**505-3-.72 TEACHER LEADERSHIP PROGRAM**

**Nature of Amendment(s):**

✓ **Substantive**
___ **Clarification**
___ **Further Definition**

**Discussion:**
It is proposed that GaPSC Rule 505-3-.72 TEACHER LEADERSHIP PROGRAM, dated January 1, 2020, be REPEALED and a new rule with the same number and title be INITIATED. The new rule includes updated program content standards.

**(1)** **Purpose**. This rule states field-specific content standards and requirements for approving initial Teacher Leadership preparation programs designed to prepare individuals to serve in teacher leader roles in grades P-12 and to supplement requirements in GaPSC Rule 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

**(2)** **Admission Requirements**. A GaPSC-approved educator preparation provider in partnership with the employing school(s)/local unit(s) of administration, as delineated in an agreement by all partners, shall offer this program as a Service (S) field to candidates who hold a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate, and:

(a)     Are recommended by a school system-level administrator (e.g. superintendent, assistant or associate superintendent, or a designee such as the principal of the applicant's school);

(b)     Have at least one year of successful classroom teaching experience as a certified educator at the Induction, Professional, Advanced Professional, or Lead Professional level.  While at least one year of successful classroom teaching experience is required for program admission, this program is better suited for teachers who have completed the induction phase of their careers, or have at least three years of teaching experience.

(c)     Meet the criteria for specific program delivery methods:

1.     Certification-only candidates must have a Master's Degree or higher;

2.     Advanced degree candidates must have a Bachelor's degree or higher.

**(3)** **Completion Requirements.**

(a)     Certification-only candidates must meet the following criteria:

1.     Have intensive support by a mentor experienced in instructional leadership;

2.     Have an Individualized Growth Plan (IGP) developed and utilized collaboratively by the candidate and a mentor toward achievement of the candidate's IGP goals; and

3.     Have individual work samples or other artifacts that demonstrate the candidate has met program standards;

(b)     Advanced degree candidates must meet the following criteria:

1.     Have intensive support by a mentor experienced in instructional leadership;

2. Have an Individualized Growth Plan (IGP) developed and utilized collaboratively by the candidate and a mentor toward achievement of the candidate's IGP goals;

3. Have individual work samples or other artifacts that demonstrate the candidate has met program standards; and

4. Must complete the following requirements at the appropriate level:

(i) Master's Degree level: a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All six hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. This requirement may also be satisfied through work on a thesis or research project, or through work on a program capstone, internship, or other intensive field-based practical exercise directly focused on the content of a certificate field held by the educator or the educator's advancement of one or more peers' knowledge, skill, and/or ability in the peers' field(s) of certification; or

(ii) Specialist or Doctoral degree level: a minimum of six (6) semester hours (or the quarter hours equivalent) of advanced level coursework focused on the content or content pedagogy of a certificate field held by the educator. All six hours may be satisfied through advanced level content or content pedagogy courses in which candidates are required to demonstrate advanced skills related to their field of certification. This requirement may also be satisfied through work on a thesis, research project or dissertation, or through work on a program capstone, internship, or other intensive field-based practical exercise directly focused on a content field held by the educator or the educator's advancement of one or more peers' knowledge, skill, and/or ability in the peers' field (s) of certification.

**(4)** **Program Approval**. To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning (as defined in the 2015 Every Student Succeeds Act (ESSA), 20 U.S.C. § 6301) based on identified student and teacher needs. The teacher leader:

(i) Applies appropriate knowledge and strategies of adult learning theories across teacher leadership and professional learning practices;

(ii) Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession and staying current and knowledgeable of policy, trends, and practices in education;

(iii) Collaborates with others to assist with creating and sustaining viable professional learning communities designed to support the collaborative work of schools;

(iv) Leverages components of distributed leadership to conduct needs assessments to identify staff needs and provide ongoing support with implementing strategies to address staff needs;

(v) Stays current with research on the organizational conditions and features of effective professional learning which are necessary for designing and implementing on-going

professional learning experiences that are based on best practices and identified teacher and student needs;

(vi)   Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;

(vii)   Teaches and models changes in teacher practices that are necessary for improvement in student learning;

(viii)   Applies the knowledge and skills of effective mentoring, coaching, and instructional leadership to provide support for teachers' professional learning and practice;

(ix)   Utilizes multiple methods, including evidence of student learning, to assess the effectiveness of professional learning activities; and

(x)   Designs, facilitates, and implements professional development aligned to state and national professional learning standards (e.g. Learning Forward's Standards for Professional Learning).

2.   Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence in teaching and learning for all, focuses on continuous improvement, and builds a collaborative work environment. The teacher leader:

(i)   Works with others to create an environment where colleagues and students take learning risks, where fear of initial failure is minimized, and mistakes are openly discussed;

(ii)   Uses team building and effective conflict management, including consensus-building skills, in a variety of contexts to build a culture of collaboration, respect, trust and high expectations;

(iii)   Works with others to create an environment that encourages needed change using a research-informed change model;

(iv)   Supports analysis of the school's culture and builds understanding of the impact of organizational culture in teaching and learning;

(v)   Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of desired results;

(vi)   Considers the ethical and legal implications of decisions made and actions executed individually and collectively;

(vii)   Demonstrates the capacity to support the school or school district in refining, redefining, or sharpening its vision toward continuous improvement;

(viii)   Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success;

(ix)   Clarifies issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school's success; and

(x)   Works with others to build a culture that personalizes the work and learning of colleagues and students.

3.   Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and can facilitate others in the alignment of curriculum, instruction, and assessment to standards. The teacher leader:

(i)    Possesses an in-depth knowledge of their discipline, and is knowledgeable about the structure of the curriculum;

(ii)   Understands how the programs of study from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies;

(iii)  Demonstrates the capacity to use a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning;

(iv)   Demonstrates the capacity to use appropriate research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students;

(v)    Demonstrates deep understanding of the curriculum and is able to use a variety of protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards;

(vi)   Knows how to locate and can assist in recommending content specific resources that are important in the curriculum implementation process; and

(vii)  Leads and assists in leading others in prioritizing, mapping, and monitoring the implementation of the curriculum.

4.   Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators. The teacher leader:

(i)    Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback;

(ii)   Models and articulates exemplary instructional practices and strategies based on evidence-based research and high expectations for all students;

(iii)  Models the effective application of curriculum standards, instructional choices, student engagement, and monitoring of student learning;

(iv)   Demonstrates the capacity to guide and assist teachers in designing and planning quality and meaningful student work and learning experiences;

(v)    Promotes and encourages teachers in developing higher order questions, thoughtful discourse, and critical thinking in the classroom;

(vi)   Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways;

(vii)  Models and assists teachers in the integration of technology to support classroom instruction and student learning; and

(viii) Implements effective active listening and professional discourse skills to include facilitation of critical or difficult conversations, as appropriate;

5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making. The teacher leader:

(i) Guides teachers in the identification and selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning;

(ii) Assists teachers in identifying resources and providing appropriate support services for specific student needs;

(iii) Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes;

(iv) Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes;

(v) Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and

(vi) Is knowledgeable of research on the appropriate use of assessment instruments and data analysis techniques and can coach colleagues on their implementation.

6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning. The teacher leader:

(i) Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges;

(ii) Conducts and engages others in formal or informal action research to improve educational outcomes and to help address critical educational issues;

(iii) Follows appropriate legal and ethical procedures when conducting research;

(iv) Reads and stays informed of current educational research, policies, trends, and innovations; and shares current research with the school community;

(v) Analyzes a variety of valid, reliable, and evidence based research before making decisions;

(vi) Implements original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making; and

(vii) Supports colleagues in collaborating with professional organizations involved in educational research.

7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaboratively advocate for the differentiated needs of students, colleagues, families, and stakeholders to improve student learning and to guide positive change. The teacher leader:

(i) Facilitates group processes and builds alliances between and among stakeholders necessary for school improvement;

(ii) Exhibits strong interpersonal skills that establish and maintain effective working relationships;

(iii)    Supports colleagues in the development and improvement of interpersonal skills;

(iv)    Works to develop and sustain trusting, productive, and supportive relationships with all students, colleagues, families, and other stakeholders;

(v)    Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;

(vi)    Demonstrates the capacity to understand, explain, and assist with implementation of the school improvement process;

(vii)    Facilitates open dialogue of ideas and information that support the school improvement process student achievement goals, and the improvement of teaching and learning practices;

(viii)    Knows how to find resources to promote school, family, and community relations and can utilize them effectively;

(ix)    Advocates for student needs and for practices that promote student achievement; and

(x)    Facilitates colleagues' understanding of the school community's broad range of backgrounds and populations to  enrich the educational experiences of all students and achieve high levels of learning.

Authority O.C.G.A. § 20-2-200