

## 505-2-.181 TEACHER LEADER ENDORSEMENT

### Nature of Amendment(s):

Substantive  
 Clarification  
 Further Definition

### Discussion:

It is proposed that GaPSC Rule 505-2-.181 TEACHER LEADER ENDORSEMENT, dated January 15, 2016, be AMENDED to remove references to the Supplemental Induction field and add that the Teacher Leader endorsement may now be added to an Induction certificate.

### Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

#### (1) Eligibility Requirements.

(a) To be eligible for the Professional Teacher Leader Endorsement, an individual must hold a level four (4) or higher renewable professional certificate in any teaching, service or leadership field and complete other requirements outlined in GaPSC Rule [505-2-.14 ENDORSEMENTS](#).

**(b) To be eligible for the Induction Teacher Leader Endorsement, an individual must hold a level four (4) or higher Induction certificate in any teaching or service field and complete other requirements outlined in GaPSC Rule [505-2-.14 ENDORSEMENTS](#).**

~~(2) Certificates Not Issued.~~ The GaPSC does not issue the following certificate for this field:

~~— (a) Supplemental Induction certificate (See GaPSC Rule [505-2-.04 INDUCTION CERTIFICATE](#)).~~

**(2) In-Field Statement (See GaPSC Rule [505-2-.40 IN-FIELD ASSIGNMENT](#)).** An individual holding the optional Teacher Leader Endorsement has strengthened and enhanced competencies to:

(a) Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs;

(b) Work with others to promote the development of a school culture that fosters excellence in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment;

(c) Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction and assessment to standards;

(d) Model best practices in pedagogy and serve as a mentor and coach for other educators;

(e) Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning;

(f) Access and conduct research, and apply research findings to improve teaching and learning; and

(g) Demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change.