

Dr. Judy Flythe Teacher Leader Award Nomination Form

The Dr. Judy Flythe Teacher Leader Award is an annual \$500 scholarship that honors the memory and contributions of Dr. Judy Flythe, former Director of Staff Development for Chesterfield County Public Schools. Her vision and leadership in education promoted and supported teachers as leaders for positive change in schools. This award also honors teachers who have exhibited exemplary teacher leadership. An effective teacher leader directly impacts the school, its teachers, and most importantly the students.

Educators are invited to nominate teachers who have exhibited exemplary teacher leadership. Because this award is intended to encourage "leading from the classroom," the teacher leader must spend at least 50 percent of his/her time directly instructing his/her own assigned students and have no immediate plans to become an administrator. **While exemplary teaching practice is a prerequisite to being a teacher leader, excellent teaching, alone, is not sufficient for recognition as a teacher leader. Therefore, in the letter of nomination you should specifically reference the teacher LEADERSHIP domains (1-7) with specific examples of how the nominee exhibits each of the seven domains.** The award should be used to further enhance the recipient's skills as a **TEACHER leader**. The teacher nominee who meets the criteria for exemplary teacher leadership has -

- Developed and implemented a specific grade level, department, or school-wide program that has impacted positively students, teachers, administrators, and parents. This impact can be measured, evaluated, and documented.

AND

- Demonstrated, at least, four years of successful teaching experience in the locality.

Deadline to receive nominations is Friday, September 21.

NOTE: Teachers are notified as soon as they are nominated. Therefore, nominations should be submitted as early as possible to allow the nominee adequate time to complete the application before the October 12 deadline.

Name of Nominee _____ Position _____

Address _____ City/State/Zip _____

Home Phone _____ Work Phone _____

Email _____

School District _____ School _____

Name of Nominating Educator _____ Position _____

Address _____ City/State/Zip _____

Home Phone _____ Work Phone _____ Email _____

Nominating Educator's Signature

Date

Please mail this nomination form to the JFTLA, Center for Teacher Leadership, Box 842020, Richmond, VA 23284-2020, or fax to 804-827-0870. Thank you for taking the time to honor a teacher leader by nominating him or her for the Dr. Judy Flythe Teacher Leader Award.

The main focus of this award centers on TEACHER LEADERSHIP. Therefore, please reference the appropriate teacher leadership domains listed below in your letter of nomination.

- How the nominee's leadership has influenced the school community—other teachers, administrators, students, and parents.

AND

- How the nominee is a teacher leader in terms of having an impact on student performance and achievement.

Please use the space below (limit 2 pages; double space, 12 pt. font)

Model Teacher Leadership Standards
Developed by the Education Testing Services (ETS)
Teacher Leadership Exploratory Consortium

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust and respect that focuses on continuous improvement in instruction and student learning.

Domain II: Accessing and Using Research to Improve Practice and Student Achievement

The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Domain III: Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies and the school community. The teacher leader uses this knowledge to promote, design and facilitate job embedded professional learning aligned with school improvement goals.

Domain IV: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure that instructional practices are aligned to a shared vision, mission and goals.

Domain V: Using Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

Domain VI: Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders and other stakeholders to improve the educational system and expand opportunities for student learning.

Domain VII: Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state and national levels as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community and profession.