

MCPS/MCEA Career Lattice Lead Teacher Application

“Teachers who have demonstrated instructional mastery and leadership skills and have chosen to move into the Leadership in Teaching stage may apply for Lead Teacher status. The application process requires evidence of exemplary teaching performance and leadership skills with colleagues.” (from the Teacher Career Lattice Program memorandum 8/23/07)

The Career Lattice is a part of the negotiated agreement (Article 14, Section G) between the Montgomery County Board of Education and the Montgomery County Education Association, and the application process for Lead Teacher is open to current active employees in the MCEA unit who hold a “meets standard” evaluation for the last two years.

Applications will be submitted using [MCPS Careers](#), and interested candidates can find information about the process by searching “Career Lattice Lead Teacher” under the “Search Jobs” link for active employees.

All written components of the Lead Teacher application should be double-spaced and use Times New Roman, font size 12.

Application Components:

- Resume (one page maximum)
 - Upload to MCPS Careers as a .doc or .pdf file
 - Name the file “[CandidateLastName]_resume”
- Purpose or Rationale Statement (one page maximum)
 - Upload to MCPS Careers as a .doc or .pdf file
 - Name the file “[CandidateLastName]_rationale”
- Component 1—Unedited Continuous Video (10 minutes maximum)
 - Upload to YouTube, [unlisted setting](#)
 - Link to video uploaded to MCPS Careers as a .doc file)
 - Name the file “[CandidateLastName]_video”
- Component 1—Written Commentary and Reflection (four pages maximum)
 - Upload to MCPS Careers as a .doc or .pdf file
 - Name the file “[CandidateLastName]_comp1”
- Component 2—Leadership in Teaching Experiences (four pages maximum)
 - Upload to MCPS Careers as a .doc or .pdf file
 - Name the file “[CandidateLastName]_comp2”
- Component 2—Leadership in Teaching Experiences Supporting Documentation (four pages maximum)
 - Upload to MCPS Careers as a .doc or .pdf file
 - Name the file “[CandidateLastName]_LTEdocs”
- Component 3— Three Recommendations (current principal, current MCEA rep or elected faculty representative (EFR), and a colleague with whom you have worked for at least one year)
 - Recommender sends PDF file to Recommendations_for_Lead_Teachers@mcpsmd.org

Resume

The teacher should submit a current resume. (one page maximum)

Purpose or Rationale Statement

The teacher should write a statement explaining why he/she feels that he/she is qualified for Lead Teacher Status. This statement should include ideas for how he/she would utilize the Lead Teacher Status. (one page maximum)

Component 1—Video and Reflection

(NOTE: Current NBCTs are exempt from this component)

Teachers will record a video of a portion of a lesson with their current class to demonstrate quality instruction in their content area. Any teacher not assigned to a class should arrange to conduct a lesson in his or her area of certification. The applicant will submit the video recording and a written commentary in which he/she responds to the specific prompts listed for this component. **The applicant must appear in the video.**

- One 10-minute unedited continuous video of a lesson the applicant is teaching to a class in his/her certified content area (or current assignment) in the current year of application for lead teacher status.
- Written commentary (context, analysis, reflection). Cite evidence from the video in the commentary (four pages maximum).

Specific Prompts for Written Commentary

Context (One page)

What is the setting for this lesson? Please include the grade or course title, the period number or time of day, the number of students in the class and their demographic breakdown by number of males and females, ethnicity, Special Education status, ESOL status, the day and date, and any other information about the class or students you consider to be pertinent to the lesson.

Analysis (One-and-a-half pages)

- What is the broader context for the instruction that is the focus of this component?
 - What were your goals for the featured lesson, and how did they fit into the broader context of the learning for these students?
 - Why is this instruction important for these students at this particular point in time?
 - How did you ensure equity of access and promote appreciation of diversity among the students?
- How does the video reflect your content knowledge?

Reflection (One-and-a-half pages)

- What were your goals for the featured lesson? Why did you choose these particular goals? How well were the goals of this lesson met?
- In what ways were you successful in enabling students to demonstrate accomplishment as speakers, listeners, and engaged learners?
- Would you revise anything if you had the opportunity to teach this lesson again? What would you revise and why would you revise it? If you would not change anything, explain why this lesson was so successful.
- What assessment was used to measure the success of the lesson?
- Explain the impact of your teaching on student learning.
- How will this lesson influence future instruction?

Component 2—Leadership in Teaching Experiences

The applicant must identify **two** leadership in teaching experiences (LTE) that demonstrate leadership skills with colleagues using current pedagogical skills.

LTE refers to an activity in which you support or improve the skills and knowledge of colleagues or community. These LTEs should promote the improvement of teaching and learning. Taken as a whole, the LTEs should reflect a variety of activities as well as interaction with colleagues, other professional groups, and/or parents. The LTE should reflect an ongoing commitment or contribution to the profession. LTEs must be within the last five years.

No more than **two pages** of commentary for each of two LTEs. No more than four pages total. In addition, you may provide supporting documentation such as agendas, action plans, training plans, or communications, which demonstrates your role in the LTE (two pages maximum for each LTE).

Possible activities to cite as LTEs include, but are not limited to:

- Leading colleagues in analyzing student data and applying the analysis to instruction.
- Coordinating a community activity.
- Coordinating an after school activity.
- Coordinating an outreach activity.
- Developing and implementing a workshop, meeting, or professional development activity.

Specific Prompts for Written Commentary (two pages for each LTE; four pages total)

Context (two paragraphs)

Provide a context of the professional situation that indicates how the LTE supports or improves the skills and knowledge of colleagues or community, and which demonstrates your role in planning, implementing, and or/evaluating the LTE.

Analysis (two paragraphs)

1. Describe the LTE. How does it demonstrate a response to identified needs of students, staff, or the community?
2. Discuss how your interaction with colleagues, other professional groups, parents, and/or community has enhanced your professional growth.

Reflection (two paragraphs)

1. Reflect on how the LTE and its related activities had an impact on student learning.
2. Reflect on the LTE presented. Discuss any changes, additions, and/or next steps that would enhance your professional growth and leadership skills.

Component 3—Recommendations

Please use the attached form to get three recommendations: one from your current principal, one from your MCEA building representative or EFR, and one from a teammate or teaching colleague with whom you have worked for at least one year. You also may ask a previous principal for a recommendation. All recommendations are confidential and should be submitted to Recommendations_for_Lead_Teachers@mcpsmd.org.

**Montgomery County Public Schools
Lead Teacher Status Application
Recommendation for the Status of Lead Teacher**

Teachers who have demonstrated instructional mastery and leadership skills may apply for lead teacher status. The application process requires evidence of exemplary teaching performance and leadership skills with colleagues. Lead teacher status is a pathway to the selection for a variety of teacher leadership roles within MCPS.

The Career Lattice Joint Panel would appreciate your feedback about this candidate. Please complete the recommendation below. Return completed recommendation as a PDF file to Recommendations_for_Lead_Teachers@mcpsmd.org.

These recommendations are confidential and will not become part of any permanent record.

NAME of Candidate: _____

NAME of person completing recommendation: _____

Position: _____ Current Principal _____ MCEA Rep/EFR _____ Colleague

Please rate the candidate on the following standards (1–5, 5 = high, 1 = low)

Criteria	5	4	3	2	1	n/a
Teaching Ability	<input type="checkbox"/>					
Leadership Skills	<input type="checkbox"/>					
Problem-solving Skills	<input type="checkbox"/>					
Interpersonal Skills	<input type="checkbox"/>					
Time Management & Organization	<input type="checkbox"/>					
Initiative	<input type="checkbox"/>					
Flexibility	<input type="checkbox"/>					
Willingness to learn new skills/strategies	<input type="checkbox"/>					
Ability to collaborate	<input type="checkbox"/>					
Big picture thinking	<input type="checkbox"/>					
Demonstrates high expectations for all students	<input type="checkbox"/>					

Would you recommend this candidate for Lead Teacher status?

_____ Highly recommend

_____ Recommend

_____ Would not recommend

Please **summarize** in several sentences your recommendation of this candidate for the status of Lead Teacher.