

Advanced Program Lead Teacher  
Lead Standards for Field

MS Candidate \_\_\_\_\_

Evaluator \_\_\_\_\_

**KNOWLEDGE OF A LEAD TEACHER**

The Lead Teacher:	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none"> <li>Knows and understands exemplary standards-based practice in the classroom</li> <li>Knows and applies constructive collegial behavior such as appropriate roles of peers, active listening techniques, and modeling professional attributes</li> <li>Knows strategies for being a constructive observer such as asking appropriate questions, and for improving the instructional techniques of the initial teacher candidate</li> <li>Knows how to recommend and contact resources within the school, the community, the state and nation (e.g., colleges or universities, professional organizations, human service agencies, educational resource centers, Internet sites, consulting consortiums) to assist initial teacher candidates.</li> <li>Knows major areas of research on teaching and of resources available for professional learning (e.g., professional literature, colleagues, professional associations, professional development activities, higher education) to assist initial teacher candidates.</li> <li>Knows the stages of teacher development and possible affective needs of beginning teachers as they progress through their field experience or clinical practice.</li> <li>Understands the Division of Education Metastandards and Dispositions Rubric and is able to evaluate initial teacher candidates effectively.</li> </ul>	Does not meet all expectations regarding the knowledge needed to be an effective lead teacher.	Meets the expectations regarding the knowledge needed to be an effective lead teacher.	Exceeds the expectations regarding the knowledge needed to be an effective lead teacher.
Comments:			

**DISPOSITIONS OF A LEAD TEACHER**

The Lead Teacher:	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none"> <li>Is committed to allotting time to assist the initial teacher candidate's reflection on practice</li> <li>Is enthusiastic about being a positive role model, coach, and mentor for initial teacher candidates.</li> <li>Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents, and interests of initial teacher candidates.</li> <li>Has the personal attributes of being empathetic, caring, adaptable, and enthusiastic about teaching and learning.</li> <li>Believes that all students can learn and perform at high levels</li> <li>Values productive collegial relationships and incorporates confidentiality, nonjudgmental dialogue and professional integrity in discussion with initial teacher candidates.</li> <li>Believes in education as a profession</li> </ul>	Does not meet all expectations regarding the dispositions needed to be an effective lead teacher.	Meets the expectations regarding the dispositions needed to be an effective lead teacher.	Exceeds the expectations regarding the dispositions needed to be an effective lead teacher.
Comments:			

**PERFORMANCES OF A LEAD TEACHER**

The Lead Teacher:	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none"> <li>Informs initial teacher candidates of professional development opportunities to access new content knowledge and instructional methods</li> <li>Creates a supportive and reflective environment for addressing issues facing a beginning teacher and for analyzing teaching and learning</li> <li>Exemplifies standards-based teaching in the classroom</li> <li>Supports the initial teacher candidates in interactions with teachers, administrators, and parents</li> <li>Displays a sense of humor, hope and optimism, high expectations, and an ability to act as a catalyst for the initial teacher candidate</li> <li>Exemplifies being a professional educator and a life-long learner</li> <li>Demonstrates innovative technologies and new methodologies to initial teacher candidates</li> </ul>	Does not meet all expectations regarding the performances needed to be an effective lead teacher.	Meets the expectations regarding the performances needed to be an effective lead teacher.	Exceeds the expectations regarding the performances needed to be an effective lead teacher.
Comments:			

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