculty during a data retreat designed to allow faculty to review all data from candidate and program assessments in the aggregate.

### **4. Remediation or Support Provided to Candidates Not Meeting Criteria**

Course instructors check the Clinical Experience Hours Log to ensure that adequate progress toward all of the seven domains is being demonstrated. There is ample opportunity to ensure in the first three quarters that candidates are exhibiting sufficient progress toward demonstrating competency across all seven domains. Since the TL program is mainly taught in a cohort style format, instructors are aware of candidates not meeting criteria and can offer support or the opportunity to complete additional hours that demonstrate competencies.

### **5. Blank sample of the assessment tool: Name of Tool: Clinical Experience Log**

### **6. Blank sample of the scoring guide/rubric**

Teacher Leader standards 1a-e, and 2b will each be scored separately on a 3-point scale, according to the following point values demonstrated by the candidate:

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient.

### **7. Aggregated Assessment Data**

N/A

### **8. Narrative Interpretation of What Data Means in Relation to Field or Clinical Experiences/Application to Professional Work**

N/A

## **E. Assessment of Candidate Impact/Effect on Student Learning**

This assessment is being interpreted to show candidates' ability to have impact or effect on their *colleagues'* learning.

**1. Name of and Description of the Assessment and What it Assesses:** The Professional Development Workshop Design and Rationale is a facilitator's guide for a professional development the candidate might present lasting two

to four hours and incorporating principles of adult learning, accompanied by a brief narrative rationale for the design decisions made. It assesses the candidate's ability to plan and promote professional learning, Standard 3 of the National Teacher Leader Standards.

## **2. How and when the Assessment is Implemented**

The Professional Development Workshop Design and Rationale is administered toward the middle of each candidate's four-quarter program, in the context of the TLA 530 course, Supporting Teaching and Learning Through Mentoring and Coaching. The assignment is given within the course and candidates upload their assignment within Livetext.

## **3. When Data is Analyzed and by Whom**

In the spring, the data is analyzed by Teacher Leader faculty during a data retreat designed to allow faculty to review all data from candidate and program assessments in the aggregate.

## **4. Remediation Provided to Candidates Not Meeting Criteria**

Instructors will work with candidates and offer them support to re-work their Professional Development Workshop Design and Rationales.

**5. Blank sample of the assessment tool: Name of Tool:** Professional Development Workshop Design and Rationale, Appendix A

## **6. Blank sample of the scoring guide/rubric:**

There is a four point scale for each indicator under National Teacher Leader Standard 3 (a-h):

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient.

## **7. Aggregated Assessment Data**

N/A

## **8. Narrative Interpretation of What Data Means in Relation to Candidates' Impact/Effect on Colleagues' (Student) Learning**

N/A

# **F. Assessment of Candidate Dispositions**

## **1. Name of and Description of the Assessment and What it Assesses**

The Teacher Leader program uses the *NCE Candidate Dispositions Assessment* to assess candidate dispositions. The purpose of the NCE Candidate Dispositions Assessment tool is to help nurture NCE candidates' growth in professional dispositions as they relate to the NCE Conceptual Framework.

## **2. How and when the Assessment is Implemented**

During 2016-2017, the NCE Candidate Dispositions Assessment will be administered as a Survey Monkey survey in the quarter in which candidates are enrolled in TLA 541 (either the first or second quarter of the program, depending on the cohort's course calendar). Our assessment system as below does not currently have provision for a follow-up Dispositions Assessment in the four-quarter endorsement program but is open to including one in future.

## **3. When data is Analyzed and by Whom**

We expect that the NCE Assessment Council will provide 2016-2017 data to the Teacher Leader faculty for analysis.

## **4. Remediation Provided to Candidates Not Meeting Criteria**

Since the Teacher Leader program is cohort-based, instructors work closely with candidates throughout their program, thus assessing their professional dispositions on a consistent basis. If there is an issue with a candidate's

dispositions, instructors conference with the candidate to assist him or her in setting goals to work toward demonstrating growth in the area.

**5. Blank sample of the assessment tool: Name of Tool:** NCE Candidate Dispositions Assessment [Appendix E]

**6. Blank sample of the scoring guide/rubric:** Same as above, Appendix E

**7. Aggregated Assessment Data**

N/A for 2015-2016, as NCE Candidate Dispositions were not collected for Teacher Leader separate from TLA.

**8. Narrative Interpretation of What Data Means in Relation to Candidates' Dispositions**

N/A

## **G. Assessment of Candidate Diversity Proficiencies**

Several of the Teacher Leader indicators construct proficiency in working effectively with diverse populations. To assess candidate diversity proficiencies, the Clinical Experience Hours Log will be examined with reference to National Teacher Leader Standards 1(all), 4f, and 6(all).

### **1. Name of and Description of the Assessment and What it Assesses**

The Clinical Experience Hours Log documents candidates' progress toward demonstrating their competency in all seven of the National Teacher Leader Standards. Candidates are expected to log 75 Clinical Experience Hours during the four quarters of the program (with an average of 15 hours logged during the first quarter, 20 hours each logged during each of the second, third, and fourth quarters). Course instructors check that students are staying on track with hours logged and with distributing hours across domains so that, by the end of the Teacher Leader endorsement coursework, they will have demonstrated competency in each of the seven National Teacher Leader Standards domains.

### **2. How and when the Assessment is Implemented**

The Assessment is implemented in the final Teacher Leader Seminar of the four-quarter endorsement program.

### **3. When Data is Analyzed and by Whom**

The data will be collected through LiveText throughout the year. Individual instructors are encouraged to review their candidates' data upon completion in each of the quarters in which the assessment is administered. In the spring, program-wide data will be analyzed by Teacher Leader faculty during a data retreat designed to allow faculty to review all data from candidate and program assessments in the aggregate.

### **4. Remediation or Support Provided to Candidates Not Meeting Criteria**

Course instructors check the Clinical Experience Hours Log to ensure that adequate progress toward all of the seven domains is being demonstrated. There is ample opportunity to ensure in the first three quarters that candidates are exhibiting sufficient progress toward demonstrating competency across all seven domains. Since the TL program is mainly taught in a cohort style format, instructors are aware of candidates not meeting criteria and can offer support or the opportunity to complete additional hours that demonstrate competencies.

**5. Blank sample of the assessment tool: Name of Tool:** Clinical Experience Log [Appendix B]

### **6. Blank sample of the scoring guide/rubric**

Teacher Leader standards 1a-e, 4f, and 6(all) will each be scored separately on a 3-point scale, according to the following point values demonstrated by the candidate:

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient.

## **7. Aggregated Assessment Data**

N/A

## **8. Narrative Interpretation of What Data Means in Relation to Candidate Diversity Proficiencies**

N/A

## **H. Assessment of Candidate Technology Proficiencies**

The Teacher Leader endorsement program uses the Professional Development Workshop Design and Rationale to assess candidate technology proficiencies.

**1. Name of and Description of the Assessment and What it Assesses:** The Professional Development Workshop Design and Rationale is a facilitator's guide for a professional development the candidate might present lasting two to four hours and incorporating principles of adult learning, accompanied by a brief narrative rationale for the design decisions made. It assesses the candidate's ability to plan and promote professional learning, using technology appropriately (Standard 3d of the National Teacher Leader Standards).

### **2. How and when the Assessment is Implemented**

The Professional Development Workshop Design and Rationale is administered toward the middle of each candidate's four-quarter program, in the context of the TLA 530 course, Supporting Teaching and Learning Through Mentoring and Coaching. The assignment is given within the course and candidates upload their assignment within Livetext.

### **3. When data is Analyzed and by Whom**

In late spring, the data is analyzed by Teacher Leader faculty during a data retreat designed to allow faculty to review all data from candidate and program assessments in the aggregate.

### **4. Remediation Provided to Candidates Not Meeting Criteria**

Instructors are checking the Clinical Experience Hours Log on which the Final Reflection is based so that adequate progress toward all of the seven domains is being demonstrated. There is ample opportunity to ensure in the first three quarters that candidates are exhibiting sufficient progress toward demonstrating competency across all seven domains. Since the TL program is mainly taught in a cohort style format, instructors are aware of candidates not meeting criteria and can offer support or the opportunity to complete additional hours that demonstrate competencies.

**5. Blank sample of the assessment tool: Name of Tool:** Professional Development Workshop Design and Rationale, Appendix A

### **6. Blank sample of the scoring guide/rubric:**

There is a four point scale for each indicator under National Teacher Leader Standard 3d:

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient.

## **7. Aggregated Assessment Data**

N/A

## **8. Narrative Interpretation of What Data Means in Relation to Candidates' Technology Proficiencies**

N/A

## **Section V: Use of Assessment Results to Improve Candidate and Program Performance**

**A. Detail how your program has used or will use the aggregated data from the following key assessments related to:**

Once the program begins to aggregate data during this pilot year of the assessments, we will be able to assess the degree to which we are helping candidates, through our assignments and guidance, to meet the National Teacher Leader Standards, as well as to demonstrate CAEP competencies and exhibit the dispositions desired for NCE candidates. If there is any pattern to any shortfalls, we will form and test hypotheses as to why they exist and use these to formulate solutions to remediate any gaps in the delivery of the program.

**B. What does your program's candidate achievement data say about candidate's achievement toward the NCE Conceptual Framework overall?**

N/A

**C. Reflect on the previous year's assessment and recommendation from the NCE Assessment Committee review (2014-2015). How did/can your program use the feedback? Were changes to the program's assessment system implemented? What progress has been made? Feedback from the NCE Assessment Committee for your program can be located on the I drive: Committees and Committees folder, Assessment Committee folder, 2014-2015 folder, 2013-2014 Assessment Report Reviews folder.**

N/A

## APPENDIX A

### **Teacher Leader TLA 530 – Professional Development Workshop Design and Rationale** **Signature Assessment**

(Slated to be finalized and first implemented during Winter 2017 TLA 530)

#### **(Candidate Assessment of Professional Knowledge, Impact on Providing a Supportive Environment for Colleagues Learning and Candidate Technology Proficiencies)**

##### **Context and Overview for Assessment**

In TLA 530, Coaching and Mentoring, students study and practice working one-on-one with colleagues and then learn about how to work effectively with groups of adults. They read about principles of adult learning and team meeting facilitation. In the second half of the course, they select a topic they could see themselves offering professional development on in their professional environments and then write the design of and rationale for it, showing how they would use the time, what they would be trying to get the participants to understand or do in each part of the experience, and how they would ensure they moved participants out of a passive listener role and into action. They consider the prior knowledge of their group and they show how they thought freshly about adults as learners as distinct from the students in their classrooms.

##### **Standards Addressed**

National Teacher Leader Standards Domain 3: Promoting Professional Learning for Continuous Improvement

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;
- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and
- h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

##### **Program/Course Learning Outcome/s Addressed**

The student who successfully completes this course will:

1. Examine topics for instructional coaching, including:
  - a. Using information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
  - b. Facilitating professional learning among colleagues.
  - c. Understanding, applying, and evaluating models of effective professional development;
  - d. Observing instruction with the goal of providing coaching, mentoring or professional development feedback to teachers.

2. Identify ways to help teachers become aware of student emotional competencies and devise ways to integrate state-mandated social-emotional learning outcomes into classroom learning.
3. Help teachers establish realistic goals and objectives that can be actualized within a teacher-created action plan.
4. Apply effective modeling and motivation strategies to coach teachers in ways that promote teacher professional development and student learning.

### Directions

Develop a two to four hour professional development session for a group of professionals that demonstrates evidence of incorporating principles of adult learning.

The format of your professional development plan will be a type of implementation plan or facilitator’s guide (can be in Microsoft Table format) showing a professional development session that you actually have good reason to offer, where and when it might be (or is) scheduled, and how you will use two to four hours of time to good advantage.

### Teaching/Modeling/Activity Component

Things to think about and incorporate:

- What objectives for participants (taking the learner’s perspective) are you trying to reach?
- How will you divide up the time to ensure active engagement and that the participants leave with the gains you set out for them? Detail each component of the session describing the teaching, modeling and activity that will take place.
- What strategies will you use to help them get there? Think backward mapping. Describe these in detail.

### Reflection Component

Include a reflection component where you will reflect in detail on how you made the decisions you did, as well as what kinds of things could go awry in the moment and how you might mitigate these challenges. Include reflection on which principles of adult learning are most operative here, and how this plan varies, if at all, from the way you might design for your current students?

Checklist:

- \* You’ve chosen a topic that you’re passionate about and are well-placed now or at some point in the future in which to offer this professional development.
- \* You’ve clarified the objectives for your learners and they are reasonable for a two- to four-hour time frame.
- \* You’ve incorporated relevant principles of adult learning into the very design of the experience.
- \* You’ve divided up the time and designed activities and content that will get the learners from “A” to “B.”
- \* You’ve surfaced how you made the decisions you did and your reasoning is sound.
- \* You’ve shown evidence of thinking about your role as an adult working among adults as compared with being a teacher of young people.

### Criteria and Rubric

Following is the rubric that will be used to provide feedback to you on this assessment. Review it carefully to ensure that you meet all criteria at the proficient level.

<b>PERFORMANCE LEVEL</b>	<b>Standard/s</b>	<b>Unsatisfactory (1)</b>	<b>Basic (2)</b>	<b>Proficient (3)</b>
Performance Description		Refers to candidate performance that does not yield sufficient	Refers to candidate performance demonstrating	Refers to candidate demonstrating mastery of

		evidence to make a determination or is consistently below standards.	necessary knowledge and skills but its application is inconsistent.	performance at a consistently professional level.
<b>Criteria</b>				
<u><b>Promoting Professional Learning for Continuous Improvement</b></u> a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals	TL Standard 3a			
b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning	TL Standard 3b			
c) Facilitates professional learning among colleagues;	TL Standard 3c			
d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;	TL Standard 3d			
e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;	TL Standard 3e			
f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;	TL Standard 3f			

g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and	TL Standard 3g			
h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.	TL Standard 3h			

## Appendix B

### **Teacher Leader Program Clinical Experience Log** **Signature Assessment**

(Assesses the domains of Ability to Plan an Appropriate Environment, Clinical Practice and Diversity)

#### **Context and Overview for Assessment**

Documentation of their Clinical Experience Hours give candidates an opportunity to demonstrate their growth toward all seven of the national Teacher Leader standards over the course of the Teacher Leader endorsement. In particular, candidates should demonstrate over the course of these hours their ability to plan an appropriate environment for professional learning, to work effectively with colleagues and other professionals of diverse backgrounds and points of view; and to foster collaborative work in teams and other group units. Course instructors for the first three quarters of the candidates' program check to ensure that the 15-20 hours for that quarter are complete before assigning course grades, and the instructors for the final quarter of the candidates' program receive that quarter's hours, as well as documentation of all previous quarters' work.

#### **Standards Addressed**

National Teacher Leader Standards 1, 3d, 4f and 6

#### **Learning Outcome/s Addressed**

The student who successfully completes this course will:

1. Describe and critically evaluate potential leadership roles in classrooms, schools, or other organizations.
2. Demonstrate comprehension and application of leadership theory, group theory, and group skills.
3. Use communication skills to motivate others, develop trusting relationships with
  - a. colleagues, facilitate discussions, and manage conflicts of interest.
4. Apply the skills of effective leadership and transformational power using cooperative learning and collaborative group dynamics to develop an action plan for organizational change.
5. Grow as a reflective professional who uses higher order thinking processes such as evaluation, analysis, and synthesis to lead, create, and initiate.
6. Develop and strengthen research skills that foster critical and creative thinking.

#### **Directions**

As part of your enrollment in the Teacher Leader endorsement, you are required to log 15-20 hours of Clinical Experience per quarter, to a total of 75 over the course of the program. These hours will give you practical, in-context experience in which you build your familiarity with the roles Teacher Leaders might adopt.

The 15 hours of activities you will document this first term of the program may be drawn from:

- shadowing a coach, department chair, instructional leader, and/or curriculum coordinator;
- observing data teams working;
- interviewing additional leaders;
- attending school community meetings; and
- observing parent-teacher meetings (not your own).

You will document your activities in the attached form, which you can fill out and upload to the course website.

Teacher Leader Internship Log

Name: \_\_\_\_\_ Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

End of Course TL 535 Cumulative hours \_\_\_\_\_

End of Course TL 530 Cumulative hours \_\_\_\_\_

End of Course TL 536/End of program Cumulative hours \_\_\_\_\_

Site Mentor Sign-off \_\_\_\_\_

Faculty Supervisor Sign-Off \_\_\_\_\_

ISBE Teacher Leader Competencies				
Competency	Standard	ACTIVITY	ARTIFACT serving as evidence of knowledge/performance competency	REFLECTION
Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change	TL Standard 1a			
Models effective skills in listening, presenting ideas, leading discussions, clarifying,	TL 1b			
Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning	TL 1c			
Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges	TL 1d			
Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.	TL 1e			
Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning	TL Standard 3d			
Promotes instructional strategies that address issues of diversity and	TL 4f			

equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.				
Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community	TL 6a			
b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances	TL 6b			
Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;	TL 6c			
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and	TL 6d			
e) Collaborates with families, communities, and	TL 6e			

colleagues to develop comprehensive				
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To get you started, you may document and count Clinical Experience Hours for:

- a. Planful experiences related to personal growth in areas you identified in your Personal Leadership Inventory (must engage you with other people at work, not be entirely “internal”);
- b. Actions you take within your existing roles as lead teacher, mentor teacher, department chair, committee head, content specialist;
- c. Coordinated actions you undertake with others to help bring about changes in structure, system, or policy; or
- d. An alternative we agree would give you equivalent educational value and useful clinical experience hours.

You are welcome to include the reflection time you spent “writing it up” in the overall activity time.

For each entry, write out so it’s easy to see:

- \* What you actually did and what the context was
- \* The national Teacher Leader domain your activity was designed to provide growth toward.
- \* If there are competencies in your own Personal Leadership Inventory (for those who have completed EDL 510), you would like to indicate your progress toward, you can make a column or ongoing placeholder in your form for that—or you may address these, if applicable, in the context of your reflection.
- \* Evidence of competency in the specified domain
- \* The hours you want to count for it (break out hours on the activity and hours in writing the reflection, which you may count if you indicate the two numbers, e.g., Preparing for and leading department meeting – 2.5 hours = 2 hours + .5 reflection)
- \* Cumulative hours to date toward the number required for the current quarter (add this entry’s hours to the previous entry’s total and carry it forward)
- \* Then write a reflection showing what you gained and what needs to happen next in your own learning and growth, including new approaches you might try next time around. Reflections must be written within 24 hours of the activity to count.

You may perform these hours in a variety of settings, but if you choose to do more than one, you will need a site mentor evaluation in each one.

You will ask one or more site mentors to verify that you did the hours and activities you have logged. Each quarter, your instructor will send you that quarter’s Survey Monkey link for your site mentors to verify your work with; it will take them only a few minutes to complete.

For each entry, you’ll want to specify which of the SEVEN nationally specified domains ([http://www.teacherleaderstandards.org/standards\\_overview](http://www.teacherleaderstandards.org/standards_overview)) your activity goes toward:

1. Fostering a Collaborative Culture to Support Educator Development and Student Learning
2. Accessing and Using Research to Improve Practice and Student Learning
3. Promoting Professional Learning for Continuous Improvement
4. Facilitating Improvements in Instruction and Student Learning
5. Promoting the Use of Assessments and Data for School and District Improvement
6. Improving Outreach and Collaboration with Families and Community
7. Advocating for Student Learning and the Profession

For more detail on each one, and to spark ideas relating to them, see the attached National Teacher Leader Standards (also in D2L reference folder).

Keep in mind that you will want to demonstrate competence in all seven of these domains through the Clinical Experience Hours before completing the coursework toward the Teacher Leader endorsement.

## Criteria and Rubric

Following is the rubric that will be used to provide feedback to you on this assessment.

Review it carefully to ensure that you meet all criteria at the proficient level.

PERFORMANCE LEVEL	Standard/s	Unsatisfactory (1)	Basic (2)	Proficient (3)
Performance Description		Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.
Criteria				
Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change	TL Standard 1a	Insufficient group processes, as related to the standard, evidenced throughout internship.	Partial Group processes, as related to the standard, evidenced throughout internship.	Thorough group processes, as related to the standard, evidenced throughout internship.
Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning	TL 1b	Models enactment was ineffective (e.g. presenter-centered; content not effectively delivered, content errors)	Models enactment was participant-centered; and somewhat contributed to professional learning	Models enactment was participant-centered and clearly contributed to professional learning
Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning	TL 1c	Preparation mentoring content and materials is not explicitly connected to student's own self-study, teaching, or research or demonstrates content inaccuracies.	Preparation of mentoring content and materials demonstrates some study into selected topic; and/or mentoring somewhat connected to students own teaching and/or research.	Preparation of mentoring content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research.
Strives to create an inclusive culture where diverse perspectives are	TL 1d	Preparation of diverse content and materials is not explicitly connected to student's own self-study, teaching, or research	Preparation of diverse content and materials demonstrates some study into selected topic; and/or diversity somewhat connected	Preparation of diverse content and materials demonstrates in-depth study into selected topic; and students connect their

welcomed in addressing challenges		or demonstrates content inaccuracies.	to students own teaching and/or research.	presentation to their own teaching and/or research.
Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.	TL 1e	Insufficient knowledge base, as related to the standard, evidenced throughout outcomes.	Partial knowledge base, as related to the standard, evidenced throughout outcomes.	Thorough knowledge base, as related to the standard, evidenced throughout outcomes.
Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning	TL Standard 3d	Insufficient knowledge base, as related to the standard, evidenced throughout technology outcomes.	Partial knowledge base, as related to the standard, evidenced throughout technology outcomes.	Thorough knowledge base, as related to the standard, evidenced throughout technology outcomes.
Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.	TL 4f	Preparation of coaching/mentoring content and materials is not explicitly connected to student's own self-study, teaching, or research or demonstrates content inaccuracies.	Preparation of coaching/mentoring content and materials demonstrates some study into selected topic; and/or PD somewhat connected to students own teaching and/or research.	Preparation of coaching/mentoring content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research.
Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community	TL 6a	Preparation of coaching/mentoring diversity content and materials is not explicitly connected to student's own self-study, teaching, or research or demonstrates content inaccuracies.	Preparation of coaching/mentoring diversity content and materials demonstrates some study into selected topic; and/or PD somewhat connected to students own teaching and/or research.	Preparation of coaching/mentoring diversity content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research
b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances	TL 6b	Coaching/mentoring diversity enactment was ineffective (e.g. presenter-centered; content not effectively delivered, content errors)	Coaching/mentoring diversity content and materials demonstrates some study into selected topic; and/or PD somewhat connected to students own teaching and/or research.	Coaching/mentoring diversity content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research.

Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;	TL 6c	Preparation of coaching/mentoring diversity content and materials is not explicitly connected to student's own self-study, teaching, or research or demonstrates content inaccuracies.	Preparation of coaching/mentoring diversity content and materials demonstrates some study into selected topic; and/or PD somewhat connected to students own teaching and/or research.	Preparation of coaching/mentoring diversity content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and	TL6d	Preparation of coaching/mentoring diversity content and materials demonstrates some study into selected topic; and/or PD somewhat connected to students own teaching and/or research.	Preparation of coaching/mentoring diversity content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research	Preparation of coaching/mentoring diversity content and materials demonstrates in-depth study into selected topic; and students connect their presentation to their own teaching and/or research.
e) Collaborates with families, communities, and colleagues to develop comprehensive	TL6d	Preparation of coaching/mentoring enactment was participant-centered; and somewhat contributed to participant learning,	Preparation of coaching/mentoring enactment was participant-centered and clearly contributed to participant learning.	Preparation of coaching/mentoring enactment was participant-centered and clearly contributed to participant learning.

## Appendix C

### Teacher Leader TLA 536 – Final Reflection on Clinical Experience Hours Signature Assessment (Assessment of Candidate Content Knowledge) (Slated to be finalized during Winter 2017)

#### **Context and Overview for Assessment**

This assessment occurs near the end of the four-quarter Teacher Leader endorsement coursework after all 75 Clinical Experience Hours have been completed and reflected upon in writing. This reflective assignment provides students an opportunity to harvest what they have learned from their practical teacher leadership activities in their school contexts and to reckon thoroughly with what the gains have been for various stakeholders in their gaining a Teacher Leader endorsement—ranging from their districts, their schools, their teams, their current and future students, to themselves. Students typically name some of the concrete gains of their teacher leadership work in their schools during the endorsement period and at the same time talk about their own growth, often by making direct reference to their original writing in the Personal Leadership Inventory.

#### **Standards Addressed**

National Teacher Leader Standards Domain 1 (a-c), 4 (c), 6 (a), 7 (a, b)

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

- a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning

Domain 4: Facilitating Improvements in Instruction and Student Learning

- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator

Domain 6: Improving Outreach and Collaboration with Families and Community

- a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

Domain 7: Advocating for Student Learning and the Profession

- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students

#### **Program/Course Learning Outcome/s Addressed**

Upon successful completion of the course, the students will be able to:

- Describe and critically evaluate potential leadership roles in classrooms, schools, or other organizations.
- Demonstrate comprehension and application of leadership theory, group theory, and group skills.
- Use communication skills to motivate others, develop trusting relationships with
- colleagues, facilitate discussions, and manage conflicts of interest.
- Apply the skills of effective leadership and transformational power using cooperative learning and collaborative group dynamics to develop an action plan for organizational change.

- Grow as a reflective professional who uses higher order thinking processes such as evaluation, analysis, and synthesis to lead, create, and initiate.
- Develop and strengthen research skills that foster critical and creative thinking.

**Directions**

You began your formal Teacher Leadership journey by writing a Personal Leadership Inventory in EDL 510. Since first enrolling in the Teacher Leader Program, you have engaged in 75 hours (or more) of Clinical Experience, activities in which you were highly immersed at the time. Now’s the time for you to look back over these four quarters of writings and to reflect on just who benefited from your having emerged as a teacher leader. This might be your immediate environment—your current students, your teammates, other small groups at your school. There may be ripple effects into the wider school community or even into the district. Your work as a teacher leader may be positively impacting the families with whom you work or the community. All of these constituencies are, in a sense, stakeholders in your development—they stand to benefit from your growth, and perhaps already have. Don’t forget to name how you’ve grown from the work you’ve done as you name the various stakeholders who have prospered as you’ve become a teacher leader.

Length – 3-5 pages.

**Criteria and Rubric**

Following is the rubric that will be used to provide feedback to you on this assessment. Review it carefully to ensure that you meet all criteria at the proficient level.

PERFORMANCE LEVEL	Standard/s	Unsatisfactory (1)	Basic (2)	Proficient (3)
Performance Description		Refers to candidate performance that does not yield sufficient evidence to make a determination or is consistently below standards.	Refers to candidate performance demonstrating necessary knowledge and skills but its application is inconsistent.	Refers to candidate demonstrating mastery of performance at a consistently professional level.
+Criteria				
<u>Fostering a Collaborative Culture to Support Educator Development and Student Learning</u>  Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;	TL Standard 1a			
Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to	TL Standard 1b			

advance shared goals and professional learning;				
Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning	TL Standard 1c			
<b><u>Facilitating Improvements in Instruction and Student Learning</u></b>  Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator	TL Standard 4c			
<b><u>Improving Outreach and Collaboration with Families and Community</u></b>  Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community	TL Standard 6a			
<b><u>Advocating for Student Learning and the Profession</u></b> Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning	TL Standard 7a			
<b><u>Advocating for Student Learning and the Profession</u></b>  Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students	TL Standard 7b			

**APPENDIX D**  
National Teacher Leader Standards  
[Http://teacherleaderstandards.org](http://teacherleaderstandards.org)

## **The Standards: Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning**

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

### **Functions**

The teacher leader:

- a) Utilizes group processes to help colleagues<sup>1</sup> work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) **Models effective skills** in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) **Employs facilitation skills** to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) **Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages** to promote effective interactions among colleagues.

## **The Standards: Domain 2: Accessing and Using Research to Improve Practice and Student Learning**

The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

### **Functions**

The teacher leader:

- a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve

student learning;

b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

## **The Standards: Domain 3: Promoting Professional Learning for Continuous Improvement**

The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

### **Functions**

The teacher leader:

a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;

b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

c) Facilitates professional learning among colleagues;

d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;

e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and

h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

## **The Standards: Domain 4: Facilitating Improvements in Instruction and Student Learning**

The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

### **Functions**

The teacher leader:

- a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

## **The Standards: Domain 5: Promoting the Use of Assessments and Data for School and District Improvement**

The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

### **Functions**

The teacher leader:

- a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;
- b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

- c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and
- d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

## **The Standards: Domain 6: Improving Outreach and Collaboration with Families and Community**

The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

### **Functions**

The teacher leader:

- a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c. Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d. Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and
- e. Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

## **The Standards: Domain 7: Advocating for Student Learning and the Profession**

The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

### **Functions**

The teacher leader:

- a. Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

- b. Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c. Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- d. Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and
- e. Represents and advocates for the profession in contexts outside of the classroom.

## APPENDIX E

### NCE Candidate Dispositions Assessment

<b>NCE Candidate Dispositions Rubric</b>	
<b>1. Candidate cultivates an intellectual curiosity and excitement for learning in oneself.</b>	
<p>Examples of evidence cultivating an intellectual curiosity and excitement for learning may include:</p> <ul style="list-style-type: none"> <li>• Referencing course materials and readings</li> <li>• Asking questions of others</li> <li>• Making connections to practice</li> <li>• Actively participating in group activities/discussions</li> <li>• Sharing ideas as a means for engaging others</li> <li>• Attending class prepared and ready to engage</li> </ul>	<p style="text-align: center;">___ Evident          ___ Partially Evident          ___ Not Evident</p> <p>Explain your rating:</p>
<b>2. Candidate demonstrates respect for people from other cultures and points of view.</b>	
<p>Examples of evidence of demonstrating respect for people from other cultures and points of view may include:</p> <ul style="list-style-type: none"> <li>• Actively listening/inviting others' ideas and perspectives</li> <li>• Asking questions about culture, and/or points of view that differ from one's own</li> </ul>	<p style="text-align: center;">___ Evident          ___ Partially Evident          ___ Not Evident</p> <p>Explain your rating:</p>
<b>3. Candidate demonstrates learning from other peoples and cultures.</b>	
<p>Examples of evidence of demonstrating learning from other peoples and cultures may include:</p> <ul style="list-style-type: none"> <li>• Welcoming different opinions as a way to understand underlying beliefs and assumptions</li> <li>• Being open to learning from all peoples/perspectives</li> <li>• Welcoming debate with alternative ideas</li> </ul>	<p style="text-align: center;">___ Evident          ___ Partially Evident          ___ Not Evident</p> <p>Explain your rating:</p>
<b>4. Candidate demonstrates a caring attitude in recognizing the needs of others.</b>	
<p>Examples of evidence of demonstrating a caring attitude in recognizing the needs of others may include:</p> <ul style="list-style-type: none"> <li>• Giving of him/herself to assist others (in class assignments, discussions, etc.)</li> <li>• Being an attentive and active listener</li> <li>• Providing helpful feedback and support to others</li> </ul>	<p style="text-align: center;">___ Evident          ___ Partially Evident          ___ Not Evident</p> <p>Explain your rating:</p>

<b>5. Candidate promotes growth in others.</b>	
<p>Examples of evidence of promoting growth in others may include:</p> <ul style="list-style-type: none"> <li>• Sharing knowledge and resources to enhance the education of other candidates</li> <li>• Promoting growth in other classmates and faculty by asking compelling questions and sharing relevant experiences</li> <li>• Sharing ideas as a means for engaging others</li> <li>• Asking questions of others</li> <li>• Actively listening/inviting others' ideas, perspectives</li> </ul>	<p>___ Evident      ___ Partially Evident      ___ Not Evident</p> <p>Explain your rating:</p>
<b>6. Candidate acts with confidence and self-knowledge to assume leadership roles and responsibilities.</b>	
<p>Examples of evidence of acting with confidence and self-knowledge to assume leadership roles and responsibilities may include:</p> <ul style="list-style-type: none"> <li>• Sharing ideas, learnings, lessons and activities with classmates and colleagues to help improve or assist others</li> <li>• Assuming leadership roles in one's professional context as evidences in coursework and reflections</li> <li>• Seeking out professional development experiences</li> <li>• Participating in professional organizations</li> </ul> <p>Additional example for candidates in advanced programs:</p> <ul style="list-style-type: none"> <li>• Assuming leadership roles in professional organizations</li> </ul>	<p>___ Evident      ___ Partially Evident      ___ Not Evident</p> <p>Explain your rating:</p>
<b>7. Candidate uses information from others meaningfully for self-reflection and continuous improvement.</b>	
<p>Examples of evidence of using information from others meaningfully for self reflection and continuous improvement may include:</p> <ul style="list-style-type: none"> <li>• Seeking out feedback, critiques and suggestions for improvement</li> <li>• Using self assessment as a key learning tool</li> <li>• Applying new knowledge to practice, and/or policy and/or theory</li> </ul>	<p>___ Evident      ___ Partially Evident      ___ Not Evident</p> <p>Explain your rating:</p>