

**DESE PRIORITIES FOR Lead Professional Pathways:**

1. Successful completers of a Lead Professional Educator pathway demonstrate advanced-leadership skills outlined in the Teacher-Leader Model Standards with special emphasis on Domain 3: *Promoting Professional Learning for Continuous Improvement*.
2. Approved pathways for the Lead Professional Educator designation provide rigorous, job-embedded opportunities for educators to demonstrate advanced-leadership skills through practice and application of Teacher-Leader Model Standards.
3. Completion of the proposed pathway is consistent with other approved pathways in rigor, time for completion, and pathway support for candidates.

**PANEL OF REVIEWERS:**

A panel of 3 DESE evaluators will provide an internal review of the application. A panel of 3 members from DESE’s Teacher Leader Advisory Group (TLAG) will provide an external review.

**EVALUATION RUBRIC:**

Based on DESE’s grant priorities, evaluators will score applications using the following rubric and criterion statements to quantify the strength of each application using a 1-5 scale:

- 5=exceptional, contains compelling evidence
- 4=very good, contains convincing evidence
- 3=good, but only some compelling evidence
- 2=adequate, but lacks convincing evidence
- 1=weak, incomplete or no convincing evidence

Each application receives an average score obtained by dividing the sum of the scores by the number of criteria. In addition, reviewers will use the Lead Professional Educator Scoring Template to capture questions about the application and/or explain the rationale for their scores.

**Applicant:**

The application provides ample evidence that the organization’s vision and goals for the Lead Professional Educator align with DESE’s vision for the advanced teacher-leader role.	
The organization’s application reflects a commitment to equity and diversity by describing strategies to recruit high-quality, diverse talent to become Lead Professional Educators.	
The application thoroughly explains the delivery model for the curriculum and how job-embedded field experiences are incorporated into the pathway.	

The applicant’s timeline for candidates to complete the pathway is reasonable and can be adjusted to provide flexibility/personalization for participants.	
The application provides evidence that pathway requirements and expectations clearly align to the Teacher-Leader Model Standards.	
<b>Total</b>	

**Additional considerations**

*Organization’s Background*

- *Is the organization known for expertise in teacher leadership?*
- *Is the organization’s reputation consistent with DESE’s priorities for advanced teacher leaders?*

*Measurable Impact*

- *Will the proposed pathway have a measurable impact on teacher leadership consistent with DESE’s goals and expectations?*
- *Is the applicant’s plan and timeline sufficient to support a measurable impact in teacher-leadership quality and preparation?*

*Organizational Capacity Challenges*

- *Does the organization have the capacity to execute the proposal?*
- *Is the organization facing any additional challenges that might inhibit performance as outlined in the application?*

*Historical Activity in Critical Program Areas*

- *What level of experience does the applicant have with meeting DESE’s priorities for advanced teacher leaders?*
- *Does the organization have proven ability to prepare successful teacher leader candidates?*