

The University of North Carolina at Charlotte Department of Educational Leadership

MSA Program Electronic Evidence 2: Teacher Empowerment and Leadership Scoring Rubric

Name of Evidence: Teacher Empowerment and Leadership Action Plan – A Model of Empowered Teacher Leaders

| Element/ Descriptors Addressed | Emerging/Developing (Marginal but Not Acceptable) | Proficient (Acceptable) |
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| <p>1. Strategic Leadership – This performance assessment requires an evaluation of the role of teachers and staff in making decisions and exercising leadership in and about the instructional process of the school. The candidate will make recommendations for improvement.</p> <p>1d1. Works with others to create opportunities for staff to demonstrate leadership skills by empowering them to assume leadership and decision-making roles.</p> <p>1d2. Works with others to encourage teachers and support staff to assume leadership and decision-making roles in the school.</p> | <p>To achieve Emerging / Developing status, the candidate demonstrates in his/her artifacts knowledge of most of the best practices for teacher involvement/empowerment and can develop good, concrete plans to involve teachers in school planning and decision-making. . He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. There are at least one or more areas that need improvement.</p> | <p>To achieve Proficient status, the candidate’s artifact demonstrates knowledge of virtually all the best practices and develops very good, comprehensive, and concrete plans to involve teachers in school planning and decision-making. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.</p> |
| <p>2. Cultural Leadership – The school executive understands and acts on the understanding of the positive role that a collaborative work environment can play in the school’s culture. The school executive develops a sense of efficacy and empowerment among staff which influences the school’s identity, culture, and performance.</p> <p>3d1. Identifies strategies for building a sense of efficacy and empowerment among staff.</p> | <p>To achieve Emerging / Developing status, the candidates demonstrates in his/her artifacts knowledge of most of the best practices for teacher involvement /empowerment and can develop good, concrete plans to involve teachers in school planning and decision-making. . He/she can answer questions at a very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good. . There are at least one or more areas that need improvement.</p> | <p>To achieve Proficient status, the candidate’s artifacts demonstrate knowledge of virtually all the best practices and develops very good, comprehensive, and concrete plans to involve teachers in school planning and decision-making. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be acceptable. He/she demonstrates skills expected of a beginning principal.</p> |
| <p>3. Human Resource Leadership – The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.</p> <p>4b1. Supports, mentors, and coaches staff members and emerging teacher leaders.</p> | <p>To achieve Emerging / Developing status, the candidate demonstrates in his/her artifacts knowledge of most of the best practices for teacher involvement/empowerment and can develop good, concrete plans to involve teachers in school planning and decision-making. He/she can answer questions at a</p> | <p>To achieve Proficient status, the candidate’s artifacts demonstrate knowledge of virtually all the best practices and develops very good, comprehensive, and concrete plans to involve teachers in school planning and decision-making. The quality of these artifacts is very good to excellent. There are no areas that are not judged to be</p> |

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| | <p>very concrete level about leadership issues related to this topic. The quality of these artifacts is at least acceptable/good.</p> <p>There are at least one or more areas that need improvement.</p> | <p>acceptable. He/she demonstrates skills expected of a beginning principal.</p> |
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