

Teacher As Leader Essay

Requirements. Each teacher candidate will complete a **Teacher as Leader Essay (TLE)** that documents the following: 1) leadership in the school, 2) professional development, and 3) collaboration with families.

Directions. Each teacher candidate enrolled in internship or student teaching will complete the Individual Growth Plan assignment and participate in at least two additional activities that show experience and in-depth understanding of the concept of “Teacher as Leader.” The activities may involve direct participation in the School Improvement Plan and meaningful interaction with parents/families. The activities must total a minimum of five hours of participation. The final reflective essay, the TLE, will be submitted electronically as a demonstration of proficiency in Leadership and Collaboration. The verification forms will also be submitted electronically as evidence of participation in the activities.

The involvement in the activities must be substantial and meaningful and can take the form of, but are not limited to, the following:

1. semester-long participation on a school improvement team,
2. evidence of planning and collegial work with the cooperating teacher (and/or another teacher in the school) on a project or problem of concern addressed in the school’s improvement plan,
3. involvement and participation in the development of an IEP or an IFSP,
4. meetings with the parents/guardians at the school, phone calls to the home, etc.,
5. planning and participation in a school-wide event (i.e., field trip, band performance, assemblies, open house, senior projects, health fair, parent conferences, bicycle safety program, etc.)
6. planning and participation in a school system-wide event (i.e., Special Olympics, Odyssey of the Mind, fundraiser, health and wellness initiative, science fair, writing contest, fine and performing arts event, etc.)

The format of the TLE is as follows:

1. A one-page maximum description of the activities participated in for this evidence. Activities are to be clearly identified by name and described briefly. The description is to include who sponsored the activities (teacher, school, PTO, club, school system, etc.), when they were held, and where they were held. Any other pertinent details should be included.
2. Complete a Participation Documentation Form (http://www.wcu.edu/WebFiles/WordDocs/CEAP_ParticipationDocumentationForm.docx) for each activity and attach a one-page maximum narrative description of your involvement in each activity.
3. A five-page maximum reflective essay that describes the successes and limitations of each event and what you learned about leadership, professional development, and collaboration with families. You should respond to the prompts

- **How has your Individual Growth Plan connected to this assignment?**
- **What are the concrete details from the leadership and collaboration activities that you experienced and how did they influence your understanding of leadership and collaboration?** For example, a supporting statement provides further explanation like: “I know that the event was successful because several parents responded with positive feedback”, or “ the event raised \$100.00 to support X organization”, and “this helped me value the importance of leadership and collaboration in the school community because...”.
- **How did what you learned in college affect your ability to perform leadership activities as a student teacher?** Think critically about all of your experiences at WCU such as coursework, field experiences, extra-curricular activities, special programs that you attended, etc.

4. A verifying artifact of at least one of the activities such as a printed program or announcement, video clip, digital photo, etc.