

Criterion A: Consistent Leadership

Master Teachers ensure student learning and well-being by participating in decision-making and initiating innovations and improvements for school change. They are leaders who empower and influence others. They engage in a variety of leadership roles and perform thoughtful stewardship responsibilities for the school community and the profession.

For a Master Teacher candidate to meet Criterion A, the candidate must demonstrate consistent leadership that has a direct impact on student learning.

Written Narrative: Describe how you have demonstrated consistent leadership in your school community and the teaching profession.

Within your narrative, address the following:

- How you participate in decision-making and initiating innovations and improvements for school change focusing on improving teacher quality and student achievement (7.1e)
- How you seek opportunities to positively impact teaching quality, school improvement and student achievement (7.3)
- How the leadership roles (building, district, association, state, etc.) you are involved in have strengthened the student learning and/or the teaching profession (7.3c)
- How your consistent leadership has had an impact on student learning (across all seven standards)

Candidates must provide labeled and referenced evidence to support their responses to this item.

Consistent Leadership Scoring Guide

2 points each	1 point each	0 points each
The teacher helps shape policy at the building, district or state level focused on improving teacher quality and student achievement. (7.1e)	The teacher is involved in professional efforts to advance teaching and learning.	The teacher is not involved in efforts to advance teaching and learning.
The teacher is an agent of change who seeks opportunities to positively impact teaching quality, school improvements and student achievement. (7.3)	The teacher proactively implements change with school, district and state direction.	The teacher implements change as mandated by the principal.
The teacher takes multiple leadership roles in department, school, district, state and/or professional organizations' decision-making activities, such as curriculum development, staff development and/or policy design. (7.3c)	The teacher acts in leadership roles that are narrow in scope or limited.	The teacher participates in meetings as required

Sample Written Narrative A1

With my work on the professional development committee I am an active participant in the respect that I help plan and provide high quality PD offerings in our district. I served on the team that researched and planned a series of in-service opportunities for my colleagues around Debra Pickerington and Robert Marzano's book

*titled **Strategies that Work**. The sub-committee worked with teachers to teach, discuss and plan the implementation of some of the strategies identified, collect student samples and then attend a second session to report and share achievement results on students based on these strategies. As you can see noted in the evidence provided, E1 is a summary chart of the primary findings with the targeted strategies and our plan for next steps. I created this chart for the presentation team to see their efforts unfold into actual student work samples. It was exciting to see our efforts demonstrated in improved student work based on the samples teachers shared. This evidence supports the ongoing efforts of learning for the team and how it relates to the learning across the district. The committee was pleased with the overall results and in many cases the teachers wanted to keep on meeting to share their successes and to ask questions of other colleagues trying to implement the same strategy. I will continue to facilitate these sessions for district teachers.*

Sample Written Narrative A1 Scoring:

This sample would receive a 2 point score based on the scoring guide section that speaks to the teacher focusing on improving teacher quality and student achievement as well as taking on a sustained leadership role at the district level.

The leadership and the strategy committee will continue with discussions regarding teaching and student samples of targeted strategies. The evidence supports the students learning based on the implementation of the strategies. This demonstrates a positive impact on student learning.

Sample Written Narrative A2

Having been a fifth grade teacher for ten years, I have recently assumed the role of grade level leader. Our previous leader is out on a leave of absence. I meet with my grade level teachers formally, once a week. I create an agenda for us to follow during our meeting (evidence A1). We are focusing on determining our power standards for our respective subject areas. This is a district focus for the school year. In working together, I am increasing my knowledge and respect for the other curricular areas. I appreciate the opportunity to be a teacher leader at my grade level. I am familiar with these colleagues and feel this is a good place to start.

Sample Written Narrative A2 Scoring:

This sample would receive a 1 point for the part of the scoring guide that states the teacher acts in leadership roles that are narrow in scope or limited.

The teacher has recently assumed their first leadership role. The teacher states this is a good place to start, the building level.

Possible Evidence of Teacher Work:

CEU Certificates, agendas created, published papers, copies of grants

Teacher Work/Instruction Planning Possibilities:

- Assessment Leader
- Committee planning and overseeing professional development initiatives and programs
- Serve on local LPDC Committee
- Assume leadership position in state professional organization
- Conduct research on teacher quality issues
- Serve as a member of district leadership team or building leadership team

- Serve on a sub-committee of the BLT
- Serve on the Resident Educator/Mentor Committee or as a mentor to a resident
- Chair a department
- Serve as a member of the Master Teacher Committee
- Serve as a director of an athletic club
- Serve as a leader of a student club
- Serve as class advisor
- Serve as a grant coordinator
- Publish an educational research paper
- Serve as a coordinator of Parent Night
- Serve as a leader of TBT meetings
- Present at a regional or state level conference/workshop