At City High, an Educational Leader is a teacher who in addition to his/her normal duties, agrees to take on a leadership role in one of four areas: Teacher Coach, Curriculum, Professional Development, and Special Education. Educational Leaders are also advocates for City High's philosophy and objectives with all audiences.

**The Leadership Roles**

Educational Leaders, along with administration, choose one of the four areas as a primary focus for a period of two years. Each of the four areas will report out once a trimester at the Thursday closed leadership meetings to update the group. At the end of each two year period, administration will meet with each Educational Leader to determine the focus area for the next two year period.

1. **Teacher Coach**

Educational Leaders will engage with administration and the Teacher Coach to identify a teacher or teachers to mentor and support over a period of time.

2. **Curriculum**

Educational Leaders will engage with administration on one of the following:
   A. To develop and implement high quality, rigorous curriculum
   B. To develop and implement high quality, rigorous student assessments, with an emphasis on final exams
   C. To reflect on student work and make necessary adjustments to the curriculum
   D. To understand the technology options that can be used in the classroom to enhance the curriculum

3. **Professional Development**

Educational Leaders will engage with administration to develop, implement, and facilitate high quality, relevant professional development workshops for the faculty and staff at City High.

4. **Special Education**

Educational Leaders will engage with administration to understand how special education laws and regulations impact students at City High and identify programmatic needs and develop policies and processes to address those needs. Educational Leaders will also educate staff on special education issues.

Educational Leaders can expect to be held <u>responsible</u> for the following:
   1. Maintaining expert level teaching performance in the classroom.
   2. Taking on one of the four leadership roles for a period of two years.
   3. Taking the lead in ensuring smooth and effective functioning of the City High grade level and content area teams.
   4. Providing appropriate input for the development of City High policies and procedures.
   5. Support for implementing the policies agreed to by City High's administrative team.
   6. Acting as a role model for other faculty and staff.
   7. Attendance at and participation in all leadership days and the Thursday after-school meetings.

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**Components for Professional Growth**

**Educational Leader Components**

1. Promotes School Philosophy and Objectives
2. Education Decision Making
3. Classroom Observations
4a. Instructional Support
4b. Curricular Support
5. Team Building

**Focus Areas (choose one)**

1. Teacher Coach
2. Curriculum
3. Professional Development
4. Special Education

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**Educational Leaders** meet the requirements of an Expert Teacher and are Proficient on components 3-4a or 4b and are Advanced on components 1, 2 and 5.  Educational Leaders must also be Advanced in one of the four focus areas:  Teacher Coach (Component 4a), Curriculum (Component 4b), Professional Development (Component 10-Expert Rubric), or Special Education (Component 9-Expert Rubric).

**Steps for Promotion to Educational Leader**

The Educational Leader is critical in helping to establish and maintain the culture of City High and takes on an active role as a school leader. The entire administrative team is an integral part in the promotion process of a candidate considering promotion to Educational Leader. Promotion to Educational Leader pertains to leadership (Education Decision Making, Promotes School Philosophy and Objectives, and Team Building) and teacher support (Classroom Observations and Instructional/Curricular Support). The promotion process to Educational Leader is one of mentorship by the grade-level administrator and support from the rest of the administrative team.

- Step 1 – When a teacher believes he/she would like to begin to explore the possibility of promotion to Educational Leader, the grade-level administrator should be contacted. For perspective candidates, the grade-level administrator will serve as the coach during the exploration of the promotion process.

- Step 2 – The grade-level administrator/coach will determine if an interview should be scheduled between the perspective candidate and the administrative team. During the interview, the candidate must provide a rationale for consideration for promotion. The candidate must discuss all components in the Educational Leader section of the promotion rubric. The discussion is an oral summary. The candidate will be notified within four weeks about how to move forward.

- Step 3 – The promotion process to Educational Leader involves being mentored by members of the administrative team, most often the grade level administrator. The mentoring process consists of:
    - Creating, editing and documenting leadership case studies; and
    - Observing teachers and writing up observations; and
    - Observing conferences with teachers or;
    - Case studies that document curricular support.

- Step 4 – The promotion process is formalized when the Principal or Education Manager signs the City High Promotion/ACT 48 Log when the teacher has completed the work described in step three. The promotion process must be completed within one year of obtaining the principal's signature. If the promotion process exceeds one year, the candidate must begin the process again. A teacher will earn 60 hours in ACT 48 credit for completing the promotion process.

- Step 5 – Candidates formally present their case studies and evidence to the Leadership Team in a discussion format. The presentation must address all aspects of the five components of the Educational Leader rubric and include comprehensive documentation. It must also address the teacher's desire to become part of the School Leadership. The promotion vote will occur on the day of the presentation.

- Step 6 – If the Leadership Team votes for the promotion, the promotion goes into effect immediately. Otherwise, modifications need to be made to the presentation and a second presentation must occur within two (2) months.

**EDUCATIONAL LEADER**                         **PROMOTION/ACT48 LOG, (60 Hours)**

Teacher: _____

Teacher/Current Status: _____          Coach: _____

Beginning Date: _____          Signature Principal: _____
                   (valid for one year)

| Meeting Log:  Date and Notes | Hours | Actions Between Meetings | People Present |
|---|---|---|---|
| **Initial Meeting (with administrator)** | | | |
| **Meetings with Coach** | | | |
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| Classroom Observation Log | Observer | Date |
|---|---|---|
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| Portfolio Writing Log | Date |
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| Levels of Proficiency Component 1<br><br>**PROMOTES SCHOOL PHILOSOPHY AND OBJECTIVES** | EVIDENCE | ADVANCED | PROFICIENT | NEARLY PROFICIENT | NEEDS SIGNIFICANT IMPROVEMENT |
|---|---|---|---|---|---|
| **Leader in School Problem Solving** | Observation<br>Anecdotal Data<br>Written Narrative | Leads the school in solving problems and reaching a consensus. | Can articulate school issues, present solutions and articulate the effect of the solutions on various constituencies. | Is able to articulate school problems or issues and is able to suggest possible solutions. | Seems unaware or unable to cope with school problems or issues. Tends to want to blame people rather than solve problems. |
| **Capacity Building (choose two areas of expertise)**<br>Program Development<br>Team Building<br>Student Advocacy<br>Data Interpretation<br>Teacher Support<br>Archivist | Observation<br>Anecdotal Data<br>Written Narrative<br>Work Samples | Leads the school in specific areas of school improvement. Greatly influences successful growth of the school/organization. | Is an expert in one or more areas of school improvement. Contributes to improving the school in this area. | Has an area of expertise that is emerging. Is marginally able to support school improvement efforts in this area. | Has no area of expertise to help with school improvement. |
| **Reflects School Objectives** | Observation<br>Anecdotal Data<br>Written Narrative | Consistently models school objectives in all in-class and out-of-class activities. | Understands and articulates school objectives and demonstrates them in the classroom. Provides student-centered, project oriented instruction. | Attempts with moderate success to provide instruction consistent with school objectives. | Tends to lecture and provide teacher-centered instruction. |
| **Proponent of School Philosophy** | Observation<br>Anecdotal Data<br>Written Narrative<br>Student/Parent Perspective | Is perceived as a school leader by outside parties. | Attempts to promote school philosophy externally. | Is perceived as a school leader internally. | Is neutral or negative about the school externally. |
| **Supports School Decisions** | Anecdotal Data<br>Written Narrative<br>Observation | Consistently takes the lead in ensuring that agreed upon decisions are effectively implemented at the team level. | Helps staff understand the reasoning behind agreed upon decisions and the Master Teacher's role in the implementation. | Shares information regarding agreed upon decisions with staff in an appropriate manner. | Undermines or ignores agreed upon decisions. |
| **Mentors Teachers** | Promotion Log<br>Teacher Reflections | Is valued as an expert on helping teachers successfully become promoted. | Helps the teacher to navigate the promotion process by providing valuable process and product input. | Attempts to help others in the promotion process. Provides valuable input, but lacks in management of the process. | Little or no help in supporting peers during their promotion process. |

| Levels of Proficiency Component 2 EDUCATION DECISION MAKING | EVIDENCE | ADVANCED | PROFICIENT | NEARLY PROFICIENT | NEEDS SIGNIFICANT IMPROVEMENT |
|---|---|---|---|---|---|
| Understands Ramifications of Decisions from Multiple Perspectives | Observation Anecdotal Data Written Narrative | Always considers problems from a holistic perspective. Makes decisions that reflect knowledge of the depth and complexity of educational systems. | Can articulate a given decision and explain its ramifications with respect to budget, personnel, constituent groups, PDE, the law and the classroom. | Considers implications of decisions from a variety of perspectives. | Sees decision making from a single perspective. |
| Consensus Builder | Observation Anecdotal Data Written Narrative | Is a consistent leader in building consensus among all school staff. | Takes the lead in consensus building while helping others to understand the issues. | Participates in consensus building. | Not interested in building a consensus. |
| Innovative Problem Solver | Observation Anecdotal Data Written Narrative | Consistently solves problems with tailored and correct solutions that are consistent with school philosophy. | Focuses on a solution that takes into account consequences and constituencies. | Suggests a unique or creative solution, but has not necessarily thought through the consequences of the solution. | Suggests traditional solutions that have little likelihood of success and are not consistent with school philosophy. |
| Uses Data to Drive Decision Making | Observation Anecdotal Data Written Narrative | Takes a holistic approach to problem solving using every data source available. Makes sure that decisions address problems as exhibited in real data. | Collects as much data as possible to inform decision making. | Uses anecdotal and statistical data to make decisions. | Uses a single point of data to generalize when making decisions. |

| Levels of Proficiency Component 3<br><br>**CLASSROOM OBSERVATIONS** | EVIDENCE | ADVANCED | PROFICIENT | NEARLY PROFICIENT | NEEDS SIGNIFICANT IMPROVEMENT |
|---|---|---|---|---|---|
| **Observe Classes (gathering data)** | Anecdotal notes Classroom mapping Data on student engagement | Uses data to articulate cause/effect between instructional practice and student engagement/achievement. | Observes classes, gathers data and articulates the instructional practices observed and the level of engagement/achievement. | Observes classes, gathers data and has a reasonable understanding of what occurred and why. | Observes classes but leaves with little data to analyze class interactions. |
| **Deconstructing the Classroom** | Observation Conference | Based on the data collected, correctly identifies the area of instruction needing improvement and the strategies that should be used. | Articulates the cause/effect relationships between lesson planning, teacher/student interactions and student achievement. | Describes accurately the lesson planning, teacher/student interactions and assessments used. | Has great difficulty describing the lesson planning, teacher/student interactions and assessments used. |
| **Cognitive and Behavioral Ramifications of Pedagogical Decisions** | Observation Conference | Due to a deep understanding of the connection between pedagogy and student achievement/behaviors, is able to prescribe appropriate teaching strategies to improve achievement. | Connects classroom pedagogy to student achievement and behaviors. | Describes classroom pedagogy accurately. Also describes student achievement and behaviors. Has difficulty articulating the connection between the two. | Has great difficulty understanding the cause/effect relationship between pedagogy and student understanding and/or behaviors. |
| **Focus on Student Achievement** | Observation Conference | Differentiates students' achievement, noticing patterns and identifies pedagogical strategies to address students that are not achieving. | Differentiates student achievement across all students. | Describes individual student achievement on a limited basis. | Focuses on student achievement for the class as a whole. |
| **Metacognition (MCOG) Self-Regulation** | Observation Conference | Articulates strategies that help teachers learn how to self-regulate as they teach, modify their instruction, and maximize student achievement. | Links a teacher's MCOG ability to adjustments made during the lesson. Describes the result of the adjustment and determines if the strategy was successful. | Describes when a teacher, based on relevant student input, modifies their teaching to address some immediate need. | Has great difficulty identifying when a teacher self reflects on the lesson and adjusts accordingly. |
| **Content** | Observation Conference | Provides feedback, strategies and extensions for the content being taught. The suggestions are consistent with the curriculum for the course and state standards. | Provides content suggestions that help the teacher improve their content knowledge. | Points out areas of the lesson that were confusing from a content perspective. | Has great difficulty providing feedback on classroom content. |

**Levels of Proficiency – Component 4**
**INSTRUCTIONAL and CONTENT SUPPORT**

| Instructional Support 4a | EVIDENCE | ADVANCED | PROFICIENT | NEARLY PROFICIENT | NEEDS SIGNIFICANT IMPROVEMENT |
|---|---|---|---|---|---|
| **Sharing Observations** | Written Reports Conferences | Teacher is provided with a report that accurately describes classroom interactions. The report provides a framework for future growth and analysis. | Observation report includes areas of strength and needed growth. Clear examples are provided to support recommendations. | Observation report includes both areas of strength and needed growth. | Observation reports provide little insight into cause/effect between instruction and engagement/achievement. |
| **Lesson Planning** | Peer Lesson Plans Conference Observation | The teacher shows growth in creating lessons that are proactive in nature with respect to pacing, objectives, discipline and transitions. | Suggestions for the lesson plan are proactive, addressing pacing, objectives, discipline and transitions. Peer gains insight into how lesson plans determine the nature of all classroom interactions. | Provides help with lesson planning. Offers insight into how lesson plans determine the nature of all classroom interactions. | Attempts to provide help with lesson planning. Offers limited insight into how lesson plans determine the nature of all classroom interactions. |
| **Conferring** | Conference Observation | Conference is a 2-way dialogue that leads to the teacher taking a meta-cognitive/active role in improving their practice. | Conference is a 2-way dialogue that leads to a plan for improvement. | Succeeds at conveying the report, but teacher has concerns about how to proceed. | The conference is flat with little buy-in from the teacher. |
| **Data Analysis** | Student Achievement Discipline Grades Student/Teacher Interactions | Data analysis leads teacher to modify their instruction in a manner that clearly improves student achievement. | Data analysis is clear, correct and provides information on how to improve instruction. | Data analysis provides information and conclusions that are correct. | Data analysis is not comprehensive, missing a number of key factors. |
| **Strategies** | Conference | The teacher demonstrates that the suggested strategies have worked. | Models strategies for improvement. Helps teacher to deconstruct the lesson and learn how the strategies can succeed. | Provides strategies for improvement. | Is unable to provide the teacher with examples in practice. |
| **Mentoring** | Conference | Creates a relationship with the teacher that allows for honest and constructive discourse. Results in an appropriate, accurate and relevant interaction. This leads to instructional improvement and student achievement. | Strikes a constructive balance between providing support for successful strategies and alternatives for areas of improvement. | Attempts to provide support and strategies to improve. However, has a difficult time with areas of improvement. | Has a difficult time managing the awkwardness of peer mentoring. |

**Levels of Proficiency - Component 4**
**INSTRUCTIONAL and CONTENT SUPPORT**

| CURRICULAR SUPPORT 4b | EVIDENCE | ADVANCED | PROFICIENT | NEARLY PROFICIENT | NEEDS SIGNIFICANT IMPROVEMENT |
|---|---|---|---|---|---|
| Unit Planning | Unit Plans Case Study | Department teachers show growth in unit planning and subsequently lesson planning that are proactive in nature with respect to learning objectives, pacing, and monitoring of student achievement. | Suggestions for the unit plan are proactive in nature with respect to learning objectives, pacing, monitoring of student achievement. This is apparent in daily lesson plans. | Provides help with unit planning. Offers insight into how unit plans are an outline for the learning objectives, pacing and monitoring of student achievement. | Attempts to provide help with unit planning. Offers limited insight into how unit plans are an outline for lesson planning. |
| Curriculum Development | Scope and Sequences Case Study | Department teachers demonstrate growth in curriculum planning. This results in a scope and sequence that is proactive in nature with respect to state standards, unit planning and lesson planning. | Suggestions for the scope and sequence are proactive in nature- aligning both state standards and the four year course of study. Unit planning and lesson planning become a natural outgrowth of the curriculum. | Provides help with curriculum development. Offers insight into how scope and sequences are an outline for course units, individual lessons and assessments. | Attempts to provide help with curriculum development. Offers limited insight into how scope and sequences are an outline for teaching a course of study. |
| Content Knowledge | Department observations Case Study | Expert at the full range of content knowledge. Provides support for the department teachers that results in growth in content area knowledge and its application in lessons. | Determines the content area needs of the department and provides resources and suggestions that are reflected in the department's practice. | Determines the content area needs of the department and provides resources that address the need. | Has difficulty determining the issues regarding content area knowledge. Struggles with how to provide support for the content area needs of the department. |
| Departmental Leadership | Department meetings (notes) Action Plans Initiatives | Takes a leadership role in departmental endeavors that leads to successful initiatives. Empowers departmental members while reaching consensus. | Provides comprehensive programs that address departmental needs. Some department members are willing to team on the endeavor. | Provides input into departmental endeavors. Department members do not reach consensus. | Input into departmental endeavors is limited. Input has little impact on peer group. |

| Levels of Proficiency Component 5  TEAM BUILDING | EVIDENCE | ADVANCED | PROFICIENT | NEARLY PROFICIENT | NEEDS SIGNIFICANT IMPROVEMENT |
|---|---|---|---|---|---|
| Model for Other Teachers | Anecdotal Data Written Narrative Observation | Is an example for all teachers in the school with respect to teaching, problem solving and professional responsibilities. | Actively engages with other teachers (grade level or content area) and provides help in implementing solutions. | Occasionally interacts with other members of the grade level team or content area and tries to provide support. | Does not engage with other members of the grade level team or content area. |
| Team Facilitation  (Facilitator/Supporter) | Observations and conferences Narratives and reflections Case Studies | Significantly contributes to the running of a team, generally considered to be exemplary in terms of interactions between team members, with administration and with other grade level teams. | Ensures that team meetings run smoothly, communication with administration is clear and team member concerns and ideas are appropriately and timely acted upon. | Often helps a team make progress in its ability to work together, communicate with administration and appropriately address ideas and concerns. | Does not help a team make progress in its ability to work together, communicate with administration and appropriately address ideas and concerns. |
| Team Effectiveness | Observations and conferences Narratives and reflections Case Studies | Working with other team leaders, creates an environment where holding each other accountable for carrying out agreed upon roles, responsibilities and assignments and demanding excellence from students and teachers is the norm. | Ensures that team members hold each other accountable for following through on agreed upon roles and responsibilities and assignments. | Is willing to be held accountable for agreed upon roles, responsibilities and assignments. | Does not know how to be accountable to the team for agreed upon roles, responsibilities and assignments. |
| Support of Team Members | Observations and conferences Narratives and reflections Case Studies | Pro-actively provides appropriate coaching, advice and guidance to team members. | Provides appropriate coaching, advice and guidance to team members. | Answers questions and provides support for teachers working to improve their performance as team members. | Interactions with teachers is superficial or non-existent, when it comes to helping team members performing better. |
| Development and Implementation of Team Strategies | Observations and conferences Narratives and reflections Case Studies | Effectively facilitates the process of building and implementing strategies designed to improve team performance. | Helps create and implement strategies designed to improve team performance. | Supports team leaders in their efforts to create and implement strategies that help improve team performance. | Not active in the team's effort to create and implement strategies to improve team performance. |