

Teacher Leadership Program Guidelines

GaPSC Educator Preparation Rule 505-3-.53

Introduction

Georgia has identified a need to improve P-12 students' academic performance as measured by various assessments. One method to ensure improved student performance and to address budgetary concerns is to better align the school personnel assignment with the advanced degree earned; thus, the development of the Certification Upgrade Rule. In addition to earning advanced degrees in discipline areas, the GaPSC has identified three fields for educators to upgrade their certification. The identified areas are Instructional Technology, Teacher Leader and Curriculum and Instruction. The following performance standards for Teacher Leadership certification are aligned with the certification upgrade rule, Rule 505-2-.41.

Purpose

The purpose of the Teacher Leadership Program standards as developed by the Teacher Leadership Program task force is to prepare classroom teachers to develop as leaders in their schools and school systems resulting in a Service (S) certificate in Teacher Leadership. The rule provides standardization of the program for approved professional education units to ensure consistency in the implementation of program outcomes.

Intended Audience for these Standards

The standards are designed for certified educators who wish to advance in the field of Teacher Leadership. Since this field will be classified as a P-12, Service (S) certificate, holders of this certificate will provide support and service to all levels of the P-12 system.

Teacher Leadership program candidates participate in a residency which provides significant opportunities for candidates (individually or in group experiences) to synthesize and apply the knowledge and practice to develop the skills identified in Teacher Leadership Standards 1-7 through substantial, sustained, standards-based work in authentic, embedded settings, planned and guided cooperatively by the program provider and school district personnel.

The Guidelines are intended to aid GaPSC approved program providers in program design and delivery. While guidelines are not mandated, any deviations from guidelines should be justified. The following guidelines are specific to Teacher Leadership programs:

- I. **Coaching: The program shall provide coaching by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership.**

Guideline 1: The **Provider assures** trained and qualified individuals are assigned to fulfill the following responsibilities in supporting the residency experiences of the Teacher Leadership Candidates (*Assure* in this case means the program provider will monitor and track the qualifications of individuals who are responsible for the coaching and support of Candidates and the fulfillment of their responsibilities in Guideline 1: A and E. The Provider does not have to conduct the coaching itself, but ASSURES the coaching is provided by qualified individuals for at least the minimum number of visits or hours.)

- A. Assure a full coaching cycle (pre-conference, observation, post-conference) with the Candidate is provided a minimum of four times during six-months of on-the-job residency experience. Additional coaching sessions are provided during the entire course of the residency to meet Candidate needs as indicated by performance assessment data in order for the Candidate to apply the knowledge and skills (Standards/Elements 1-7) on a full-time basis by the end of the residency experience.

Examples of assuring coaching by a qualified individual:

- a. Train Candidates in Peer Coaching to meet some of the hours and number of coaching opportunities required thereby minimizing the burden placed on local school systems as well as Providers:
 - i. Candidates video performance of identified skill to share in class;
 - ii. Peer Candidates view the videos, conduct Peer Coaching against performance standards for Teacher Leadership, and provide feedback to the Candidate;
 - iii. Microteaching: Candidates plan and implement a mini-leadership experience for small group or whole group in the program classroom and receive coaching by peers and/or course instructor.
 - b. Develop other creative methods for providing shared-responsibility, no-cost coaching opportunities.
- B. Chair the CST team.
- C. Meet with the Candidate Support Team (as defined by the partnership) at least three times during the school year. If more guidance is necessary, the Candidate Support Team should meet additional times. CST meetings may be electronic.
- D. Examine portfolio documentation as collected by the Candidate to support implementation of Standards 1-7 and to provide feedback.
- E. Initiate the residency experience.

Guideline 2: System- and/or school-based leader mentors (Principal, Assistant Principal, Lead Teacher, Instructional Coach, Department Head, or other school/system personnel with the knowledge and skills to support the Candidate) shall be assigned to share the following responsibilities in supporting the residency experiences of the Candidate:

- A. Support the efforts of the program provider personnel and the activities of the Candidate.
- B. Assist the institution/agency personnel in arranging the residency experience.
- C. Provide time for the Candidate to fulfill the responsibilities of the residency.
- D. Serve on the Candidate Support Team.
- E. Ensure the Candidate receives a minimum of thirty-six clock hours for observations and coaching and Candidate reflection over the course of the program.
- F. Coach the Candidate to successfully apply the knowledge and skills (Teacher Leadership Standards/Elements 1-7) delineated in the Teacher Leadership standards by the end of the residency experience. (To be recommended for certification, the Candidate must meet all performance standards during period in which they are leading real work, job-embedded experiences.)

Guideline 3: A **Candidate Support Team** composed of the Candidate, Provider personnel, and the **System- and/or school-based leader mentors** (Principal, Assistant Principal, Lead Teacher, Instructional Coach, Department Head, or other school/system personnel with the knowledge and skills to support the Candidate) shall be assigned to coach the Candidate to fulfill the following responsibilities:

- A. Meet at least three times (beginning/middle/end of the residency) in order to provide formative assessment for the Candidate.
- B. Develop and utilize the Individual Growth Plan.
- C. Establish observation experiences (refer to Guideline 6).
- D. Examine the Candidate performance portfolio including work samples.
- E. Evaluate progress of the Candidate and establish areas to be addressed.
- F. Determine if the Candidate has completed the requirements for the residency satisfactorily and make recommendations for additional work if necessary.

II. Demonstration of applied knowledge and skills on a full-time basis:

Guideline 4: The Candidate shall develop a portfolio to demonstrate opportunities to apply skills, knowledge, and research contained in Standards 1-7.

- A. The portfolio includes work samples or other artifacts which demonstrate meeting Standards and Elements 1-7.
- B. Specific requirements for the portfolio shall be provided to the Candidate by Provider personnel at the beginning of the residency.

Guideline 5: The Candidate, in conjunction with the other Candidate Support Team Members, shall develop an **Individual Growth Plan** to guide the residency of the leader addressing the following:

- A. The experiences should be based on Standards/Elements 1-7 and should provide Candidates with substantial responsibilities which increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, school board members and community leaders.
- B. Residency experiences occur in multiple settings allowing for the demonstration of a wide range of relevant knowledge and skills while working with appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards.

Guideline 6: Based on the Individual Growth Plan developed by the Candidate Support Team, opportunities to observe highly skilled teachers and leaders in the Candidates' identified areas for growth will be provided.

Guideline 7: The program shall meet the requirements specified in Rule 505-3-.01, Special Georgia Requirements.

Guideline 9: Each approved program provider will determine the appropriate program of study for each Candidate based on Candidate credentials. Transcripts and artifacts are reviewed to determine the coursework and experiences the Candidate must complete in order to meet the Teacher Leadership standards. The expectation is programs are designed and implemented with increased rigor and intensity demonstrated at each advanced degree and/or certificate level.

Guideline #10: Conversion Mechanism (Bridge Program)

Individuals wishing to acquire certification in Teacher Leadership based upon previously completed Teacher Leadership (or equivalent) degree programs must meet the following criteria:

- Hold an advanced Teacher Leadership or equivalent degree,
- Submit a passing score on the Georgia state-approved content assessment in the area of Teacher Leadership, and

- Provide evidence of meeting GaPSC Teacher Leadership standards through a mechanism decided upon by the approved program provider.

GaPSC approved Professional Education Units with approved Teacher Leadership programs must review transcripts, artifacts, and professional and/or educational experiences against program standards. Educators who meet all standards may be recommended for certification. In the event that the educator does not meet all standards, the Professional Education Unit will require additional coursework or experiences.

The GaPSC approved unit will determine if the degree meets the guidelines for recency of study set by the unit, but no degree should be older than ten (10) years.

Only GaPSC approved units with approved Teacher Leadership programs may be approved for offering the conversion mechanism. The conversion mechanism will be reviewed as part of the review process.

Each GaPSC approved unit will maintain evidence of completing this process for each educator.