Revised 2021

MASTER OF ARTS IN EDUCATION
TEACHER LEADER PROGRAM

HANDBOOK

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UNIVERSITY OF PIKEVILLE GRADUATE TEACHER EDUCATION HANDBOOK

Introduction

The organizing theme which undergirds and guides all the professional education programs at the University of Pikeville including the Teacher Leader Program is "Empowering teachers to serve and lead in rural Appalachia and beyond." To be able to make reflective analytical decisions that will enable all students to learn, teachers need appropriate knowledge, skills and dispositions.

The Master of Arts in Education: Teacher Leader Program is a natural extension of the mission of the University of Pikeville. The founders reasoned more than 100 years ago that leaders in this area of Appalachia would have to be developed from within (Pikeville College, 1999-2000). Over a century later, the University of Pikeville still faces the challenge of preparing teachers who will serve, lead, and affect the changes necessary to benefit the educational foundations of the local citizenry. We will accomplish this by equipping teachers with the necessary leadership skills to positively transform their classrooms, schools, districts, and the profession. Schools need teachers who are dedicated to **learning**, **leading**, and **empowering** others through their professional knowledge and leadership skills. By fulfilling these roles, teacher leaders encourage a culture that inspires excellence and the growth of professional learning communities (Childs-Bowen, Moller, and Scrivner, 2000).

The University of Pikeville Teacher Leader Program believes that effective teacher leaders are dedicated to excellence in practice, and they use their expertise about teaching and learning to contribute to continuous improvement efforts within their classroom, schools, and districts (York-Barr & Duke, 2004). Therefore, we will equip our teacher leader candidates to accomplish these tasks through research designed to improve educational practice, collaboration with professional learning communities, modeling effective practice, and being continuous learners (Childs-Bowen, Moller, & Scrivner, 2000;Teacher Leader Model Standards, 2011).

All teacher education graduate candidates must follow the provisions outlined in the Graduate Teacher Education Handbook, which provides information for applicants and candidates interested in earning a Rank I, Rank II, or a Teacher Leader Endorsement. In addition, this handbook is **not** intended to be used in place of an advisor. Certification requirements are dependent on the date of graduation, not the date of entry to the Graduate Teacher Education Program. Candidates who do not complete their degree in a timely manner may be subject to additional requirements. Additional information for our Teacher Leader Master's Program can be found in the University of Pikeville Catalog. **Please note that i*nformation within this handbook may be subject to change based on guidelines published by the Education Professional Standards Board and/or changes made by the University of Pikeville Patton College of Education.***

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CONCEPTUAL FRAMEWORK

Pikeville College Then

Pikeville College was founded in 1889 by Presbyterian ministers with a mission to provide educational opportunities for people from the central Appalachian Mountains. From its earliest stages, the institution that would become the college focused its curriculum on preparing young people for entrance to college and the training of much needed teachers. The preparation of teachers has continued. The following statement was printed in an 1890 publication: "The preparatory department prepares teachers for county examinations and to do better work in their line of teaching" (Division of Education, 2009, p. 2). To further its mission of improving educational opportunity in the local region, Pikeville College founded the Pike County Teacher's Institute in 1909. Institute meetings were conducted in the circuit courtroom in downtown Pikeville and consisted of sermons from local pastors, the pledge to the flag, entertainment, and various speakers who discussed teaching methods and encouraged teachers to inspire mountain youth toward higher goals in education. It became evident early on that improvement of educational conditions in the region would have to be accomplished predominantly by citizens from the area. It was reasoned that leaders would have to be developed from within because they would be more likely to stay in the region and have greater commitment to providing uplift for their people (Title II Report, 1999-2000, p. 6).

University of Pikeville Now

Pikeville College has continued to evolve throughout the years, changing its curricula to meet the needs of Appalachia. On July 1, 2011, Pikeville College, a small college on the hill, became the University of Pikeville. The University was reorganized into two schools, the Kentucky College of Osteopathic Medicine and the College of Arts and Sciences, an umbrella organization that houses a forward-looking undergraduate program and growing programs in the graduate fields. The School of Optometry opened its doors in the fall of 2016. The University offers associate and baccalaureate degrees in a variety of majors in conjunction with a quality liberal arts and science curriculum. The University also offers a Master of Business Administration, Teacher Leader Master of Arts in Education, a Doctorate of Osteopathic Medicine, and a Doctorate of Optometry. With the continuing growth to meet the needs of Appalachia, the institution has never changed its true mission to "prepare students for the future while creating intellectual, cultural, and economic opportunities for Appalachia" (Pikeville College Catalog, 2017-2018, p.9). The historical practice of "open enrollment" in the undergraduate school is a testament to the university's efforts to improve the overall educational level of the regional population, enhancing the quality of life for as many individuals as possible (Title II Report, 1999-2000, p.8).

University of Pikeville Mission Statement

The University of Pikeville is the leading higher education institution of Central Appalachia. Founded in 1889, UPIKE remains steadfast in our commitment to preparing students for the future while creating intellectual, cultural and economic opportunities for Appalachia. Maintaining our commitment to Christian principles, UPIKE recognizes the infinite worth of each person, respecting a variety of religious expressions.

UPIKE achieves its mission by:

- Creating a pathway to higher education for all students who desire to embark upon that journey and attracting and retaining high caliber students who will be future regional, national, and global leaders.
- Preparing graduates through quality academic programs, grounded in the liberal arts, and through involvement in community service, experiential learning, research, athletics, humanitarian efforts and global outreach.

- Achieving academic excellence by maintaining academic rigor and relevancy in undergraduate, graduate and professional degree programs.
- Attracting and retaining distinguished faculty, staff, administrators, trustees and alumni who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning and meeting the needs of an evolving university; and
- Providing superior infrastructure with state-of-the-art classrooms, clinics, instructional materials, physical facilities, technological infrastructure and campus amenities through sound fiscal policy and efficient and effective administrative services.

Patton College of Education

Vision

The Patton College of Education will collaborate with colleagues, P-12 partners, and community members to empower teachers to serve and lead in rural Appalachia and beyond and to improve our community, region, country, and world through education and leadership.

Mission

The mission of the Patton College of Education is to model best practices, create challenging learning experiences, use technology resources, and address diverse learning needs to prepare teachers for the schools and communities in which they will serve.

Core Values

- **Academic Excellence**: We are committed to providing exceptional education programs that have opportunities for rigor, innovation, the best research-informed practices, and support for critical thinking, problem solving, and thoughtful inquiry.
- **Collaboration**: We are committed to fostering collaboration with all stakeholders within education, our school, and community.
- **Diversity**: We are committed to building a program that meets the diverse needs of all students, ensures equal opportunity for success regardless of experiences and personal differences, and attracts a diverse body of students, faculty, and staff.
- **Leadership**: We are committed to developing leaders in our schools who serve others with compassion, use best practices drawn from reflection and current research, build systems that guarantee fairness and equity, and value and empower those they lead.
- **Equity**: We are committed to building systems that guarantee fairness, focus on reducing achievement gaps, and value and empower those they lead.

Beliefs

- We believe in offering a challenging academic program that focuses on the best educational practices.
- We believe that passion must be the touchstone of all teaching.
- We believe in making the transition from the university classroom to our student's clinical year a seamless experience.
- We believe that empowered teachers accommodate the needs of every student in their classes.
- We believe that exceptional teachers not only help students be successful, they empower them to adapt, continuously learn, and thrive in an ever-changing world.

Philosophy of the Patton College of Education

"Empowering teachers to serve and lead in rural Appalachia and beyond" serves as the organizing theme that undergirds and guides all the professional education programs at the University of Pikeville. Preparing highly skilled teachers and teacher leaders to meet the needs of the rural districts and schools

in which they will serve is the mission of the Patton College of Education. By partnering with the surrounding rural schools and districts, it is our goal to design and implement quality educator training programs that will prepare candidates to successfully lead students, schools, and districts as they build upon the strengths and positively face the challenges of rural education.

The University of Pikeville is situated in a region where the local schools and teachers are highly respected and have a powerful impact on community (Hlinka, Mobelini, & Giltner, 2015). For this reason, the role of teachers as innovative participants and leaders in our schools and communities is vital. Central Appalachia is challenged with the highest rates of unemployment, disability, poverty, and school dropouts in the United States (Pollard & Jacobson, 2014). Despite the challenges facing this region, graduation rates generally exceed national averages, and student scores on ACT exams are no lower than in other regions (Kannapel & Flory, 2017). Therefore, we believe that context does not prevent quality and excellence in communities where well-prepared teachers accommodate individual needs and facilitate success. Framing educational careers in rural communities in terms of possibilities and opportunities and refusing to foster negative stereotypes about the people or place are crucial (Comber, 2015). Building respect and celebrating the region inspires hope and commitment to make this an even better place to learn, live, and serve. The educators graduating from our programs will meet the challenges and advantages of working in a tight-knit community where transparency promotes both support and scrutiny (Cagnon & Mattingly, 2015). This will open opportunities to contribute in unique and powerful ways. The goal to prepare teachers for this task, equipped to create possibilities and hope for new generations of students, drives us to perpetually work to improve our program and ourselves. We produce professionals who create new opportunities, empower their students with the agency they have developed to make meaningful choices, use the tools they have acquired to adapt to a changing economy, and inspire the next generation to excel.

Therefore, equipping our candidates with the skills, knowledge, and experiences to understand the importance of place, the values/norms of a school community, meeting the needs of diverse learners, collaboration with stakeholders, and becoming a change agent to create a shared vision and a culture of high expectations will prepare them to effectively lead and positively impact student achievement in the rural schools and districts within our region and beyond. Our program will ingrain in candidates what Dweck (2006) calls a growth mindset, which influences attitudes toward learning, motivation, work habits, and self-efficacy. We believe that real learning takes place when learners actively construct knowledge and interact with it, not when they become passive repositories of content (Richardson, 2003). As a crosscutting focus in our program, embracing technology enhances the construction of knowledge with broader boundaries for exploration and tools that expedite analysis and illuminate knowledge (Schrader, 2015).

While rural areas tend to have less diversity than urban counterparts do, the University of Pikeville attracts students from across the Unites States and the world. This creates opportunities for students to develop a deeper understanding and appreciation of cultural, philosophical, and regional differences. Diversity also serves as an important theme across the curriculum. As Freire (1970) encourages learners through reflection and conscious action toward justice, we hope to facilitate proactive leadership to eradicate oppression, inequalities, stereotypes, stigma, and unmet needs in our schools and communities.

Our teacher education candidates engage in field experiences and reflections to complement their classroom training. McMahon & Garza (2016) note the benefits of pairing teacher candidates and other educational learners with exceptional teachers in authentic situations. We believe this will provide them with an opportunity to develop as educators, leaders, and active participants in the education system. We invite expert educators and leaders from the local public schools to collaborate with the college of education to participate in the ongoing planning, implementing, analyzing, and evaluating our Teacher Education Programs. We believe it is essential to create a bridge between the university and the schools

to prepare our teacher education and teacher leader candidates in the best manner possible. Regardless of the level of education or the trajectory of careers, every student we educate deserves the benefit of opportunities to develop self-efficacy, skills to analyze and evaluate information, experiences to make informed choices, tools to adapt to changing situations, and lifelong educational support from a proactive and involved alma mater. They should be prepared to succeed as teachers and leaders in education wherever they serve, but they should also have the training to adapt and develop as necessary to remain and contribute locally if they choose to do so (Daniels, 2014).

Thus, our organizing theme, "Empowering teachers to serve and lead in rural Appalachia and beyond," provides the foundation for all undergraduate and graduate program at the Patton College of Education. When preparing teachers and teacher leaders, our primary focus is student success.

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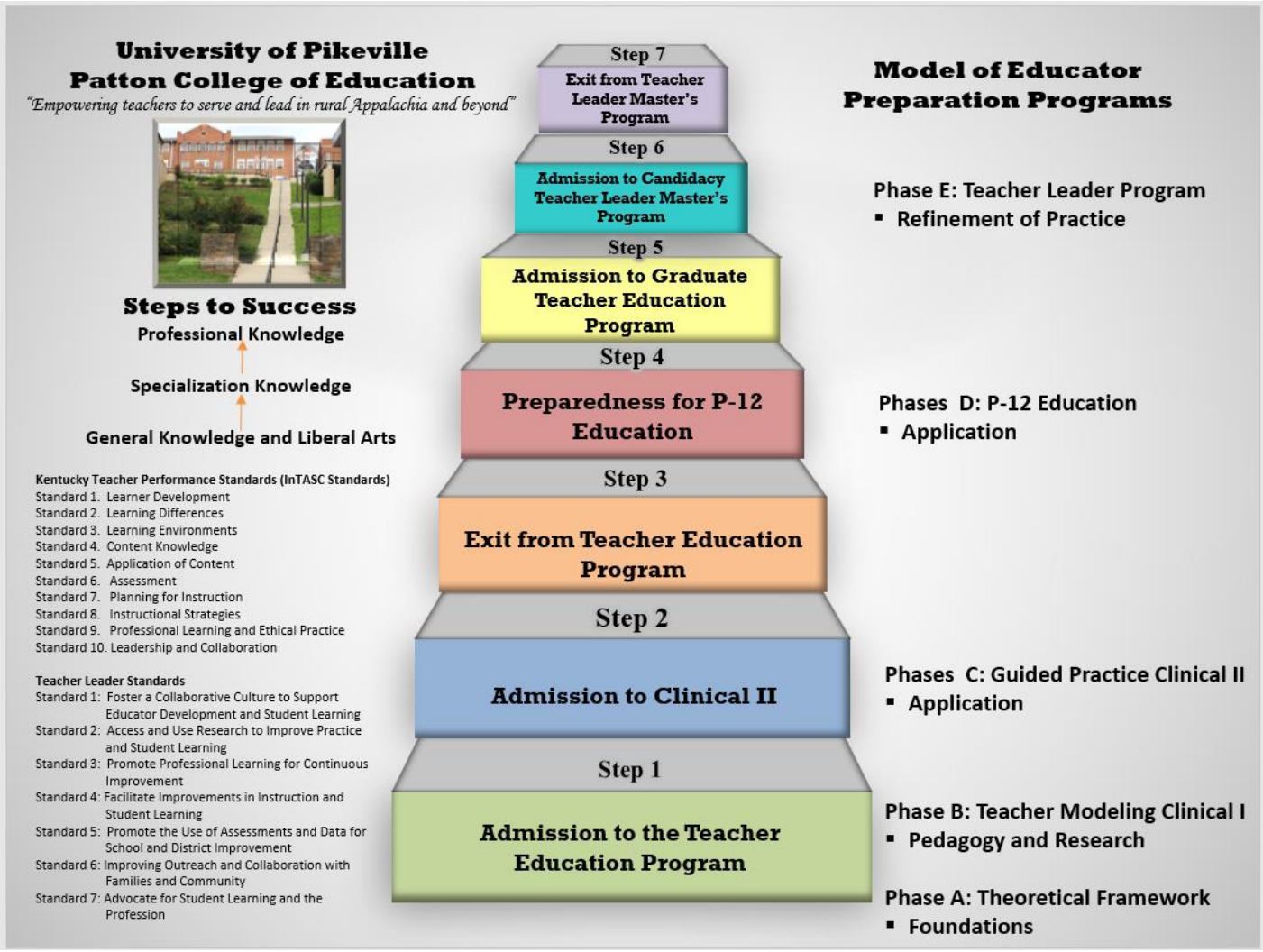
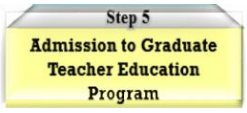
MODEL OF THE PATTON COLLEGE OF EDUCATION TEACHER PREPARATION PROGRAMS



Advanced Level Program



Step 5 – General Admission to the Graduate Teacher Education Program

General Requirements

1. Complete an application to the Graduate Teacher Education Program (GTEP).
2. The applicant must submit a completed and signed character and fitness questionnaire contained in Section III of the CA-1.
3. The applicant must present a signed Administrator Agreement with the principal of the school of employment. If the applicant is not actively employed within a P-12 school, he/she must have a signed Administrator Agreement designating a classroom/teacher partner with whom the applicant can collaborate to complete all required clinical experiences before being admitted to the program.
4. Submit official transcripts of all undergraduate and graduate work sent directly from the credit-granting institution to the University Registrar at the University of Pikeville. (Up to 6 hours of transferred credits are allowed.)
5. The applicant must sign an acknowledgement form stating that he/she can access the online GTEP Handbook.
6. The applicant must submit a copy of his/her P-12 statement of eligibility or an initial certificate earned by completion of an approved program through an approved educator preparation provider in **Kentucky**; or, for out-of-state applicants, a statement of eligibility or an initial certificate issued by the Education Professional

Standards Board per 16 KAR 5:020 and earned by completion of a program through an approved educator preparation provider. (The Certification Inquiry from the EPSB Website demonstrating P-12 certification will also be acceptable evidence.)

7. If the applicant's first language is not English, he/she must provide evidence of English proficiency (i.e., TOEFL score of 80 on the iBT or 550 on the PBT).

General Knowledge

1. The applicant must have on file official transcripts showing a minimal, non-rounded cumulative GPA of 2.75 on a 4.0 scale from the degree-granting institution (or a 2.6 prior to 2012) and a 3.0 on a 4.0 scale on all relevant graduate level coursework.

Specialization Knowledge

1. Submit a copy of minimum Kentucky passing scores on Praxis exams required for certification area, which can be indicated by a Statement of Eligibility (SOE) or Teaching Certificate issued by EPSB.

Professional Knowledge

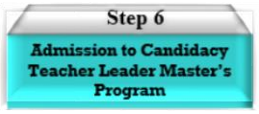
1. The candidate must review and sign a declaration to uphold the Professional Code of Ethics for Kentucky School Personnel defined in 704KAR20:680.
2. Agree to uphold the Model Code of Ethics for Educators (MCEE).
3. The applicant must demonstrate appropriate characteristics of a teacher leader by receiving no *Level 1* (*Rarely or Never*) ratings on each section and a positive final recommendation on the Evaluation for Admission to the Graduate Teacher Education Program, that includes sections on professional qualities, critical thinking, communication skills, creativity, and collaboration. (Assessment of both ***professional knowledge*** and ***professional dispositions***--three are required.)

Teacher Competencies

1. The candidate must complete a pre self-assessment of the Teacher Leader Model Standards.

Professional Dispositions

1. The applicant must have a signed statement indicating understanding and commitment to developing the expected dispositions.



Step 6 – Admission to Candidacy in the Teacher Leader Master's Program

General Knowledge

1. The candidate must obtain a minimum, non-rounded GPA of 3.0 on a 4.0 scale on the first 12 hours of relevant, transferable, education graduate coursework. (If the required GPA is not met, then the candidate will not be admitted to candidacy in the Teacher Leader Program until the GPA is raised to a 3.0.)
2. The candidate must be approved for admission to candidacy in the TLP by the Teacher Education Committee.

Professional Knowledge

1. The candidate must submit an approved professional growth plan based on the *Kentucky Framework for Teaching*.

Teacher Competencies

1. The candidate must have no ratings at the *Ineffective* level on the teacher partner assessment of the Teacher Leader Model Standards.

Dispositions

1. The candidate must attain a score of *3 or better* on each of the professional dispositions identified on the Candidate Dispositions Inventory as assessed by graduate education faculty.

Step 7 – Exit from the Teacher Leader Graduate Education Program

General Requirements

1. Complete an application for graduation.
2. Complete 24 semester hours of TLP coursework at the University of Pikeville with a minimum, non-rounded GPA of 3.0 or higher on a 4.0 scale in graduate-level coursework.
3. The candidate must complete the University of Pikeville Teacher Education Unit Operations Survey and other surveys/assessments as required by the PCOE to gather program data.

Professional Knowledge

1. The candidate must satisfactorily complete EDU 570 within one year of completion of EDU 550.
2. The candidate must receive an overall score of *2 or better* on the EDU 570 presentation of research results.

Teacher Competencies

1. The candidate must complete a post self-assessment of the Teacher Leader Model Standards.
2. The candidate must have no ratings at the *Ineffective* level on the Teacher Leader Model Standards (TLMS) for the Teacher Performance Assessment (TPA) as assessed by the teacher partner and school administrator based on classroom observations and performance products.

Dispositions

1. The candidate must attain a score of *3 or better* on each of the dispositions identified on the Candidate Dispositions Inventory as assessed by education faculty and the school administrator.

Any candidates having problems meeting any of the above criteria should contact their graduate advisor who will help them complete or develop an action plan for remediation.

General Information

Limitation on Hours in Graduate Teacher Education Program

All applicants in the Graduate Teacher Education Program (GTEP) may only take 12 hours before application to candidacy is required. Once admission to candidacy requirements are met, the applicant will be considered a candidate for the Master of Arts in Education: Teacher Leader Program Degree (TLP).

Transfer Policy

No more than six semester hours of graduate coursework may be transferred to the University of Pikeville to be applied as credit toward the Master of Arts in Education: Teacher Leader Program. These hours must be completed in a state or CAEP approved teacher education program, must be acceptable substitutions for required coursework for the University of Pikeville Teacher Leader Program, and must be a "B" or better for any course to be considered transferable.

The Registrar will determine the transferability of any course completed at another institution. Any transferable coursework must be at the graduate level and must have been completed within the last three years prior to admission to the Graduate Teacher Education Program.

Academic Advisor

Each applicant in the University of Pikeville Graduate Teacher Education Program is assigned an advisor from within the Graduate Teacher Education Program who will guide him or her in completing educational goals, including requirements for the degree.

Orientation
All initial applicants will be informed of how to receive a student ID and email account and how to access library resources. Applicants will also review the handbook and be assigned an advisor.

Graduate Course Load
Students may enroll on a part-time or full-time basis. Full-time status in the Graduate Teacher Education Program requires enrollment in six semester hours of graduate level coursework. The Chairperson of the Patton College of Education and the Dean of the College of Arts and Sciences may grant a maximum of twelve hours with special permission. Our TLP is designed for adults who are employed full-time.

Good Standing
The applicant or candidate must maintain a minimum GPA of 3.0 on a 4.0 scale in all graduate level course work in order to be considered in "good standing."

- Repeat Policy: Courses may be repeated twice without special approval.
- Withdrawal Policy: An applicant or candidate wishing to withdraw from a course must consult with his or her graduate advisor. Withdrawal becomes effective only when official notice has been presented to the Registrar. Anyone who wishes to withdraw from the University must submit a completed "Withdrawal Form" to the Registrar.
- Probation and Suspension Policy: When an applicant or candidate's GPA falls below 3.0 on a 4.0 scale, he or she will automatically be placed on academic probation for one semester during which the GPA must be raised to the required 3.0 level. If the GPA is not successfully raised after one semester of probation, the applicant or candidate may be officially suspended from the program. If an applicant or candidate is officially suspended from the Graduate Teacher Education Program, he or she must remain inactive for one semester before re-applying for admission.
- Readmission Policy: An applicant or candidate may be inactive for up to one year for any reason except official suspension without reapplying for admission. The applicant or candidate will be required to complete a readmission form from the graduate education office and must attend the Campus Orientation.

Due Process Policy

Who is eligible to appeal:

Candidates who:

- Were denied admission to the Graduate Teacher Education Program.
- Were denied admission to candidacy in the Master of Arts in Education: Teacher Leader Program.
- Were removed from the Graduate Teacher Education Program or the Master of Arts in Education: Teacher Leader Program.
- Were not recommended for exit from the Master of Arts in Education: Teacher Leader Program.

Grounds for appeal:

The candidate can appeal on the basis of violations of Graduate Teacher Education Program policy or procedure that results in a decision that the candidate believes was inaccurate. The only appeals submitted to the Teacher Education Appeals Committee, which includes the candidate's advisor, the Dean of the College of Arts and Science, a representative from the Graduate Teacher Education Committee, and the Director of Teacher Education, are those related to entry, exit, or continuation in any graduate teacher education program. All other appeals, e.g. grade appeals, probation or suspension from the University, etc., are handled according to the

appeals policies outlined in the University of Pikeville Catalog and the University of Pikeville Student Handbook.

Procedures for appeal:

- Candidates who wish to appeal any Teacher Education Committee (TEC) decision will meet with their graduate education faculty adviser to discuss the TEC decision.
- The candidate must appeal the decision by writing a letter to the Director of Teacher Education that clearly states the part or parts of policies or procedures that the candidate feels is unjust. The Director of Teacher Education will forward the letter to the Graduate Appeals Committee.
- The Graduate Appeals Committee will meet with the candidate, normally within one week of receipt of the appeals letter.
- At the appeals meeting, all factual information related to the petition will be presented by the Director of Teacher Education. The petitioner will be allowed 30 minutes to make his/her presentation and to answer questions posed by the individual members of the committee. The petitioner will be excused before deliberation by the committee begins. The Appeals Committee will consider the petitioner's appeal and reach a decision regarding the petition. The petitioner will receive written notification within 5 working days of the hearing.

Program Design

The Master of Arts in Education: Teacher Leader Program was designed in response to requests from teachers and administrators in the University of Pikeville service area. The Master of Arts in Education: Teacher Leader Program was designed collaboratively by these teachers and administrators, arts and sciences faculty, and education faculty. This collaboratively designed program embeds technology used by educators in the state of Kentucky in its courses, and it is aligned with the Teacher Leader Model Standards.

Diversity

Diversity is a pervasive characteristic of the University of Pikeville Teacher Leader Program. The program ensures that candidates develop proficiencies in specific aspects of diversity. Graduate faculty members will collaboratively assess these proficiencies:

1. Demonstrates high expectations for others
2. Demonstrates respect for the beliefs of other
3. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)
4. Demonstrates respect for cultural differences
5. Demonstrates patience with and/or compassion for those experiencing difficulty in the learning process
6. Demonstrates flexibility during the learning process

From Candidate Dispositions Survey and used with permission:
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Embedded Technology

The University of Pikeville Graduate Teacher Education Program embeds numerous opportunities for technology use throughout the required courses. In addition, teacher leader candidates will participate in online courses where they will complete and submit electronic files and video clips to demonstrate effective use of technology. Being able to use technology to enhance instruction, track student progress, and enhance

professional learning are embedded in our program. In addition, communication through our online Canvas Learning Management System and/or Google Classroom Tools will provide further opportunities for candidates to hone their technology skills, as they have opportunities to communicate with the instructor and with peers through discussion boards and online chats. We believe that this platform is an effective means to enhance the communication skills of teacher leader candidates as they progress toward becoming effective leaders within their schools and district. Good communication skills are essential for today's leaders.

Individualized Program

This program is individualized to meet each candidate's professional growth and leadership needs. In the initial course, EDU 510 Leadership Skills for Today's Teachers I, candidates reflect on their own classroom practices to determine what it means to be a teacher leader and will reflect on their own classroom data to determine areas of growth. Candidates will assess their leadership styles and reflect on the leadership styles of others.

In addition, the candidate and UPIKE graduate faculty will collaborate in the selection of the candidate's teacher partner. The teacher partner will support and provide feedback to the teacher candidate as relevant field experiences are completed that will result in professional growth.

Multiple Career Pathways

Developing mastery in the program's goals will provide the candidate with the expertise necessary to assume the following career pathways in their schools and/or districts:

- Mentor new teachers
- Develop and model best practices
- Serve as assessment leaders
- Provide leadership for school improvement initiatives
- Serve as RTI leaders
- Design curriculum
- Chair departments, grade levels, or content areas
- Serve as team leaders by serving on or chairing school leadership teams
- Serve as content area coaches
- Serve as technology leaders
- Design and deliver professional development
- Guide and lead the work of task forces
- Assist administrators with collecting and analyzing data for school improvement
- Serve on state committees and teams giving leadership in areas of expertise

These multiple pathways address many areas of need within the P-12 school system. Teacher leaders in these areas of need can help raise student achievement and close achievement gaps.

Job-Embedded Professional Experiences

Each course offered in the Teacher Leader Program incorporates multiple professional experiences. All projects are job-embedded and some are individualized based on the candidate's Professional Growth Plan goals and the Teacher Leader Model Standards. However, candidates cannot meet the requirements of the job-embedded experiences in these courses by only completing the activities prescribed in their Professional Growth Plans. To successfully complete these job-embedded experiences, candidates must perform at a high level. Job-embedded experiences will be assessed by graduate education professors.

Interpretation and Analysis of Student Achievement Data

The University of Pikeville Master of Arts in Education: Teacher Leader Program prepares candidates to interpret and analyze student achievement data to improve student learning. In the first course EDU 510: *Leadership Skills for Today's Teachers I,* candidates are introduced to the knowledge and skills required for analysis of classroom, school, and district data, school and school improvement planning. In EDU 530: *Assessment for Teacher Leaders,* candidates will learn to interpret and analyze achievement data and to apply the assessment results to improve student learning at the classroom level. In EDU 630: *Leadership for Differentiated Instruction,* candidates will interpret and analyze P-12 student achievement data and plan lessons incorporating differentiation to meet individual student learning needs. In EDU 570: *Research II,* candidates will analyze, evaluate, and interpret student learning data at the school and/or classroom level in order to answer the research question(s) developed in EDU 550: *Research I,* which relate to student achievement data.

Online Delivery Method

The University of Pikeville Master of Arts in Education: Teacher Leader Program will be accessible online beginning Fall 2018. The program will utilize Canvas as the online Learning Management System.

Program Curriculum

Leaders in Schools and Districts

The Master of Arts in Education: Teacher Leader Program prepares candidates to be leaders in their classrooms, schools, districts, and in the profession. Candidates must complete job-embedded clinical experiences that include examination of P-12 student achievement in diverse settings. Clinical experiences are completed both individually and in collaboration with the teacher partners and are evaluated by the course graduate education professors based on completion of required course objectives.

Rigorous Curriculum

The Master of Arts in Education: Teacher Leader Program is aligned with the Teacher Leader Standards and incorporate the Kentucky Academic Standards, which include the College Readiness Standards. In addition, some courses are aligned to the applicable Special Program Association Standards. The rigorous curriculum in this program prepares candidates to demonstrate motivational instructional methods, appropriate assessment methods, differentiation of instruction, willingness to collaborate, appropriate and effective use of technology, and leadership through job-embedded assignments, projects, assessments, and field experiences. After candidates evaluate research on P-12 student learning and college readiness, they will be able to implement best practices in preparing students for success. Implementation of these research-based best practices is embedded in the coursework through clinical experiences.

The University of Pikeville Master of Arts in Education: Teacher Leader Program is practitioner-based and consists of 30 graduate credit hours. The six professional education core courses are designed to provide the candidate with the vital knowledge, skills, and dispositions required to obtain the Teacher Leader Endorsement.

Professional Education Core Courses.....18 hrs.

EDU 510 Leadership Skills for Today's Teachers I.....(3)

EDU 520 Motivating Today's Students While Managing Today's Classroom .....(3)

EDU 530 Assessment for Teacher Leaders .....(3)

EDU 540 Leadership Skills for Today's Teachers II.....(3)

EDU 550 Research I .....(3)

EDU 570 Research II.....(3)

The four emphasis courses in literacy and instruction were developed after meeting with P-12 partners in our service area to discuss the needs of beginning teachers.

Emphasis: Literacy and Instruction.....12 hrs.

EDU 610 Literacy Instruction in the Elementary School .....(3)

OR

EDU 620 Literacy Instruction in the Content Areas.....(3)

EDU 630 Leadership for Differentiated Instruction .....(3)

EDU 640 Content Knowledge Enhancement .....(3)

EDU 650 Instructional Design .....(3)

The initial course, EDU 510, is the pre or corequisite for all coursework in the Graduate Teacher Education Program. Candidates can start taking courses in the Fall, Spring or Summer semesters. After admission to the Graduate Teacher Education Program (GTEP), candidates must complete 12 hours before admission to candidacy. Candidate coursework, projects, and leadership experiences are developed, implemented, and evaluated in collaboration with education faculty and P-12 school/teacher partners. In this program, Teacher Leader candidates will complete a research project where they will analyze, evaluate, and interpret student learning data at the school or district level to improve student learning. During Research II, candidates will present the final results of their research project to the appropriate audience that can include education faculty, teacher partners, and/or school/district leadership as a requirement for exit from the program.

Clinical Diversity Experiences

Clinical experiences that address diversity are integrated throughout the program. For example, in EDU 530, candidates will complete district, school, and classroom proficiency profiles using contextual analysis related to diverse subgroups. The results of this analysis will be used by candidates to develop a classroom plan to increase proficiency and close achievement gaps.

P-12 and University Resource People

Candidates in the University of Pikeville Teacher Leader Program will receive mentoring and guidance from P-12 teacher partners, P-12 school administrators, and education faculty. The duties of these resource people are:

P-12 School Administrators

- will give permission for candidates to complete the required clinical experiences.
- will give permission for candidates to conduct their action research projects in their assigned classrooms or schools.
- will give permission for candidates to present action research findings to the appropriate audience.

P-12 Teacher Partners

- will mentor and provide feedback to teacher leader candidates as they progress through the TLP.
- will evaluate candidates on meeting the Teacher Leader Model Standards.

Graduate Education Faculty

- will serve as resources for all candidates in the program.

College of Arts and Sciences Program Coordinators

- will serve as members of the Teacher Education Committee.

Governance of the Patton College of Education

The Patton College of Education maintains a structure and governance system for planning, delivering, and evaluating all education programs that includes P-12 school practitioners and arts and science faculty.

Structure

The structure of the Patton College of Education consists of the Chairperson of the Patton College of Education (PCOE), Coordinator of Clinical Experiences/University Supervisor, Certification Officer, and education faculty. The Patton College of Education operates under the Dean of the College of Arts and Sciences. The PCOE Chairperson oversees the operations of all teacher education programs at the University of Pikeville. The Coordinator of Clinical Experiences/University Supervisor conducts specific functions involving the placement and direction of candidates' clinical experiences. The Certification Officer completes the coordination of the certification procedures. Education faculty respect collegiality and work collaboratively with all members to complete the task of teacher preparation.

Committees include the Teacher Education Committee and the Committee on Diversity in Teacher Education. Program Coordinators from content areas outside of education, but within the College of Arts and Sciences, and P-12 teachers and administrators participate in decision- making as members of the Teacher Education Committee.

Teacher Education Committee

The Teacher Education Committee enables education faculty, Program Coordinators from content areas outside of education but within the College of Arts and Sciences, and practitioners in P-12 schools to collaborate about the design, delivery, and evaluation of the teacher education programs within the Patton College of Education. The components of the Teacher Education committee are as follows:

A. Composition

The Teacher Education Committee consists of the following:

- 3 classroom teachers
- 3 school administrators
- 2 education candidates
- all education faculty members
- community member
- program coordinators from all certification areas including arts and science
- Dean of the College of Arts and Sciences
- Registrar of the University
- Director of Teacher Education

The Director of Teacher Education will serve as the Chair of the Teacher Education Committee. The classroom teachers, administrators, and students are selected by the Patton College of Education and invited to serve on the committee by the Chair of the Teacher Education Committee. Students are non-voting members, but we seek and value their input.

B. Responsibilities

The responsibilities of the Teacher Education Committee (TEC) consists of the following:

- Admission and retention of teacher education candidates in the Teacher Education Programs and the Student Teaching Program
- Policy development
- Curricular development
- Appeals process
- Monitoring and revising the Quality Assurance System

Admission and Retention. One of the functions is to administer the process of admission and retention to the Teacher Education Programs and the Student Teaching Program in accordance with policies and procedures established by the institution, the program, and Kentucky's Education Professional Standards Board.

Policy Development. The TEC is to make and/or approve policy changes in the Teacher Education Programs. The TEC will review suggested policy changes submitted by the Patton College of Education based on assessment data. The Committee may also make suggestions for policy changes based on assessment data submitted by the Patton College of Education.

Curricular Development. The TEC is to make and/or approve curricular changes made in the Teacher Education Programs. Any suggested changes will then be presented to the Curriculum Committee and the faculty for their approval.

Appeals Process. The TEC is to hear and rule on appeals from teacher education candidates related to entry or continuation in any education program.

Continuous Improvement. The TEC is to monitor and revise the Quality Assurance System to ensure continuous improvement.

Course Descriptions

EDU 510 Leadership Skills for Today's Teachers I..... (3)
This first course in the program explores the various theories and practices in teacher leadership (i.e. co –teaching, mentoring, and peer coaching) and ways teacher leadership impacts P-12 student learning. It introduces teacher leader candidates to professional literature and to the knowledge and skills required for analysis of classroom, school, and district data and school and district improvement plans and available resources available. This knowledge assists the Teacher Leader candidate in the refinement of his/her individualized Professional Growth plan.

EDU 520: Motivating Today's Students While Managing Today's Classroom ….....…..... (3)
This course addresses principles and instructional practices that motivate and engage P-12 students, transforming teaching from the old "assign and assess" model into an engaging, compassionate, coherent and rigorous new instructional model. The teacher leader candidate will explore and create positive and productive learning environments that integrate technology while focusing on dynamic leadership. *This course requires clinical implementation and reflection. Pre- or corequisite: EDU 510*

EDU 530 Assessment for Teachers Leaders..... (3)
This course prepares teacher leader candidates to interpret and analyze P-12 student achievement data from the school and classroom. Teacher leader candidates will also apply data analysis results to differentiate instruction and intervention strategies at all levels, considering classroom, school, and district school improvement goals and plans. This course requires clinical implementation and reflection. *Pre- or corequisite: EDU 510.*

EDU 540: Leadership Skills for Today's Teachers II .....….. (3)
This course prepares the teacher leader candidate to collaborate as a co-teacher, resource teacher, department chair, team leader, peer observer, and as a leader in both the local and on-line professional community (Professional Learning Community). Teacher leader candidates will be equipped with the theoretical knowledge and skill necessary to participate in co-teaching, coaching and/or mentoring first and second year teachers, to assist teachers in the development of a cycle of reflective practice and to use technology to improve pedagogy. They will also design and facilitate professional development as part of this course. *This course requires clinical implementation and reflection. Pre- or corequisite: EDU 510*

EDU 550: Research I ……..…….....……... (3)
In this course teacher leader candidates will learn to read professional literature and to develop and evaluate both quantitative and qualitative research that informs their instruction and assessment. They will learn how to use research to answer specific questions that arise in their own classrooms, schools, and districts. They will collaborate with others in their schools and/or districts and candidates in their program and profession to develop a question or questions that will be used for future collaborative research in EDU 570. *Must be taken at the University of Pikeville and must be completed before taking EDU 570. Pre- or corequisite: EDU 510*

EDU 570: Research II …….....…….…… (3)
In this course emphasis will be placed on conducting applied research. Teacher leader candidates will complete an active research project where they will analyze, evaluate, and interpret student learning data at the school or district level in order to answer the research question(s) developed in EDU 550. Candidates will prepare and present the findings of the research project, which will be used to improve P-12 student learning in the school or district. Each candidate will also have the option of submitting the completed research project to an appropriate journal, e-publication, or conference for inclusion. This course must be completed within one year of completion of EDU 550 Research I and must be taken in the candidate's last semester. *Prerequisite: EDU 550.*

EDU 610: Literacy Instruction in the Elementary School …….....…….…….. (3)
This course explores the most recent research on the principles underlying the teaching of reading and writing in the elementary school along with the methods, materials, use of technology, instruction, and assessments necessary for a balanced literacy approach.
Pre- or corequisite: EDU 510

EDU 620: Literacy Instruction in the Content Areas …….....…….…… (3)
This course provides a comprehensive study of the most recent research on the strategies and materials for developing literacy skills across the content areas in middle and secondary classrooms. Candidates will be introduced to the literacy demands of the different disciplines and the instructional strategies and technologies to use in those disciplines. *Pre- or corequisite: EDU 510*

EDU 630 ……..…….....……. (3)
This course examines the key underpinnings of differentiation, the important components of differentiation, and practical ways to accomplish differentiation in the classroom. Candidates will incorporate the various components of differentiated instruction and technologies in designing lessons for implementation in a diverse classroom based on data from the state assessment system as well as school and classroom data. *This course requires clinical implementation, reflection, and a 5-hour clinical experience in a diverse P-12 setting outside of the candidate's own classroom. Pre- or corequisite: EDU 510*

EDU 640: Content Knowledge Enhancement …….....……. (3)
This course is designed to enhance the teacher leader candidate's content knowledge. Candidates will read and respond to research and will self-assess their subject matter content knowledge, pedagogical content knowledge, *and* curricular content knowledge. They will work with a teacher partner within the same content area to develop and implement a content knowledge enhancement collaboration plan. *Pre-or corequisite: EDU 510.*

EDU 650: Instructional Design...…….....……. (3)
This course is designed to enhance the teacher leader candidate's ability to design instruction aligned with state and national standards to actively engage and motivate P-12 learners. This course integrates the principles of the *Universal Design for Learning Guidelines* (udlguidelines.cast.org | CAST, Inc. 2018), which includes using multiple means of student engagement, multiple means of representation, and multiple means of action and expression to advance learning. This course familiarizes candidates with the Kentucky Framework for Teaching and addresses self-assessment and professional growth. *This course requires a videotaped lesson. Pre-or corequisite: This course can only be taken during the last semester of the candidate's coursework.*

UNIVERSITY OF PIKEVILLE

TEACHER LEADER PROGRAM
Option 1: Master of Arts in Education with Rank II
Curriculum Contract

CANDIDATE NAME:

Professional Education Core Courses..... 18 hrs.

COURSE	TITLE	HOURS	GRADE	SEMESTER COMPLETED
EDU 510	Leadership Skills for Today's Teachers I	3		
EDU 520	Motivating Today's Students While Managing Today's Classroom	3		
EDU 530	Assessment for Teacher Leaders	3		
EDU 540	Leadership Skills for Today's Teachers II	3		
EDU 550	Research I	3		
EDU 570	Research II	3		

Emphasis: Literacy and Instruction ..... 12 hrs.

COURSE	TITLE	HOURS	GRADE	SEMESTER COMPLETED
EDU 610 or EDU 620	Literacy Instruction in the Elementary School or Literacy Instruction in the Content Areas	3		
EDU 630	Leadership for Differentiated Instruction	3		
EDU 640	Content Knowledge Enhancement	3		
EDU 650	Instructional Design	3		

Step 5: Admission to the Graduate Teacher Education Program (GTEP)	Step 6: Admission to Candidacy	Step 7: Criteria for Exit from TLP
○ Completed application to the Graduate Program ○ Character and Fitness Form ○ Signed KY Code of Ethics ○ Signed Administrator Agreement with the principal of the school of employment. If the applicant is not actively employed within a P-12 school, he/she must have a signed Administrator Agreement designating a classroom/teacher partner with whom the applicant can collaborate to complete all required clinical experiences before being admitted to the program. ○ Official undergraduate/graduate transcripts ○ ___ hours transferred (6 allowed) ○ Signed acknowledgement of GTEP Handbook ○ Minimum GPA of 2.75 from degree granting institution on undergraduate coursework ○ Score of 3 or better on Evaluation for GTEP ○ Minimum GPA of 3.0 on graduate level coursework ○ Copy of teaching certificate (or Certification Inquiry from EPSB Website) ○ Passing scores on required Praxis exam(s) in certification area as indicated by a SOE or Teaching Certificate issued by EPSB ○ Self-assessment of Teacher Leader Model Standards ○ Signed statement indicating understanding and commitment to the expected dispositions ○ Approved for admission to the GTEP by the Teacher Education Committee	○ Obtain a GPA of at least a 3.0 on a 4.0 scale on the first 12 hours of relevant, transferable, education graduate coursework. ○ Submit an approved professional growth plan based on the *Kentucky Framework for Teaching*. ○ Have no ratings at the ineffective level on the teacher partner assessment of the Teacher Leader Model Standards. ○ Must attain a score of 3 or better on each of the professional dispositions identified on the Candidate Dispositions Inventory as assessed by graduate education faculty. ○ Be approved for admission to candidacy by the Teacher Education Committee.	○ Completed application for graduation ○ Completed the last 25 hours at UPIKE ○ Cumulative GPA of at least 3.0 ○ 3 or better on each of the Dispositions as assessed by the teacher partner and a school administrator ○ 2 or better on each Teacher Leader Model Standard (TLMS) as assessed by the teacher partner and a school administrator ○ Complete Unit and Operations Survey ○ Overall score of 2 or better on presentation of research results

Note: When a candidate's GPA falls below 3.0 on a 4.0 scale, he or she will automatically be placed on academic probation for one semester during which the GPA must be raised to the required 3.0 level. If the GPA is not successfully raised after one semester of probation, the candidate may be officially suspended from the program. If a candidate is officially suspended from the Graduate Teacher Education Program or the Teacher Leader Program, he or she must remain inactive for one semester before re-applying for admission.

_____ _____
Signature of Candidate Date Advisor's Signature Date

UNIVERSITY OF PIKEVILLE

TEACHER LEADER PROGRAM

Option 2: Master of Arts in Education with Rank 1

(Applicants must be at a Rank II to apply for this option.)

Curriculum Contract

CANDIDATE NAME:

Professional Education Core Courses..... 18 hrs.

COURSE	TITLE	HOURS	GRADE	SEMESTER COMPLETED
EDU 510	Leadership Skills for Today's Teachers I	3		
EDU 520	Motivating Today's Students While Managing Today's Classroom	3		
EDU 530	Assessment for Teacher Leaders	3		
EDU 540	Leadership Skills for Today's Teachers II	3		
EDU 550	Research I	3		
EDU 570	Research II	3		

Emphasis: Literacy and Instruction ..... 12 hrs.

COURSE	TITLE	HOURS	GRADE	SEMESTER COMPLETED
EDU 610 or EDU 620	Literacy Instruction in the Elementary School or Literacy Instruction in the Content Areas (Middle and Secondary)	3		
EDU 630	Leadership for Differentiated Instruction	3		
EDU 640	Content Knowledge Enhancement	3		
EDU 650	Instructional Design	3		

Step 5: Admission to the Graduate Teacher Education Program (GTEP)	Step 6: Admission to Candidacy	Step 7: Criteria for Exit from TLP
○ Completed application to the Graduate Program ○ Character and Fitness Form ○ Signed KY Code of Ethics ○ Signed Administrator Agreement with the principal of the school of employment. If the applicant is not actively employed within a P-12 school, he/she must have a signed Administrator Agreement designating a classroom/teacher partner with whom the applicant can collaborate to complete all required clinical experiences before being admitted to the program. ○ Official undergraduate/graduate transcripts ○ ___ hours transferred (6 allowed) ○ Signed acknowledgement of GTEP Handbook ○ Minimum GPA of 2.75 from degree granting institution on undergraduate coursework ○ Score of 3 or better on Evaluation for GTEP ○ Minimum GPA of 3.0 on graduate level coursework ○ Copy of teaching certificate (or Certification Inquiry from EPSB Website) ○ Passing scores on required Praxis exam(s) in certification area as indicated by a SOE or Teaching Certificate issued by EPSB ○ Self-assessment of Teacher Leader Model Standards ○ Signed statement indicating understanding and commitment to the expected dispositions ○ Approved for admission to the GTEP by the Teacher Education Committee	○ Obtain a GPA of at least a 3.0 on a 4.0 scale on the first 12 hours of relevant, transferable, education graduate coursework. ○ Submit an approved professional growth plan based on the *Kentucky Framework for Teaching*. ○ Have no ratings at the *ineffective* level on the teacher partner assessment of the Teacher Leader Model Standards. ○ Must attain a score of 3 or better on each of the professional dispositions identified on the Candidate Dispositions Inventory as assessed by graduate education faculty. ○ Be approved for admission to candidacy by the Teacher Education Committee.	○ Completed application for graduation ○ Completed the last 25 hours at UPIKE ○ Cumulative GPA of at least 3.0 ○ 3 or better on each of the Dispositions as assessed by the teacher partner and a school administrator ○ 2 or better on each Teacher Leader Model Standard (TLMS) as assessed by the teacher partner and a school administrator ○ Complete Unit and Operations Survey ○ Overall score of 2 or better on presentation of research results

Note: When a candidate's GPA falls below 3.0 on a 4.0 scale, he or she will automatically be placed on academic probation for one semester during which the GPA must be raised to the required 3.0 level. If the GPA is not successfully raised after one semester of probation, the candidate may be officially suspended from the program. If a candidate is officially suspended from the Graduate Teacher Education Program or the Teacher Leader Program, he or she must remain inactive for one semester before re-applying for admission.

_____ _____

Signature of Candidate Date Advisor's Signature Date

Application for Admission to the Graduate Teacher Education Program – Step 5

UNIVERSITY OF PIKEVILLE
PATTON COLLEGE OF EDUCATION

Graduate Teacher Education Program

Consideration for admission to the University of Pikeville requires you to complete the following steps.

Step 1 Submit this application to:
Note: A nonrefundable application fee of $50 must be included with this application.

MA - Teacher Leader Admissions
University of Pikeville
147 Sycamore Street
Pikeville, KY 41501

MA TL admissions questions should be addressed to:

Fairy Coleman
University of Pikeville
tl@upike.edu
(606) 218-5314

Step 2 Provide official undergraduate and graduate transcripts for all collegiate work attempted.
Note: A minimal cumulative GPA of 2.75 on a 4.0 scale from the degree-granting institution if issued after 2013 and a GPA of 2.60 if issued before 2013.

Step 3 Complete and sign the Character/Fitness/Ethics form included with this application.

Step 4 Complete a Free Application for Federal Student Aid (FAFSA) by February 15 to determine federal, state and institutional aid. The University of Pikeville's Title IV Institution Code is 001980.

Anticipated Program Beginning Spring _____ Summer _____ Fall _____

Social Security Number _____ - _____ - _____ **Email address:** _____

Name _____
Last *First* *Middle* *Maiden* *Preferred Name*

Address _____
Number and Street *City* *State* *Zip* *County*

Home Phone (____) _____ **Cell Phone** (____) _____

Date of Birth _____ **U.S. Citizen** Yes No **Sex** Male Female

Ethnic Background Hispanic White: Non-Hispanic Black, Non-Hispanic Asian or Pacific Islander
American Indian or Alaskan Native Other

Marital Status Married Single Other _____

Name of Employer* _____

Address of Employer _____
Number & Street *City* *State* *Zip* *County*

Phone Number of Employer _____

Job Title and Role (e.g., 4th grade teacher) _____

School Name (if currently teaching) _____

Please list the colleges/universities that you have attended: _____

_____

Have you ever applied to, attended or been employed by the University of Pikeville? If so, under what name and when? _____

There are a number of transition points built into the program that will enable UPIKE personnel to provide program participants guidance and support, helping ensure success in the program. The first transition point is successful admission to the program.

Signature of Applicant**_____

**By signing this form applicants affirm that all information in the application is true and that falsifying any information is reason for dismissal from the program.

What happens now?

1. The provided information will be reviewed to determine eligibility for general admission to the graduate program.
   a. Participants will submit a TL Program Administrator Agreement form (see the following pages). This form simply lets your principal know that you're participating in the program and that you will be applying best-practice strategies learned as a part of the program in your classroom or a designated classroom if you do not currently hold a teaching job.
   b. Your professor will provide you access to an electronic version of the Graduate Education Handbook and respond to any questions you may have related to the handbook.
2. Following the review, applicants will receive written communication concerning their status in the program.
3. After twelve hours of approved graduate coursework with a GPA of 3.0 on a 4.0 scale and completion of all other criteria identified on the Curriculum Contract, you will be admitted to candidacy.

Don't forget to complete and sign all the forms that begin on the next page!

CHARACTER and FITNESS FORM
Graduate Education Program

Answer each question by circling "yes" or "no." If you answer "yes" to any question, you must submit a full explanation using a separate sheet of paper.

If you have ever held, or currently hold a professional license, credential, or other document issued to you by any other jurisdiction other than Kentucky within the United States or abroad, enclose a copy of the certificate(s) and provide the following:

Type of Professional Certificate	State or Jurisdiction of Issuance	Issue Date	Expiration Date

Disclosure of Background Information

If you answer "yes" to any question below, SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, court records, and any other information that explains the circumstances in detail.	YES	NO	Documentation Attached
1. Have you ever had a professional certificate, license, credential, or any document issued for practice denied, suspended, revoked, or voluntarily surrendered? If you have had a professional certificate, license, credential, or any other document issued for practice initially denied by a licensing body, but later issued, you must answer "yes.			
2. Have you ever been suspended or discharged from any employment or military service because of allegations of misconduct?			
3. Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of allegations of misconduct?			
4. Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?			
5. Have you ever been convicted of or entered a guilty plea, an "Alford" plea, or a plea of nolo contendere (no contest) to a felony or misdemeanor, even if adjudication of the sentence was withheld in Kentucky or any other state? For the purpose of this application, minor traffic violations should not be reported. Convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported.			
6. Do you have any criminal charges pending against you?			
7. If you indicated "yes" to question #1 through #6, has the EPSB previously reviewed the information? – _____ (Date of Review)			

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the Professional Code of Ethics for Kentucky Certified School Personnel, 16 Kentucky Administrative Regulation 1:020, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

I affirm and declare that all information given by me on this form is true, and correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161.120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

SIGNATURE_____ **DATE** _____

From Kentucky EPSB Certification (CA-1)

PROFESSIONAL CODE OF ETHICS
FOR KENTUCKY SCHOOL PERSONNEL
16 KAR 1:020

Section 1. Certified personnel in the Commonwealth:

(1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

(2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;

(3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

(A) **TO STUDENTS:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

(B) **TO PARENTS:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

(C) **TO THE EDUCATION PROFESSION:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

SIGNATURE_____ **DATE** _____

MCEE
MODEL CODE OF ETHICS FOR EDUCATORS

A Look at The Model Code of Ethics for Educators (MCEE)

The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

Following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with di**gn**ity and respect. The professional educator promotes the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.

NASDTEC

More information, details, and resources are available at: http://www.nasdtec.net

National Council for the Advancement of Educator Ethics

I hereby acknowledge that I have read the Model Code of Ethics for Educators and agree to abide by and exhibit the behaviors described therein.

Name (please print)	Signature	Date

UNIVERSITY OF PIKEVILLE
GRADUATE TEACHER EDUCATION PROGRAM/TEACHER LEADER PROGRAM

ADMINISTRATOR AGREEMENT

This agreement is a requirement for admission to the University of Pikeville Graduate Teacher Education Program/Teacher Leader Program.

By signing this agreement the administrator:

- gives permission for the candidate to complete all required clinical experiences.
- gives permission for the candidate to conduct the action research project in his/her classroom or a designated classroom in which the candidate will collaborate with the teacher to complete all required clinical experiences **if he/she is not employed** within the school.
- gives permission for the candidate to present action research findings to the appropriate audience.
- gives permission for a P-12 teacher partner to mentor the candidate in the school setting.

I understand the requirements of the University of Pikeville Graduate Teacher Education Program/Teacher Leader Program and give my permission for _____
to incorporate the above requirements in the P-12 school setting.

_____ _____
Candidate (Print) **Administrator (Print)**

_____ _____
Candidate (Signature) **Administrator (Signature)**

Date_____ **Date**_____

School_____

School Address_____
Street or PO Box City State Zip

School Phone Number_____

School Fax Number_____

School Email Address_____

01-2018

EVALUATION FOR ADMISSION TO THE GRADUATE TEACHER EDUCATION PROGRAM
University of Pikeville
(Three Required)

Please check box 1 or 2.

☐ 1. The candidate has chosen to retain his/her right of access to this reference. Therefore, this reference may be read by the candidate upon request.

☐ 2. The candidate has chosen to waive his/her right of access to this reference. Therefore, this reference may not be read by the candidate.

Candidate's Name_____ Candidate's Signature_____
Please Print

Completed by_____ Date _____
Please Print

Please check one: ☐ School/District Administrator ☐ P-12 Teacher ☐ Other (please identify) _____

Based on your experience, please rate the teacher education applicant for the demonstration of each of the identified professional behaviors/dispositions using the following rubric:

Level 4 Always	Level 3 Typically	Level 2 Sometimes	Level 1 Rarely or Never	N/A
The applicant **always** demonstrates the behavior/disposition.	The applicant **typically,** but not always**,** demonstrates the behavior/disposition.	The applicant **sometimes,** but not usually**,** demonstrates the behavior/ disposition.	The applicant **rarely** or **never** demonstrates the behavior/disposition.	The indicator does not apply or person completing the ratings has **no knowledge** as to whether the applicant demonstrates the behavior/disposition.

Please indicate by checking ✓ the appropriate box based on the above rubric.

I. Professionalism (Dispositions: Professional Commitment and Responsibility; TLMS Domain I) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. models appropriate values for a teacher leader.					
2. is punctual.					
3. dresses appropriately in each situation.					
4. behaves in an honest and ethical manner.					
5. is positive, respectful, and supportive					
II. Critical Thinking (Dispositions: Critical Thinking and Reflective Practice; TLMS Domains IV) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. looks at issues from differing perspectives					
2. asks pertinent questions.					
3. engages students in exploration, discovery, and expression across content areas.					
4. is committed to student mastery of disciplinary content and skills.					
III. Communication (Dispositions: Critical Thinking and Reflective Practice; TLMS Domain I) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. expresses ideas in a clear, concise manner in both written and					

oral communication.					
2. responds appropriately to questions and remains on topic.					
3. submits well-planned and well-designed lesson plans.					
4. can communicate ideas in a variety of ways.					
5. seeks to foster respectful communication among all members of the learning community.					
IV. Creativity (Dispositions: Critical Thinking and Reflective Practice; TLMS Domain II) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. has courage to try new things and risk failure.					
2. is willing to challenge assumptions.					
3. uses research as well as logic to make decisions.					
4. can elaborate and extend ideas and concepts.					
V. Collaboration (Dispositions: Professional Relationships; TLMS Domains I and III) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. actively works toward setting and meeting group goals.					
2. identifies and shares new ideas for professional growth.					
3. listens to team members.					
4. refrains from dominating discussions					
VI. Diversity (Dispositions: Professional Relationships; TLMS Domains I and VI) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. values diversity.					
2. shows empathy and respect for other cultures and beliefs.					
3. chooses nondiscriminatory expressions and refrains from belittling others.					
VII. Personal Growth and Reflection (Dispositions: Critical Thinking and Reflective Practice; TLMS Domain V) The teacher education program applicant:	**Always**	**Typically**	**Sometimes**	**Rarely or Never**	**N/A**
1. adequately prepares for instruction.					
2. uses feedback and data from assessments to inform instruction.					
3. proactively works to modify instruction based on student data.					
4. values input from others in the form of constructive criticism and feedback.					
5. makes personal changes based on constructive criticism and feedback.					

Additional Comments (attach an additional sheet if needed):

☐ I recommend the applicant for admission to the Graduate Teacher Education Program.

☐ I do not recommend the applicant for admission to the Graduate Teacher Education Program.

_____

Signature of person completing form

Attention Evaluator:

This Evaluation for Admission to the Teacher Education Program may be submitted electronically by email: TL@upike.edu. It can also be mailed or submitted in person to the PCOE Office:

Coletta Parsley, Director of Teaching
Patton College of Education
University of Pikeville
147 Sycamore Street
Pikeville, KY 41501

CANDIDATE RECOGNITION OF DISPOSITIONS

Patton College of Education

Candidate's Statement of Commitment regarding Dispositions

It is the responsibility of the Patton College of Education to successfully prepare candidates to become effective teachers and teacher leaders. The education program requires candidates to demonstrate the knowledge, skills, and *dispositions* outlined in the conceptual framework as they align with the expected behaviors of teachers. Each candidate will be evaluated on these dispositions and provided with feedback to assist with their progress.

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as care, respect, trust, integrity (OCT 2006), fairness, honesty, responsibility, and social justice (NCATE, 2001). The following dispositions are expected of teacher education candidates in the university classroom and in the schools.

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it.

The Candidate:

1. Maintains appropriate confidentiality
2. Demonstrates compliance with laws/regulations/policies/standards
3. Maintains professional appearance
4. Is prepared for class or appointments
5. Is punctual for class or appointments
6. Demonstrates honesty/academic integrity

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society.

The Candidate:

7. Demonstrates high expectations for others
8. Demonstrates respect for the beliefs of others
9. Demonstrates effective collaboration skills (e.g., with colleagues, instructors, students)
10. Demonstrates respect for cultural differences
11. Demonstrates patience with and/or compassion for those experiencing difficulty during the learning process
12. Demonstrates flexibility during the learning process

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession.

The Candidate:

13. Demonstrates critical thinking in written or verbal form
14. Addresses issues of concern professionally (with instructors/colleagues/students)
15. Responds positively to constructive criticism
16. Takes responsibility for his or her learning by actively seeking out new information
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge
18. Demonstrates reflective practice in written or verbal form

I have read the dispositions and indicators above. I believe that good dispositions are integral to being an effective, professional educator. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance in accord with the requirements of the Patton College of Education, my success and progress in the teacher education program depends upon successful demonstration of these dispositions.

_____	_____	_____
Student Name	**Signature**	**Date**

Used with permission

This work, NU Teacher Candidate Dispositional Scale" abbreviated as the NU D-Scale is copyright © 2017 Rinaldo, V., Sheeran, T. J. & Foote, C.

Attach a copy of your current teaching certificate or certification inquiry. If there are any changes in your certification while you are enrolled in our program, please send us an updated copy of your teaching certificate.

Please remember to send official transcripts of all undergraduate and graduate level coursework.

There is also a $50 application fee.

Thank you for your interest in our Teacher Leader Master's Program!

Will be completed in Canvas during EDU 510.

Admission to Graduate Teacher Education Program

Candidate Pre Self-Assessment of Teacher Leader Model Standards

Candidate Name _____ Date _____

Use the following rubric to complete a self-assessment of your level in meeting the Teacher Leader Model Standards:

Ineffective	Developing	Accomplished	Exemplary
I am **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.	I am **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.	I am **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.	I am **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** I **actively seek opportunities for professional growth** to continue to improve in these areas.

Please rate your level of implementation by checking the appropriate box below:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
The teacher leader: 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;				
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.				
Overall Domain I				
Domain II: Accessing and Using Research to Improve Practice and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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;				

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.				
Overall Domain II				
Domain III: Promoting Professional Learning for Continuous Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain III				
Domain IV: Facilitating Improvements in Instruction and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain IV				
Domain V: Promoting the Use of Assessments and Data for School and District Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

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.				
Overall Domain V				
Domain VI: Improving Outreach and Collaboration with Families and Community				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

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.				
Overall Domain VI				
Domain VII: Advocating for Student Learning and the Profession				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VII				

These forms are to be used for admission to Candidacy in the Teacher Leader Program – Step 6

Teacher Partner Assessment of Teacher Leader Model Standards

Introduction

Context: The main goal of the University of Pikeville Teacher Leader Program Master's Program is to prepare our candidates to meet the Teacher Leader Model Standards so that they are equipped to step into teacher leadership positions within their classrooms and schools. The Teacher Leader Model Standards have seven domains, and each domain has several related functions. The standards are both research -based and nationally recognized.

Purpose: The purpose of this assessment is to determine to what extent our teacher candidates are implementing the standards within their classrooms and schools. The results will also help us evaluate how well our program is preparing candidates with the teacher leadership skills to meet the standards.

Assessment/Rubric: To increase data reliability, it is important that you understand the assessment instrument and the rating system. The assessment asks you to rate the implementation level of each function of the Teacher Leader Model Standards and to provide a final rating for each domain based on your observations of the teacher candidate. The identified functions detail the specific research-based leadership skills and activities that teacher leaders are expected to demonstrate. The following rubric levels and descriptions are identified on the assessment; however, to guide the scoring process, further clarification for each rubric level is given below:

Ineffective: *The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Ineffective should be selected if you have **not observed** the teacher candidate demonstrating any of the leadership activities identified in each function of the Teacher Leader Model Standards.

Developing: *The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Developing should be selected if you have observed the teacher candidate implementing **only part** of the function. The candidate is on the right track in developing the leadership skills, but the identified skills are **not fully developed**.

Accomplished*: The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Accomplished should be selected if you have observed the teacher candidate implementing **all** the leadership skills identified in the function. The candidate has **fully developed** the skills and demonstrates them regularly.

Exemplary*: The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.*

Exemplary should be selected if the teacher candidate is **fully** meeting the teacher leadership skills in each function, and he/she regularly **participates in professional growth opportunities** to **further refine the identified skills**.

If you have any questions or wish additional training for this assessment, please do not hesitate to contact the University of Pikeville Patton College of Education at 606-218-5314. Clinical partnerships are important to the quality of our Teacher Leader Program, and we value your input!

Please proceed to the assessment.

Teacher Partner Assessment of Teacher Leader Model Standards

Candidate Name _____ Date _____

Use the following rubric to complete a peer assessment of the implementation levels of the Teacher Leader Model Standards:

Ineffective	Developing	Accomplished	Exemplary
The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.

Please rate the level of implementation by checking the appropriate box below:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
The teacher leader: 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;				
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.				
Overall Domain I				
Domain II: Accessing and Using Research to Improve Practice and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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;				

d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.				
Overall Domain II				
Domain III: Promoting Professional Learning for Continuous Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain III				
Domain IV: Facilitating Improvements in Instruction and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain IV				
Domain V: Promoting the Use of Assessments and Data for School and District Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain V				
Domain VI: Improving Outreach and Collaboration with Families and Community				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VI				
Domain VII: Advocating for Student Learning and the Profession				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VII				

Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the Excel sheet provided in accordance with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are scored with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

	1	2	3	4	5
1. Maintains appropriate confidentiality	☐	☐	☐	☐	☐
2. Demonstrates compliance with laws/regulations/ policies/standards	☐	☐	☐	☐	☐
3. Maintains professional appearance	☐	☐	☐	☐	☐
4. Is prepared for class or appointments	☐	☐	☐	☐	☐
5. Is punctual for class or appointments	☐	☐	☐	☐	☐
6. Demonstrates honesty/academic integrity	☐	☐	☐	☐	☐

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

	1	2	3	4	5
7. Demonstrates high expectations for others	☐	☐	☐	☐	☐
8. Demonstrates respect for the beliefs of others	☐	☐	☐	☐	☐
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)	☐	☐	☐	☐	☐
10. Demonstrates respect for cultural differences	☐	☐	☐	☐	☐
11. Demonstrates Patience with and/or compassion for those experiencing difficulty in the learning process	☐	☐	☐	☐	☐
12. Demonstrates flexibility during the learning process	☐	☐	☐	☐	☐

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

	1	2	3	4	5
13. Demonstrates critical thinking in written or verbal form	☐	☐	☐	☐	☐
14. Addresses issues of concern professionally (with instructors/colleagues/ students)	☐	☐	☐	☐	☐
15. Responds positively to constructive criticism	☐	☐	☐	☐	☐
16. Takes responsibility for his or her learning by actively seeking out new information	☐	☐	☐	☐	☐
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge	☐	☐	☐	☐	☐
18. Demonstrates reflective practice in written or verbal form	☐	☐	☐	☐	☐

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These forms are to be used for Exit from the Teacher Leader Program – Step 7

School Administrator Assessment of the Teacher Leader Model Standards

Introduction

Context: The main goal of the University of Pikeville Teacher Leader Program Master's Program is to prepare our candidates to meet the Teacher Leader Model Standards so that they are equipped to step into teacher leadership positions within their classrooms and schools. The Teacher Leader Model Standards have seven domains, and each domain has several related functions. The standards are both research -based and nationally recognized.

Purpose: The purpose of this assessment is to determine to what extent our teacher candidates are implementing the standards within their classrooms and schools. The results will also help us evaluate how well our program is preparing candidates with the teacher leadership skills to meet the standards.

Assessment/Rubric: To increase data reliability, it is important that you understand the assessment instrument and the rating system. The assessment asks you to rate the implementation level of each function of the Teacher Leader Model Standards and to provide a final rating for each domain based on your observations of the teacher candidate. The identified functions detail the specific research-based leadership skills and activities that teacher leaders are expected to demonstrate. The following rubric levels and descriptions are identified on the assessment; however, to guide the scoring process, further clarification for each rubric level is given below:

Ineffective: *The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Ineffective should be selected if you have **not observed** the teacher candidate demonstrating any of the leadership activities identified in each function of the Teacher Leader Model Standards.

Developing: *The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Developing should be selected if you have observed the teacher candidate implementing **only part** of the function. The candidate is on the right track in developing the leadership skills, but the identified skills are **not fully developed**.

Accomplished*: The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Accomplished should be selected if you have observed the teacher candidate implementing **all** the leadership skills identified in the function. The candidate has **fully developed** the skills and demonstrates them regularly.

Exemplary*: The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.*

Exemplary should be selected if the teacher candidate is **fully** meeting the teacher leadership skills in each function, and he/she regularly **participates in professional growth opportunities** to **further refine the identified skills**.

If you have any questions or wish additional training for this assessment, please do not hesitate to contact the University of Pikeville Patton College of Education at 606-218-5314. Clinical partnerships are important to the quality of our Teacher Leader Program, and we value your input!

Please proceed to the assessment.

Exit from the University of Pikeville Teacher Leader Program

School Administrator Assessment of Teacher Leader Model Standards

Candidate Name _____ Date _____

Use the following rubric to complete a peer assessment of the implementation levels of the Teacher Leader Model Standards:

Ineffective	Developing	Accomplished	Exemplary
The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.

Please rate the level of implementation by checking the appropriate box below:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
The teacher leader: 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;				
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.				
Overall Domain I				
Domain II: Accessing and Using Research to Improve Practice and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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;				
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.				
Overall Domain II				
Domain III: Promoting Professional Learning for Continuous Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain III				
Domain IV: Facilitating Improvements in Instruction and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

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.				
Overall Domain IV				
Domain V: Promoting the Use of Assessments and Data for School and District Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				

Overall Domain V				
Domain VI: Improving Outreach and Collaboration with Families and Community				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VI				
Domain VII: Advocating for Student Learning and the Profession				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VII				

Teacher Partner Assessment of Teacher Leader Model Standards

Introduction

Context: The main goal of the University of Pikeville Teacher Leader Program Master's Program is to prepare our candidates to meet the Teacher Leader Model Standards so that they are equipped to step into teacher leadership positions within their classrooms and schools. The Teacher Leader Model Standards have seven domains, and each domain has several related functions. The standards are both research -based and nationally recognized.

Purpose: The purpose of this assessment is to determine to what extent our teacher candidates are implementing the standards within their classrooms and schools. The results will also help us evaluate how well our program is preparing candidates with the teacher leadership skills to meet the standards.

Assessment/Rubric: To increase data reliability, it is important that you understand the assessment instrument and the rating system. The assessment asks you to rate the implementation level of each function of the Teacher Leader Model Standards and to provide a final rating for each domain based on your observations of the teacher candidate. The identified functions detail the specific research-based leadership skills and activities that teacher leaders are expected to demonstrate. The following rubric levels and descriptions are identified on the assessment; however, to guide the scoring process, further clarification for each rubric level is given below:

Ineffective: *The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Ineffective should be selected if you have **not observed** the teacher candidate demonstrating any of the leadership activities identified in each function of the Teacher Leader Model Standards.

Developing: *The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Developing should be selected if you have observed the teacher candidate implementing **only part** of the function. The candidate is on the right track in developing the leadership skills, but the identified skills are **not fully developed**.

Accomplished*: The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.*

Accomplished should be selected if you have observed the teacher candidate implementing **all** the leadership skills identified in the function. The candidate has **fully developed** the skills and demonstrates them regularly.

Exemplary*: The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.*

Exemplary should be selected if the teacher candidate is **fully** meeting the teacher leadership skills in each function, and he/she regularly **participates in professional growth opportunities** to **further refine the identified skills**.

If you have any questions or wish additional training for this assessment, please do not hesitate to contact the University of Pikeville Patton College of Education at 606-218-5314. Clinical partnerships are important to the quality of our Teacher Leader Program, and we value your input!

Please proceed to the assessment.

Exit from the University of Pikeville Teacher Leader Program

Teacher Partner Assessment of Teacher Leader Model Standards

Candidate Name _____ Date _____

Use the following rubric to complete a peer assessment of the implementation levels of the Teacher Leader Model Standards:

Ineffective	Developing	Accomplished	Exemplary
The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.

Please rate the level of implementation by checking the appropriate box below:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
The teacher leader: 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;				
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.				
Overall Domain I				
Domain II: Accessing and Using Research to Improve Practice and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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;				
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.				
Overall Domain II				
Domain III: Promoting Professional Learning for Continuous Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain III				
Domain IV: Facilitating Improvements in Instruction and Student Learning				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**

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.				
Overall Domain IV				
Domain V: Promoting the Use of Assessments and Data for School and District Improvement				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				

Overall Domain V				
Domain VI: Improving Outreach and Collaboration with Families and Community				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VI				
Domain VII: Advocating for Student Learning and the Profession				
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**
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.				
Overall Domain VII				

Candidate Disposition Inventory

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the Excel sheet provided in accordance with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are scored with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Professional Commitment and Responsibility: The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The student:

	1	2	3	4	5
1. Maintains appropriate confidentiality	☐	☐	☐	☐	☐
2. Demonstrates compliance with laws/regulations/ policies/standards	☐	☐	☐	☐	☐
3. Maintains professional appearance	☐	☐	☐	☐	☐
4. Is prepared for class or appointments	☐	☐	☐	☐	☐
5. Is punctual for class or appointments	☐	☐	☐	☐	☐
6. Demonstrates honesty/academic integrity	☐	☐	☐	☐	☐

Professional Relationships: The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger society. The student:

	1	2	3	4	5
7. Demonstrates high expectations for others	☐	☐	☐	☐	☐
8. Demonstrates respect for the beliefs of others	☐	☐	☐	☐	☐
9. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)	☐	☐	☐	☐	☐
10. Demonstrates respect for cultural differences	☐	☐	☐	☐	☐
11. Demonstrates Patience with and/or compassion for those experiencing difficulty in the learning process	☐	☐	☐	☐	☐
12. Demonstrates flexibility during the learning process	☐	☐	☐	☐	☐

Critical Thinking and Reflective Practice: The candidate demonstrates a commitment to continuous development within the profession. The student:

	1	2	3	4	5
13. Demonstrates critical thinking in written or verbal form	☐	☐	☐	☐	☐
14. Addresses issues of concern professionally (with instructors/colleagues/ students)	☐	☐	☐	☐	☐
15. Responds positively to constructive criticism	☐	☐	☐	☐	☐
16. Takes responsibility for his or her learning by actively seeking out new information	☐	☐	☐	☐	☐
17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge	☐	☐	☐	☐	☐
18. Demonstrates reflective practice in written or verbal form	☐	☐	☐	☐	☐

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University of Pikeville's Teacher Leader Program
Candidate Exit Survey (Post Assessment)

Using the following scale, please rate the University of Pikeville's Teacher Leader Program on how well the program prepared you to apply each function of the Teacher Leader Model Standards at the advanced level.

Ineffective	Developing	Accomplished	Exemplary
The UPIKE Teacher Leader Program did not prepare me to apply the Teacher Leader Model Standards in my classroom and school.	The UPIKE Teacher Leader Program prepared me to partially apply the Teacher Leader Model Standards in my classroom and school.	The UPIKE Teacher Leader Program prepared me to fully apply the Teacher Leader Model Standards in my classroom and school.	The UPIKE Teacher Leader Program fully prepared me to apply the Teacher Leader Model Standards, and I actively seek opportunities for professional growth to continue to improve in these areas.

Use the above rubric to rate how well the Teacher Leader Program prepared you to apply the following:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
The teacher leader: 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;					
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.					

Domain II: Accessing and Using Research to Improve Practice and Student Learning					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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;					
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.					
Domain III: Promoting Professional Learning for Continuous Improvement					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain IV: Facilitating Improvements in Instruction and Student Learning					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain V: Promoting the Use of Assessments and Data for School and District Improvement					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					

Domain VI: Improving Outreach and Collaboration with Families and Community					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain VII: Advocating for Student Learning and the Profession					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**

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.					

University of Pikeville
Patton College of Education
Graduate Unit Operations Survey

The Patton College of Education surveys all graduate education candidates, education faculty, education program coordinators, education staff, and education administrators to collect information on the efficiency of the College's overall operations.

I) Please indicate by checking the title(s) that best describes your role within the Patton College of Education.

_____teacher leader candidate

_____education faculty

_____education program coordinator

_____education staff

_____education administrator

II.) Please respond to all statements in reference to the Patton College of Education at the University of Pikeville. Check the box beside each statement that best describes your opinion using the following scale:

5 = Strongly Agree

4 = Agree

3 = No Opinion

2 = Disagree

1 = Strongly Disagree

Admission Process	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
The admission process is logical and sequential.	☐	☐	☐	☐	☐
The admission criteria is a good predictor of success in the program.	☐	☐	☐	☐	☐
The admission criteria and process is understood by candidates	☐	☐	☐	☐	☐
Advising Process	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
Education advisors explain admission criteria and process to candidates.	☐	☐	☐	☐	☒
Education advisors help candidates to select courses in a logical sequence.	☐	☐	☐	☐	☐
Education advisors are knowledgeable about graduation and certification requirements.	☐	☐	☐	☐	☐
Courses	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**

Coursework and clinical activities prepare candidates to meet the goals of the program.	☐	☐	☐	☐	☐
Coursework, including clinical experiences, prepare the candidates to be leaders in their classrooms.	☐	☐	☐	☐	☐
Coursework, including clinical experiences, prepare the candidates to be leaders in their schools.	☐	☐	☐	☐	☐
Coursework, including clinical experiences, prepare the candidates to be leaders in their districts.	☐	☐	☐	☐	☐
Coursework, including clinical experiences, prepare the candidates to be leaders in their professions.	☐	☐	☐	☐	☐
Exit Process	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
Candidates know and understand criteria required for exit from any teacher education program at the University of Pikeville.	☐	☐	☐	☐	☐
The exit process is logical and sequential.	☐	☐	☐	☐	☐
Exit criteria is a good predictor of becoming a teacher leader.	☐	☐	☐	☐	☐
Clinical Experiences	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
Clinical experiences play a significant role in the preparation of an effective teacher leader.	☐	☐	☐	☐	☐
Clinical experiences are well structured and sequenced to help in the development of leadership skills.	☐	☐	☐	☐	☐
Clinical experiences enhance what occurs in the coursework.	☐	☐	☐	☐	☐
College of Education Leadership	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
All teacher education majors are under the leadership and authority of the Patton College of Education.	☐	☐	☐	☐	☐
Patton College of Education faculty collaborate with faculty from other divisions on campus.	☐	☐	☐	☐	☐

College of Education faculty collaborate with P-12 teachers and administrators.	☐	☐	☐	☐	☐
College of Education Budget	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
The Patton College of Education receives sufficient funding at least proportional to other colleges/divisions on campus.	☐	☐	☐	☐	☐
The funding for the Patton College of Education adequately supports the curriculum, instruction, faculty and faculty development.	☐	☐	☐	☐	☐
The funding for the Patton College of Education provides sufficient support for clinical experiences.	☐	☐	☐	☐	☐
College of Education Personnel	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
Faculty workloads allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service to university, P-12 schools, and the broader communities.	☐	☐	☐	☐	☒
The support staff have sufficient time to provide candidates with necessary information and assistance when needed and to enhance the effectiveness of faculty in their teaching and mentoring of students.	☐	☐	☐	☐	☐
The support staff have sufficient time to compile documentation to meet professional, state, and institutional standards.	☐	☐	☐	☐	☐
College of Education Personnel	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
Faculty workloads allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service to university, P-12 schools, and the broader communities.	☐	☐	☐	☐	☐
The support staff have sufficient time to provide candidates with necessary information and assistance	☐	☐	☐	☐	☐

when needed and to enhance the effectiveness of faculty in their teaching and mentoring of students.					
The support staff have sufficient time to compile documentation to meet professional, state, and institutional standards.	☐	☐	☐	☐	☐
College of Education Facilities	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
The College of Education has adequate classrooms, office, conference room, etc., to support student learning and faculty in their teaching.	☐	☐	☐	☐	☐
The College of Education's P-12 school partners have adequate facilities to support education students in meeting the Teacher Leader Model Standards.					
The Allara Library and the Lena Sue Baily Educational Resource Center adequately meet the needs of the College of Education's programs, candidates, and faculty.					
College of Education Resources	**5 Strongly Agree**	**4 Agree**	**3 No Opinion**	**2 Disagree**	**1 Strongly Disagree**
Faculty and candidates have access to both sufficient and current library and curricular resources and electronic information.	☐	☐	☐	☐	☐
The College of Education has adequate resources to develop and implement its assessment plan.	☐	☐	☐	☐	☐
The College of Education has adequate information technology resources to support faculty and candidates.	☐	☐	☐	☐	☐

Comments:

THANK YOU FOR YOUR INPUT, WHICH IS VALUABLE TO IMPROVING OUR PROGRAM!

SATISFACTION SURVEYS

University of Pikeville's Teacher Leader Program
Completer Satisfaction Survey

Using the following scale, please rate the University of Pikeville's Teacher Leader Program on how well the program prepared you to apply each function of the Teacher Leader Model Standards at the advanced level.

Ineffective	Developing	Accomplished	Exemplary
The UPIKE Teacher Leader Program **did not** prepare me to apply the Teacher Leader Model Standards in my classroom and school.	The UPIKE Teacher Leader Program prepared me to **partially** apply the Teacher Leader Model Standards in my classroom and school.	The UPIKE Teacher Leader Program prepared me to **fully** apply the Teacher Leader Model Standards in my classroom and school.	The UPIKE Teacher Leader Program prepared me to **fully** apply the Teacher Leader Model Standards at an **exceptional** level and to go **beyond the standards** in my classroom and school.

Use the above rubric to rate how well the Teacher Leader Program prepared you to apply the following:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
The teacher leader: 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;					
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.					

Domain II: Accessing and Using Research to Improve Practice and Student Learning					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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;					
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.					
Domain III: Promoting Professional Learning for Continuous Improvement					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain IV: Facilitating Improvements in Instruction and Student Learning					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain V: Promoting the Use of Assessments and Data for School and District Improvement					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain VI: Improving Outreach and Collaboration with Families and Community					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain VII: Advocating for Student Learning and the Profession					

Functions	Ineffective	Developing	Accomplished	Exemplary	Not Applicable
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.					

Comments:

University of Pikeville's Teacher Leader Program
Employer Satisfaction Evaluation

Using the following scale, please rate the University of Pikeville's Teacher Leader Program on how well the program prepared any teacher who is employed in your school to meet each function of the Teacher Leader Model Standards.

Ineffective	Developing	Accomplished	Exemplary
The UPIKE Teacher Leader Program did not prepare teachers to apply the Teacher Leader Model Standards in the classroom and school.	The UPIKE Teacher Leader Program prepared the teachers to partially apply the Teacher Leader Model Standards in the classroom and school.	The UPIKE Teacher Leader Program prepared the teachers to fully apply the Teacher Leader Model Standards in the classroom and school.	The UPIKE Teacher Leader Program prepared the teachers to fully apply the Teacher Leader Model Standards a at an exceptional level and to go beyond the standards in the classroom and school.

Use the above rubric to rate how well the Teacher Leader Program prepared you to apply the following:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
The teacher leader: 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;					
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.					
Domain II: Accessing and Using Research to Improve Practice and Student Learning					

Functions	Ineffective	Developing	Accomplished	Exemplary	Not Applicable
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;					
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.					
Domain III: Promoting Professional Learning for Continuous Improvement					
Functions	Ineffective	Developing	Accomplished	Exemplary	Not Applicable
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.					
Domain IV: Facilitating Improvements in Instruction and Student Learning					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain V: Promoting the Use of Assessments and Data for School and District Improvement					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain VI: Improving Outreach and Collaboration with Families and Community					
Functions	**Ineffective**	**Developing**	**Accomplished**	**Exemplary**	**Not Applicable**
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.					
Domain VII: Advocating for Student Learning and the Profession					

Functions	Ineffective	Developing	Accomplished	Exemplary	Not Applicable
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.					

Comments: