

Candidate _____ Program Director <u>Roger Ladd</u> 3 = Excellent, 2 = Proficient, 1 = Deficient, 0 = No <i>Indicators of Standards</i> are met	Admission Date	Mid-point Date	Final Date
Standard 1: Teacher Leadership <ul style="list-style-type: none"> • Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. • Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. • Teacher leaders will know and be able to: 			
<i>1. Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.</i>			
<i>2. Facilitate mentoring and coaching with novice teachers.</i>			
<i>3. Set goals and establish priorities while promoting educational initiatives that positively affect student learning.</i>			
<i>4. Participate in professional learning communities.</i>			
Standard 2: Respectful Educational Environments <ul style="list-style-type: none"> • Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. • Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. • Teachers help colleagues develop effective strategies for students with special needs. • They encourage positive, constructive relations among colleagues and students. • Teacher leaders: 			
<i>1. Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.</i>			
<i>2. Create collaborative partnerships with families, schools, and communities to promote a positive school culture.</i>			
<i>3. Encourage high expectations for all students.</i>			
<i>4. Collaboratively design and implement curriculum and instruction that is responsive to learner differences.</i>			
Standard 3: Content and Curriculum Expertise <ul style="list-style-type: none"> • Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. • They value collaboration and the interconnectedness of disciplines. • They understand the importance of curriculum relevance in engaging students in content. • Teacher leaders: 			
<i>1. Demonstrate in-depth knowledge of curriculum, instruction, and assessment.</i>			
<i>2. Model the integration of 21st century content and skills into educational practices.</i>			
<i>3. Develop relevant, rigorous curriculum.</i>			

<p>Standard 4: Student Learning</p> <ul style="list-style-type: none"> • Teacher leaders facilitate student learning through evidence-based practice informed by research. • They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. • They encourage critical reading, writing and thinking in the learning process. • They foster instructional and evaluation methods that embrace variety and authenticity. • They promote student reflection and self-assessment. • They encourage colleagues and students to take on leadership roles and work in teams. • Teacher leaders: 			
<p><i>1. Seek out and use existing research to inform school practices.</i></p>			
<p><i>2. Design action research to investigate and improve student learning and school policies and practices.</i></p>			
<p><i>3. Model technology integration that supports student learning.</i></p>			
<p><i>4. Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.</i></p>			
<p>Standard 5: Reflection</p> <ul style="list-style-type: none"> • Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. • They are lifelong learners who model and support ongoing professional development. • Teachers embrace critical thinking, problem solving, and innovation. • Teacher leaders: 			
<p><i>1. Promote an educational culture that values reflective practice.</i></p>			
<p><i>2. Model the development of meaningful professional goals.</i></p>			
<p><i>3. Model personal and professional reflection to extend student learning and school improvement.</i></p>			