505-3-.72 TEACHER LEADERSHIP PROGRAM

(1) **Purpose.** This rule states 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 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 the school system administrator (superintendent) or designee;

(b) Have at least one year of successful classroom teaching experience; and

(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 coaches trained in the Coaching Endorsement standards delineated in GaPSC Rule 505-3-.85;

2. Have an Individualized Growth Plan (IGP) developed and utilized collaboratively by the candidate and coach(es); and

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

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

1. Have intensive support by coaches trained in the Coaching Endorsement standards in GaPSC Rule 505-3-.85;

2. Have an Individualized Growth Plan (IGP) which the coaches will use to coach the candidate;
3. Have individual work samples or other artifacts that demonstrate that 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 twelve (12) 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 twelve 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. Three of the twelve semester hours may be satisfied through a thesis directly focused on the content of a certificate field held by the educator; or

(ii)   Specialist or Doctoral degree level: a minimum of nine (9) 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 nine 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, or these hours may be satisfied through work on a thesis, research project or dissertation directly focused on a content field held by the educator.

(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 based on identified student and teacher needs. The teacher leader:

(i)   Applies knowledge and strategies of adult learning theories across teacher leadership 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)   Identifies 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 utilizing predetermined clear criteria and providing effective, descriptive feedback;

(vi)   Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs;

(vii)   Involves colleagues in development, implementation, and evaluation 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)   Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student leaning to make adjustments; and

(xi)   Designs, facilitates, and implements professional development aligned to state and national professional learning standards.

2.   Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity 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, 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, equity, 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 mission and desired results;

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

(vii) Remains current 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 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 apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. The teacher leader:

(i)   Possesses 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 collaborative planning to improve teaching and learning;

(iv)   Uses 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 appropriate 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 and recommends 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, student engagement, and monitoring of student learning;

(iii) Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences;

(iv) Promotes and encourages teachers in developing higher order questions, 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) Models and assists teachers in the integration of 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 through data-informed decision making. 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 for instructional decisions and changes;

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

(vi) Facilitates the use of technology and research to demonstrate valid and reliable 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 appropriate 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, trends, and innovations; and shares current research with the school community;

(v)   Analyzes a variety of valid, reliable, and published 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)   Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues.

7.   Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive 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)   Supports colleagues in the development and improvement of interpersonal skills;

(iv)   Develops and sustains trusting, productive, and supportive relationships with stakeholders;

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

(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;

(ix)   Identifies and utilizes resources to promote school and community relations;

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

(xi)   Facilitates colleagues' understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of learning for all students.

Authority O.C.G.A. § 20-2-200