

505-3-.104 TEACHER LEADER ENDORSEMENT PROGRAM

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to serve in teacher leader roles in grades P-12 and supplements requirements in GaPSC Rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) In-Field Statement. Completers of the Teacher Leader Endorsement have 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.

(3) Requirements.

- (a) A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service certificate, leadership certificate, or Life certificate, and at least one year of successful classroom teaching experience is required for program admission.
- (b) 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 based on identified student and teacher needs. The teacher leader:
 - (i) Applies knowledge and strategies of adult learning theories across teacher leader 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) Works with others to build viable professional learning communities designed to support the collaborative work of schools;

- (iv) Diagnoses staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;
 - (v) Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills and in providing quality feedback in order to support reflective practice;
 - (vi) Stays current with research on the organizational conditions and features of professional learning which are necessary for designing and implementing on-going professional learning experiences that are based on identified teacher and student needs;
 - (vii) Involves colleagues in development and implementation of a coherent professional learning plan based on school goals;
 - (viii) Teaches and models changes in teacher practices that are necessary for improvement in student learning;
 - (ix) Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice;
 - (x) Continually assesses the effectiveness of professional learning activities and makes adjustments as needed; and
 - (xi) Designs professional development aligned to state and national professional learning standards.
2. Candidates who complete the program are teacher leaders who 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. 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 effective conflict management, team building, and consensus-building skills in a variety of contexts to build a culture of collaboration, equity, trust and high expectations;
 - (iii) Works with others to create an environment that encourages needed change using a research-based change model;
 - (iv) Leads 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 mission and desired results;
 - (vi) Considers the ethical and legal implications of decisions made individually and collectively;
 - (vii) Is informed on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision;

- (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, adult, and organizational learning 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 apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. The teacher leader:
- (i) Possess an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum;
 - (ii) Understands how the program of studies 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) Uses a variety of processes to engage and focus teachers in cooperative planning to improve teaching and learning;
 - (iv) Uses protocols such as Standards in Practice to audit curriculum and classroom 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) Identifies content specific resources that are important in the curriculum implementation process; and
 - (vii) Leads 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) Models and articulates exemplary instructional practices and strategies based on current research;
 - (ii) Models the effective application of curriculum standards, instructional choices, and student learning monitoring;
 - (iii) Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences;
 - (iv) Assists teachers in developing higher order questions that promote thoughtful discourse and critical thinking in the classroom;

- (v) Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways; and
 - (vi) Integrates technology to support classroom instruction and student learning.
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. The teacher leader:
- (i) Guides teachers in the 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;
 - (v) Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and
 - (vi) Uses technology and research to demonstrate the correct use of assessment instruments and appropriate tools and techniques of data analysis.
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 action research to improve educational outcomes and to help address critical educational issues;
 - (iii) Follows ethical procedures when conducting research;
 - (iv) Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community;
 - (v) Analyzes numerous and various forms of research before making decisions; and
 - (vi) –Initiates new or different ideas and approaches based on informed decision-making.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with all stakeholders to improve student learning and foster/influence change. The teacher leader:
- (i) Facilitates group processes and builds alliances necessary for school improvement;

- (ii) Exhibits strong interpersonal skills that establish and maintain effective working relationships;
- (iii) Develops and sustains trusting, productive, and supportive relationships with all stakeholders;
- (iv) Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;
- (v) Supports colleagues in the development and improvement of interpersonal skills;
- (vi) Promotes effective communication and collaboration with diverse groups of people;
- (vii) Articulates and advocates to various audiences the rationale and processes of school improvement;
- (viii) Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices; and
- (ix) Identifies and utilizes resources to promote school and community relations.

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