

Teacher Leadership Admission Portfolio

College of Education



The Teacher Leadership Admission Portfolio is required for admission into the Class AA/Ed.S program under the rules of the Alabama State Department of Education. Each candidate must submit the portfolio in addition to all graduate transcripts, valid Class A teaching certificate, and EXP form indicating at least three years of successful teaching.

Submit the portfolio online with your admission application. You will upload each of the following items individually in the “supplemental items” section:

1. Letters of Recommendation (3)
2. Evidence (1) of Collaborative Leadership Potential
3. Evidence (1) of Ability to Lead Student Achievement

The contents of the portfolio will be reviewed and scored by university faculty members. After meeting ALSDE basic requirements, the portfolio will count for all 100 points toward acceptance into the program. A minimum score of 80 is required to be accepted. Point values for portfolio elements are as follows:

Letters of Recommendation	30 points
Evidence of Collaborative Leadership Potential	40 points
Evidence of Ability to Lead Student Achievement	<u>30 points</u>
Total	100 points

The portfolio shall contain the following items:

1. **Recommendations:** Three (3) letters of recommendation.
2. **Evidence of Collaborative Leadership Potential:** Applicants should submit one (1) of the items listed below:
 - a. completed copy of a recent EDUCATE Alabama evaluation; or
 - b. Principal Recommendation Form
3. **Evidence of Ability to Lead Student Achievement:** What does it mean to be an instructional leader? How have you positively affected student achievement? Provide one (1) example of evidence documenting the ability to improve student achievement. For your example, share a learning task you have used with one or more students. Recognizing that learning often occurs incrementally, the task may be one that is repeated more than once until you determine that the student(s) can demonstrate some element of knowledge or skill.

- Describe the learning task in detail.
- Identify the standard(s) met by the task – AL Course of Study, local curriculum guides, professional organization standards, standardized test outcomes, etc. Briefly describe how the task fits into a larger context of your program and the study of that knowledge or skill.
- Reflect on what a successful student can do as a result of your teaching. Include thoughts about how you enhance chances of success on the task for your students.
- Describe how you assess the task. How do you use it as a basis for assessing student progress (especially with at risk learners)? How do you use it for judging your teaching effectiveness? How do you use it for revising future instruction?
- Identify the types of common mistakes, misconceptions, continuing misunderstandings, and obstacles to higher-level thinking that often remain after completion of the task. How do you deal with those? How do you adjust instruction for remediation with the same students, and in future assignments?

NOTE: The portfolio should be complete, professional in appearance, and grammatically correct.

Teacher Leader Program
COLLEGE OF EDUCATION
UNIVERSITY OF MONTEVALLO

Principal Recommendation

Please rate the applicant's potential as a Teacher Leader in your school on a scale of 1-4
 (1=least promising; 4=most promising)

Indicator	1	2	3	4	Comments
1. Mentoring beginning teachers					
2. Motivating learners and colleagues					
3. Maintaining openness to change when important					
4. Making decisions in collaboration with others					
5. Communicating clearly					
6. Understanding group dynamics					

7. Acting on the basis of professional ethics					
8. Acknowledging the importance of accountability					
9. Accepting the importance of planning					
10. Dealing constructively with conflict					
11. Relating to parents and other community entities					
12. Accepting the community as a resource					
13. Understanding and appreciating school culture					
14. Accepting the importance of diversity					

15. Assessing the impact of community influences					
16. Finding and solving problems					
17. Exhibiting a working knowledge of curriculum					
18. Understanding the nature of assessment					
19. Embracing the importance of staff development					
20. Collecting and using data for decision making					

FINAL COMMENTS:

Principal's Printed Name

Principal's Signature

Date