

# Arkansas Leadership Academy Teacher Leadership Institute Application Scoring Rubric

<b>Applicant</b>	<b>School/District</b>	<b>Final Score</b>  <b>/35</b>
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Questions 1 & 6 10 points possible	Beginning 0-1	Emerging 2-5	Applying 6-8	Integrating 9-10	Score Out of 10
<p><u>Question 1:</u> <i>What would you like to know and be able to do as a teacher leader by the end of TLI?</i></p> <p><u>Question 6:</u> <i>Why is participation in the Teacher Leadership Institute important to you at this time in your career?</i></p>	<p>No evidence is given</p> <p>Evidence given does not answer the question</p> <p>Evidence is unclear</p>	<p>Demonstrates limited understanding of teacher impact on student learning</p> <p>Describes one benefit for classroom with little or no evidence of possible benefits beyond classroom.</p> <p>Vague or generalized description of the importance of attending TLI now.</p>	<p>Clear connection to impact on student learning with at least one example from teaching experience</p> <p>Cites more than one benefits to classroom and building may or may not show connection to potential beyond building</p> <p>Cites at least one personal growth area/goal supporting the importance of attending TLI now.</p>	<p>Cites multiple examples of benefits in classroom and beyond with clear connection to impact on student learning.</p> <p>Evidence of benefits extending beyond building (district, state, national)</p> <p>Benefits of participation align with TLI focus areas: Networking, communication, leadership, lifelong learning, Reflection, systems, tools, data etc.</p>	
Question 2 5 points possible	Beginning 0-1	Emerging 2-3	Applying 4	Integrating 5	Score Out of 5
<p><i>Describe leadership opportunities you have had in your school/district and outside your school/district. This would include presentations/workshops in your school, district, Co-Op, &amp; state/national conferences.</i></p>	<p>No evidence is given</p> <p>Evidence given does not answer the question</p> <p>Evidence is unclear</p>	<p>1 or 2 leadership opportunities mentioned.</p> <p>Evidence is of activities at the building level only</p> <p>No evidence of activities beyond school district</p> <p><b>** Shares leadership aspirations (this is to compensate for teachers with fewer years of work experience or limited leadership opportunities)</b></p>	<p>Cites more than 2 leadership opportunities. Evidence includes activities beyond the building level.</p> <p>Mentions participation in community beyond school.</p> <p><b>** Shares leadership aspirations, including evidence of initiative taken to increase leadership opportunities.</b></p>	<p>Cites multiple examples of current experiences in leadership (school, district, state, national)</p> <p>Describes leadership activity in the community outside school including the impact on students and adults.</p>	

Questions 3, 4, & 5 15 points possible	Beginning 0-3	Emerging 4-7	Applying 8-12	Integrating 13-15	Score Out of 15
<p><u>Question 3:</u> <i>Describe one area of instructional practice you would like to improve. What student learning would you want to impact? If your primary job responsibilities relate to supporting adults, you may substitute adult for student.</i></p> <p><u>Question 4:</u> <i>Discuss why you think some students aren't achieving in your classroom. If your primary job responsibilities relate to supporting adults, you may describe working with adults.</i></p> <p><u>Question 5:</u> <i>How have your teaching practices changed in the past three years? To what do you attribute these changes?</i></p>	<p>No evidence is given</p> <p>Evidence given does not answer the question</p> <p>Evidence is unclear</p>	<p>Gives vague or generalized description of area of instructional practice for improvement/impact on student (adult learning)</p> <p>Limited or no evidence of ongoing data use/analysis to inform work</p> <p>Shifts responsibility to circumstances beyond control of teacher. Assigns total blame to students, family, etc. for learning struggles.</p> <p>Gives vague or generalized description of change in teaching practice over time.</p> <p>Limited evidence of reflection when describing what supported change in teaching practice over time.</p>	<p>Gives some evidence from personal teaching experiences to support why they would focus on a certain instructional practice.</p> <p>Articulates clear connection to the impact on student learning including use of data to inform work.</p> <p>Resists shifting all responsibility for student achievement to circumstances beyond control of teacher. Evidence demonstrates teacher's ability to focus on what can or could be controlled.</p> <p>Gives some specific evidence to support how teaching practice has changed over time.</p> <p>Cites specific examples of what supported change in teaching practice over time.</p>	<p>Demonstrates extensive understanding of the complex act of teaching by describing area of improvement that will result in sustainable impact.</p> <p>Uses language that signals understanding of the importance of lifelong learning for leaders</p> <p>Uses language of a reflection driven leader when describing challenges to student achievement. Can clearly articulate personal connection for why some students aren't achieving.</p> <p>Demonstrates skill as a reflection driven leader by clearly articulating how teaching practice has changed over time and what supported the change.</p>	
<p><b>Comments</b></p>				<p><b>Subtotal for Questions</b></p>	<p><b>/30</b></p>
				<p><b>Principal is graduate of Master Principal I</b></p>	<p><b>+ 2</b></p>
				<p><b>Principal is graduate of Master Principal II</b></p>	<p><b>+ 3</b></p>
				<p><b>Principal is graduate of Master Principal III</b></p>	<p><b>+ 4</b></p>
				<p><b>Principal is a Designated Master Principal</b></p>	<p><b>+ 5</b></p>