

Teacher Standards and Practices Commission

Teacher Leader Portfolio

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Instructions for Applying: Teacher Leader License

Prior to submitting this application, please confirm the following:

- I hold an active and valid Professional, Standard, Continuing or Initial II Teaching License issued by the Teacher Standards and Practices Commission; and
- I am currently employed as a teacher *in Oregon*, and have been employed as a teacher for at least five (5) full academic years prior to submitting this application; and
- Within the past five (5) years, I have had two (2) consecutive (employed) years of “effective” to “highly effective” evaluations as established by the Oregon Department of Education’s “Oregon Matrix Model for Educator Evaluation”, based on an annual evaluation or within a summative evaluation cycle (*For example, an evaluation that is completed every other year but is based on two years of teaching is acceptable*); and
- I am submitting evidence of “professional leadership practices”. The evidence within the portfolio:
 - Occurred within the five years immediately prior to this application; and
 - Demonstrates that I have fully met **at least twelve (12) different elements** of the thirty-seven (37) elements under any of the seven (7) domains of TSPC Rubric for Teacher Leader Evaluation.
 - Is substantiated by at least two professional colleagues for each element. Professional colleagues may include licensed coworkers, supervisors, or other professional peers; and
 - Is unique and separate for each element submitted. For example, an applicant may not reuse evidence from one element to support meeting another element; and
 - Includes evidence of my leadership in: my school; the teaching profession; and the larger community.

If you are able to select all of the above boxes, please continue with the application process.

Tips for Writing the Narratives

Your narratives should be specific and indicate if that activity demonstrates leadership within the school, the profession or the larger community. A successful application will have at least 12 different standards total. Of those, at least one standard shall demonstrate leadership in your school, at least one standard shall demonstrating leadership in the profession, and at least one standard shall demonstrating leadership within the larger community.

Steps for Applying

Step	Action
1	Select a minimum of twelve (12) different elements
2	Complete the narrative for each element. <i>Note: You'll enter only your TSPC Account ID on the front page and the document will add that number to all subsequent page. The Commission completes a blind review of the portfolio, so your name should not appear anywhere within your narrative of each Element.</i>
3	Print only the pages you are submitting.
4	Obtain appropriate signatures to verify each activity
5	Present the Affidavit to your school administrator or Human Resources Office to verify your evaluations (included at the end of this application – you may print that page and submit it separately)
6	Scan the entire packet (with or without the Affidavit) and save it to your computer or network drive
7	Delete the pages (Elements) you didn't use
8	Submit an application and fee through eLicensing
9	Either: <ul style="list-style-type: none">• Upload your completed portfolio as a PDF to your eLicensing account; or• Email the completed portfolio as a PDF to contact.tspc@oregon.gov. Your application should only include the pages showing the Elements you have selected and are providing evidence of meeting.



TEACHER LEADER APPLICATION

Introductory Narrative

Write a one or two paragraph statement to introduce the Commission to you and your teaching career.

Verification of Signatures

Provide the names, titles and relationship of the individual verifying your narrative statements on each of the Elements you include with this application.

First and Last Name	Job Title	Working Relationship



Domain 1

Domain 1: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Element 1.A.1	Examples of utilizing group processes to help colleagues by: Working collaboratively to solve problems, Making decisions, Managing conflict, and Promoting meaningful change.
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Narrative

Verification Signatures

	Verifier #1	Verifier #2
Signature		
Printed Name		
Job Title		



Domain 1: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

<p>Element 1.B.2</p>	<p>Examples of modeling effective skills by: Listening, Presenting ideas, Leading discussions, Clarifying, mediating, and identifying the needs of self and others in order to advance shared goals; and Professional learning.</p>
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Narrative

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Printed Name		
Job Title		



Domain 1: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

<p>Element 1.C.3</p>	<p>Examples of employing facilitation skills by: Creating trust among colleagues, Developing collective wisdom, Building ownership and action that supports student learning.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 1: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Element 1.D.4	Examples of striving to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.
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Narrative

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Printed Name		
Job Title		



Domain 1: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

<p>Element 1.E.5</p>	<p>Examples of using knowledge and understanding of different backgrounds, ethnicities, cultures, and languages through promoting effective interactions among colleagues.</p>
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Narrative

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Job Title		



Domain 2

Domain2: The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, including students of diversity, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers’ ongoing learning and development.

Element 2.A.6 | Examples of assisting colleagues in accessing and using research in order to select appropriate strategies to improve student learning.

Narrative

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Job Title		



Domain 2: The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, including students of diversity, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

<p>Element 2.B.7</p>	<p>Examples of facilitating the analysis of student learning data, including: Collaborative interpretation of results, and Application of findings to improve teaching and learning.</p>
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Narrative

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Printed Name		
Job Title		



Domain 2: The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, including students of diversity, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Element 2.C.8	Examples of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues.
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Narrative

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Signature		
Printed Name		
Job Title		



Domain2: The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, including students of diversity, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers’ ongoing learning and development.

Element 2.D.9	Examples of teaching and supporting colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.
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Narrative

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Printed Name		
Job Title		



Domain 3

Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Element 3.A.10	Examples of collaborating with colleagues and school administrators to plan professional learning that is Team-based, Job-embedded, Sustained over time, and Aligned with content standards, and linked to school/district improvement goals.
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Narrative

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Signature		
Printed Name		
Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

<p>Element 3.B.11</p>	<p>Examples of using information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.</p>
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Narrative

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Printed Name		
Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Element 3.C.12	Examples of facilitating professional learning among colleagues.
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Narrative

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Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Element 3.D.13	Examples of identifying and using appropriate technologies to promote collaborative and differentiated professional learning.
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Narrative

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Printed Name		
Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

<p>Element 3.E.14</p>	<p>Examples of working with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

<p>Element 3.F.15</p>	<p>Examples of advocating for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning.</p>
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Narrative

Verification Signatures

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Printed Name		
Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

<p>Element 3.G.16</p>	<p>Examples of providing constructive feedback to colleagues to strengthen teaching practice and improve student learning.</p>
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Narrative

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Signature		
Printed Name		
Job Title		



Domain 3: The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Element 3.H.17	Examples of using information about emerging education, economic, and social trends in planning and facilitating professional learning.
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Narrative

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Printed Name		
Job Title		



Domain 4

Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

Element 4.A.18	Examples of facilitating the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

<p>Element 4.B.19</p>	<p>Examples of engaging in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helping make connections to research-based effective practices.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

<p>Element 4.C.20</p>	<p>Examples of supporting colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

<p>Element 4.D.21</p>	<p>Examples of serving as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

<p>Element 4.E.22</p>	<p>Examples of using 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.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 4: The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

<p>Element 4.F.23</p>	<p>Examples of promoting 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.</p>
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Narrative

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Printed Name		
Job Title		



Domain 5

Domain 5: The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Element 5.A.24	Examples of increasing the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.
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Narrative

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Signature		
Printed Name		
Job Title		



Domain 5: The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Element 5.B.25	Examples of collaborating with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.
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Narrative

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Printed Name		
Job Title		



Domain 5: The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

<p>Element 5.C.26</p>	<p>Examples of creating 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.</p>
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Narrative

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Printed Name		
Job Title		



Domain 5: The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

<p>Element 5.D.27</p>	<p>Examples of working with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.</p>
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Narrative

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Printed Name		
Job Title		



Domain 6

Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

Element 6.A.28	Examples of using 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.
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Narrative

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Signature		
Printed Name		
Job Title		



Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

<p>Element 6.B.29</p>	<p>Examples of Modeling and teaching effective communication and collaboration skills with families and other stakeholders with a focus on Attaining equitable achievement for students of all backgrounds and circumstances.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

<p>Element 6.C.30</p>	<p>Examples of facilitating 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.</p>
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Narrative

Verification Signatures

	Verifier #1	Verifier #2
Signature		
Printed Name		
Job Title		



Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

<p>Element 6.D.31</p>	<p>Examples of developing a shared understanding among colleagues of the diverse educational needs of families and the community.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 6: The teacher leader understands the impact that diverse families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

Element 6.E.32	Examples of collaborating with families, communities, and colleagues: To develop comprehensive strategies To address the diverse educational needs of families and the community.
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Narrative

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Signature		
Printed Name		
Job Title		



Domain 7

Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

Element 7.A.33	Examples of sharing 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.
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

<p>Element 7.B.34</p>	<p>Examples of working with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all diverse students.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

<p>Element 7.C.35</p>	<p>Examples of collaborating with colleagues to select appropriate opportunities to advocate for the rights and/or needs of all diverse 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.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

<p>Element 7.D.36</p>	<p>Examples of advocating 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.</p>
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Narrative

Verification Signatures

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Printed Name		
Job Title		



Domain 7: The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

<p>Element 7.E.37</p>	<p>Examples of representing and advocating for the profession in contexts outside of the classroom.</p>
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Narrative

Verification Signatures

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Signature		
Printed Name		
Job Title		



Closing Remarks

Thank you for taking the time to submit your application and supporting documentation for the Teacher Leader License. Use this page to include a final narrative or closing remarks about your application. Reflect on how the evidence submitted for each domain makes you a Teacher leader. Feel free to include anything else you would like the Commission to consider in their review of your application.

By submitting this form either directly to my eLicensing account or by email to contact.tspc@oregon.gov, I hereby certify that the information submitted on or relating to this form is true and correct and grant the Commission permission to verify any statement made on this application.



AFFIDAVIT OF EVALUATIONS

State of Oregon

County: _____

Date: _____

I, _____ do hereby certify that:
(Name of School Administrator)

_____ has received an “effective” or “highly effective” result on
(Name of Applicant)

her/his previous two evaluations from _____.
(Name of employing Public School, ESD or District)

The first evaluation was completed for the 20__ to 20__ school year while the applicant held a Continuing, Standard, Initial II or Professional Teaching License.

The second evaluation was completed for the 20__ to 20__ school year held a Continuing, Standard, Initial II or Professional Teaching License.

The evaluations were conducted in accordance with the Oregon Department of Education’s “Oregon Matrix Model for Educator Evaluations.”

Signature of School Administrator

Address of School

Phone number of School Administrator