

APPENDIX B

TEACHER LEADER APPLICANT BACKGROUND FORM

**Impact Evaluation to Inform the Teacher and School Leader Incentive Program  
 Conducted on behalf of the U.S. Department of Education  
 TEACHER LEADER APPLICANT BACKGROUND FORM**

District name:	_____
School name:	_____

**A. Teacher's Background**

Applicant's first and last name:	_____
Applicant's district ID #	_____
Years of teaching experience:	In the district:  __ __                       Over career:  __ __
Gender:	_____
Race/ethnicity:	_____

**B. Initial Screening Information**

**Table B1. Supporting evidence of prior effectiveness over last three years**

Applicant's effectiveness ratings	District scale (prefilled by study team)	2018-19	2017-18	2016-17
a. Teaching location		<input type="checkbox"/> Within district <input type="checkbox"/> Within state <input type="checkbox"/> Outside of district and state	<input type="checkbox"/> Within district <input type="checkbox"/> Within state <input type="checkbox"/> Outside of district and state	<input type="checkbox"/> Within district <input type="checkbox"/> Within state <input type="checkbox"/> Outside of district and state
b. Overall rating	1. Distinguished 2. Accomplished 3. Effective 4. Developing	__	__	__
c. Overall rating based on classroom observations	1. Distinguished 2. Accomplished 3. Effective 4. Developing	__	__	__
d. Value-added (if available): Overall	Scores – Continuous Ratings: 1. at or above +0.5, exceeds expected growth 2. between -0.5 and +0.5, meets expected growth 3. at or below -0.5, does not meet expected growth	Score:  __	Score:  __	Score:  __
e. Value-added (if available): Math	Scores – Continuous Ratings: 1. at or above +0.5, exceeds expected growth 2. between -0.5 and +0.5, meets expected growth 3. at or below -0.5, does not meet expected growth	Score:  __	Score:  __	Score:  __
f. Value-added (if available): ELA	Scores – Continuous Ratings: 1. at or above +0.5, exceeds expected growth 2. between -0.5 and +0.5, meets expected growth	Score:  __	Score:  __	Score:  __

Applicant's effectiveness ratings	District scale (prefilled by study team)	2018-19	2017-18	2016-17
	3. at or below -0.5, does not meet expected growth			
g. Student achievement growth (e.g. SLOs): Math	1. Exemplary 2. Proficient 3. Needs Improvement 4. Unsatisfactory	_	_	_
h. Student achievement growth (e.g. SLOs): ELA	1. Exemplary 2. Proficient 3. Needs Improvement 4. Unsatisfactory	_	_	_
i.	Other evidence: (specify)			

**Table B2. Initial Screening Summary**

Item	3-Strong	2-Acceptable	1- Borderline	0-Unacceptable
Explanation of prior effectiveness data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short essay responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cover letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall score on initial screen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher moves to advanced screening	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
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### C. Advanced Screening

**Table C1. Behavioral Event Interview**

	Level				
	High (5)			Low (1)	
	5	4	3	2	1
Competency: Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency: Impact & Influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency: (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Table C2. Skill Demonstrations**

	4-Advanced	3-Proficient	2-Working Towards	1-Needs Improvement
Coaching conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction (e.g., mini-lesson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other demonstration: (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### D. Overall Application Rating

	3-Strong	2-Acceptable	1- Borderline	0-Unacceptable
Overall application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes:				

