

THE FRAMEWORK FOR SKILLS FOR TEACHER LEADERS ENDORSEMENT GUIDELINES

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**COMMONWEALTH OF PENNSYLVANIA
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Commonwealth of Pennsylvania

Tom Wolf, Governor

Department of Education

Pedro A. Rivera, Secretary

Office of Postsecondary and Higher Education

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Bureau of School Leadership and Teacher Quality

Terry Barnaby, Director

Division of Professional Education and Teacher Quality

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Voice Telephone: (717) 787-4417, Fax: (717) 783-9348

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Pennsylvania Department of Education
School Services Unit Director
333 Market Street, 5th Floor, Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750, Fax: (717) 783-6802

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of School Leadership and Teacher Quality
333 Market Street, 12th Floor, Harrisburg, PA 17126-0333
Voice: (717) 728-3224, Fax: (717) 783-6736
www.education.pa.gov

All Media Requests/Inquiries: Contact the Office of Press & Communications at (717) 783-9802

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DEFINITION OF AN ENDORSEMENT CERTIFICATE

Following approval by the Department, baccalaureate or graduate degree granting institutions, alone or in cooperation with other institutions, community colleges or school entities, may offer short programs (12 credits) that lead to the Program Endorsement. The Program Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex educational settings. These endorsements would be added to existing Level I or Level II Certificates but are not required to perform service in these areas.

Since an endorsement program is defined by four courses (12 credits), the courses as delineated in the Skills for Teacher Leaders Endorsement Program are as follows:

- I. Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness
- II. Peer Mentoring and Its Impact on the Professional Community
- III. The Role of Change in the Era of Accountability
- IV. The School as a Cultural and Political Entity

INTRODUCTION TO THE SKILLS FOR TEACHER LEADERS ENDORSEMENT PROGRAM GUIDELINES

This document describes the professional knowledge, skills, and competencies that candidates will learn by completing a prescribed sequence of courses (including field placements). In addition to specific requirements and competencies, these guidelines discuss the Teachers Leaders Endorsement Program design, candidate competencies, field experiences, and any prerequisite certificates needed by the candidate.

PREREQUISITE FOR THE TEACHER LEADERS ENDORSEMENT PROGRAM

An Instructional I certificate is the minimum requirement for acceptance in this endorsement program. Holding this certificate ensures that candidates possess the necessary competencies in education.

TEACHER LEADERS ENDORSEMENT PROGRAM FIELD EXPERIENCES

All endorsement programs may include some components of field experiences. The Skills for Teacher Leaders Endorsement Program includes extensive, on-site field experiences that are embedded in each course. It is assumed that each course will be driven by theory as well as application. To support the learning experience, each university instructor will partner with the on-site building principal, supervisor, coordinator, teacher leader, or other educational leaders where the field experiences will take place. With this, each candidate will connect the dots between theory and application through the course work and field experiences. Both the course work and field experiences will include appropriate assessments that broaden the candidates' ability to understand, apply, and transfer principles of teacher leadership.

Field experiences will provide meaningfully engaging experiences in the teacher's respective district and will be coordinated by the building principal or other educational leader as well as the university supervisor. These experiences align with the four courses:

- I. Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness
- II. Peer Mentoring and Its Impact on the Professional Community
- III. The Role of School Change in the Era of Accountability
- IV. The School as a Cultural and Political Entity

At least one experience must include students in inclusive settings. An inclusive setting is defined as an educational setting which includes students with and without special needs. An inclusive setting includes at least one child with an Individualized Family Service Plan/Individualized Education Program (IFSP/IEP). At least one experience must be in a public school setting.

Institutions must explain:

1. How they implement field experiences;
2. The duration of candidate field experiences; and
3. How these experiences are closely integrated with coursework, assessment practices, and program goals.

OVERVIEW OF THE LITERATURE AND RESEARCH ON TEACHER LEADERSHIP

School leadership responsibilities can no longer only fall to principals. Ascribing to this perspective, York-Barr and Duke (2004a) argue, "Some of the rationale for teacher leadership emphasizes the benefits that can be realized when employees participate to a greater extent in their organizations. One such argument asserts that additional person power is needed to run the organizational operations. In education, for example, schools are viewed as too complex for principals to lead alone; the help of teachers is needed to fulfill the responsibilities of site leaders" (p. 258).

The Teacher Leaders Endorsement Program is rooted in the significant body of evidence and research that supports the need to expand opportunity for leadership pathways for teachers. The sources for this program's literature and/or advocacy are gathered from The Council for Chief State School Officers (CCSSO), National Policy Board for Educational Administration (NPBEA), National Council of Professors of Educational Administration (NCPEA), National Association for Secondary School Principals (NASSP), National Association for Elementary School Principals (NAESP), National Board for Professional Teaching Standards (NBPTS), Council for the Accreditation of Educator Preparation (CAEP), the University Council for Educational Administration (UCEA), and the Association for Supervision and Curriculum Development (ASCD) will join the National Board for Professional Teaching Standards (NBPTS) and the U.S. Department of Education as the third partner in the Teach to Lead initiative.

More than ever, teachers are accepting informal leadership positions. As York-Barr and Duke (2004b) note, "The concept and practice of teacher leadership have gained momentum in the past two decades. Teachers are assuming more leadership functions at both instructional and organizational levels of practice." Furthermore, a collaborative project that was authored by Alexandra Broin (2015) expressed the need for teacher leadership training, arguing that teachers cannot be expected to move from the role of teacher to organizational leader without support. Broin stated, "Great teaching does not automatically translate into great leadership. When principals see a teacher getting great results for students, they often move her into a leadership role in hopes that she can guide her colleagues to similar outcomes. But the skills that make someone a good teacher do not guarantee she can help adult colleagues improve.

Supporting changes in colleagues' instructional practice requires not only content knowledge, but skills that motivate and facilitate adult learning.”

LIMITATIONS OF THE SKILLS FOR TEACHER LEADERS ENDORSEMENT PROGRAM

The Skills for Teacher Leaders Endorsement Program is designed specifically for educators with an interest in teacher leadership. It is understood that teacher leaders typically assume the informal positions of department chairperson, grade level coordinator, instructional or data coach, curriculum coordinator, cooperating teacher, reading specialist, or technology coordinator, in addition to numerous ongoing and ad hoc committees. This endorsement will support the candidate in these endeavors. It is not intended to support educational responsibilities that relate to supervision or evaluation.

SKILLS FOR TEACHER LEADERS ENDORSEMENT PROGRAM DESIGN

The professional core courses, competencies and experiences for the Skills for Teacher Leaders Endorsement Program should be designed to address the specific set of issues, knowledge, and competencies that are relevant specifically to teacher leadership. The program consists of required competencies and includes field experiences.

The program design must describe clearly how the relevant set of knowledge, skills, and competencies inform the program design, and the application must also indicate how the institution will assess whether candidates have acquired the required knowledge, skills, and competencies.

All courses should be grounded in theories of cognitive, emotional, and social development and should enable candidates to gain the knowledge and experience to work successfully with family members and the broader community.

OVERVIEW OF THE SKILLS FOR TEACHER LEADERS ENDORSEMENT PROGRAM

The Teacher Leaders Endorsement Guidelines are created in congruence with Title 22 of the Pennsylvania School Code, Chapter §49.62b, and follow the General Standards required for all certificates for State Approval of Professional Educator Programs. The guideline competencies are based on and aligned with the Pennsylvania Academic and Alternative Standards, and the guidelines of various professional organizations: Council of Chief State School Officers, National Policy Board for Educational Administration (Professional Standards for Educational Leaders, 2015, and Learning Forward (Standards for Professional Learning).

CANDIDATE COMPETENCIES

Similar to the requirements in Chapter 354 of Title 22 of the Pennsylvania School Code, this section outlines the competencies required for endorsements, which ensure that candidates complete a well-planned sequence of courses and field experiences to develop an understanding of the structure, skills, core concepts, facts, methods of inquiry, and application of technology related to the endorsement area. See 22 Pa. Code § 354.25(a)(3).

- I. Candidates will demonstrate their abilities in and understanding of teacher leadership as the gateway to enhancing instructional effectiveness.
- II. Candidates will demonstrate their abilities in and understanding of peer mentoring and its impact on the professional community.
- III. Candidates will demonstrate their abilities in and understanding of the role of change in the era of accountability.
- IV. Candidates will demonstrate their abilities in and understanding of the school as a cultural and political entity.

I. Teacher Leadership as the Gateway to Enhancing Instructional Effectiveness

Goal	Objective
A. Organizational Theory	<p>A.1. Compare and contrast the various theories of an organization: systems organizational structure, social structure, and role.</p> <p>A.2. Apply organizational theories to authentic frameworks.</p>
B. Leader Behavior	<p>B.1. Analyze types of teacher leader behaviors and teacher leadership styles as they relate to leadership effectiveness and productivity.</p> <p>B.2. Analyze the impact of teacher leader beliefs in conjunction with leader behaviors and their effect on job satisfaction and productivity.</p> <p>B.3. Compare and contrast teacher leadership styles from a progressive dichotomy including but not limited to the contingency, one best way, and 21st century approaches.</p> <p>B.4. Apply the principles of democratic leadership in authentic settings.</p>
C. Decision-Making	<p>C.1. Examine the paradigms for effective decision-making.</p> <p>C.2. Apply the principles for effective decision-making in authentic settings.</p>
D. Teachers and Motivation	<p>D.1. Examine patterns of human behavior as they apply to organizational performance.</p> <p>D.2. Relate the theories (i.e. Fullan's Change Theories) and views of motivation to human behavior in respective organizations.</p>
E. Conflict in Organizations	<p>E.1. Explore the dynamics of organizational conflict.</p> <p>E.2. Apply the approaches to the diagnosis and resolution of conflict in authentic settings.</p>
F. The Leader and Ethics	<p>F.1. Examine leader behaviors as they relate to organizational ethics.</p> <p>F.2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.</p>

Goal	Objective
	<p>F.3. Place children at the center of education and accept responsibility for each student's academic success and well-being.</p> <p>F.4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.</p> <p>F.5. Lead with interpersonal and communication skills, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.</p>
<p>G. Curriculum, Instruction, and Assessment</p>	<p>G.1. Identify coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>G.2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>G.3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p>G.4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>G.5. Promote the effective use of technology in the service of teaching and learning.</p> <p>G.6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p>

II. Peer Mentoring and Its Impact on the Professional Community

Goal	Objective
A. Adults as Learners	<p>A.1. Describe the characteristics of adult learners and adult learning theories traditionally recognized as andragogy.</p> <p>A.2. Compare and contrast andragogy and pedagogy.</p> <p>A.3. Apply theories of adult learners and learning when working collaboratively to support faculty growth and development.</p>
B. Peer Mentoring Practices	<p>B.1. Identify types of teacher leadership behaviors that are appropriate for peer mentoring.</p> <p>B.2. Apply coaching behaviors in on-site settings.</p> <p>B.3. Assess the efficacy of each teacher leadership type depending on the developmental factors of the faculty involved.</p>
C. Assessing and Planning	<p>C.1. Identify purposes for peer mentoring.</p> <p>C.2. Plan for each stage of the mentoring process.</p>
D. Peer Mentoring Observation Skills	<p>D.1. Understand and practice with various observation skills/Framework for Teaching and their impact on the teaching and learning process.</p> <p>D.2. Participate in the effective induction and/or mentoring of new personnel.</p>
E. Peer Mentoring and Teacher Development	<p>E.1. Support and develop effective and caring teachers and other professional staff.</p> <p>E.2. Provide opportunities for effective induction and mentoring of new personnel.</p> <p>E.3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.</p> <p>E.4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes by identifying problems of practice.</p> <p>E.5. Deliver actionable feedback about instruction and other professional practice to support the development of teachers' and staff members' knowledge, skills, and practice.</p> <p>E.6. In collaboration with the building leadership, implement</p>

Goal	Objective
	<p>strategies to empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.</p> <p>E.7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.</p>
F. Curriculum, Instruction, and Assessment	<p>F.1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>F.2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>F.3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p>F.4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>F.5. Promote the effective use of technology in the service of teaching and learning.</p> <p>F.6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p>

III. The Role of Change in the Era of Accountability

Goal	Objective
A. Principles of Change Theory	<p>A.1. Examine the stages of organizational change, determining their impact on the school and the efficacy of the planned change initiative.</p> <p>A.2. Apply and/or implement positively the stages of change in planning and application.</p>
B. Change and Accountability	<p>B.1. Discuss how change relates to change efforts in an environment of accountability.</p> <p>B.2. Seek to make school more effective for each student, teachers and staff, families, and the community.</p> <p>B.3. Use methods of continuous improvement to achieve</p>

Goal	Objective
	<p>the vision, fulfill the mission, and promote the core values of the school.</p> <p>B.4. Assist the building/district leadership in preparing the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.</p> <p>B.5. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and assessment for continuous school and classroom improvement.</p> <p>B.6. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.</p> <p>B.7. Develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.</p> <p>B.8. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and assessment.</p> <p>B.9. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.</p> <p>B.10. Facilitate, in collaboration with the building leadership addressing situations of uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement and openly communicating the need for, process for, and outcomes of improvement efforts.</p>
C. A Vision and Mission for Schools	<p>C.1. Identify the purposes for vision and mission targets and how they relate to organizational targets and planning (change initiative).</p> <p>C.2. In collaboration with members of the school and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</p>

Goal	Objective
	<p>C.3. Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</p> <p>C.4. Participate in the strategic development, implementation, and assessment of actions in order to achieve the vision for the school.</p> <p>C.5. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.</p> <p>C.6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</p> <p>C.7. Model and pursue the school’s mission, vision, and core values in all aspects of teacher leadership.</p>
D. Planning for Professional Development	D.1. Provide input into a professional development plan for authentic change initiatives that align with the mission and core values of the school and ensures organizational viability.
E. Facilitating Professional Development	<p>E.1. Facilitate the change initiative plan in educational settings and as the coordinator or team member of that initiative.</p> <p>E.2. Assess the efficacy of the change initiative in relation to the dictates as set forward in the plan.</p>
F. Curriculum, Instruction, and Assessment	<p>F.1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>F.2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>F.3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p>F.4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>F.5. Promote the effective use of technology in the service</p>

Goal	Objective
	<p>of teaching and learning.</p> <p>F.6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p>

IV. The School as a Cultural and Political Entity

Goal	Objective
A. Organizational Culture	A.1. Specify the organizational factors, social norms, and assumptions that affect the culture of the organization.
B. The School as a Learning Community	<p>B.1. In collaboration with school leadership, model collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.</p> <p>B.2. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.</p> <p>B.3. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.</p>
C. Addressing Equity and Diversity	<p>C.1. Specify how the equity of educational opportunity and cultural responsiveness can be woven into the organization's culture.</p> <p>C.2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.</p> <p>C.3. Assist with the development of student policies and address student misconduct in a positive, fair, and unbiased manner.</p> <p>C.4. Promote a framework of cultural responsive pedagogy by bringing to the attention of the building administrator any identified social equity issues such as institutional biases, student marginalization, or discrimination based upon gender identity, race, class, culture and language, gender and sexual orientation, and disability status.</p> <p>C.5. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.</p>

Goal	Objective
	C.6. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
D. Professional Learning Communities	<p>D.1. Work collaboratively with faculty and staff in implementing job embedded opportunities for professional learning.</p> <p>D.2. Seek opportunities for collaborative examination of practice, collegial feedback, and collective learning.</p> <p>D.3. Encourage faculty-initiated improvement of programs and practices.</p>
E. State and National Trends and Policies	E.1. Analyze the extent to which state and national trends and policies affect educational organizations.
F. Professional Networking and Advocacy	<p>F.1. Explore national, professional organizations and their benefits to professional growth and informed practice.</p> <p>F.2. Become active members of related professional organizations.</p>
G. Collaboration with Stakeholders and the Community	<p>G.1. Are approachable, accessible, and welcoming to families and members of the community.</p> <p>G.2. Create and sustain positive, collaborative, and productive relationships with families, the community, and public and private sectors for the benefit of students.</p> <p>G.3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.</p> <p>G.4. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.</p> <p>G.5. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.</p>
H. Collecting, Analyzing, and Interpreting Analyzed Data	H.1. Collect, analyze, and interpret data for student achievement.
I. Summarize Data Findings, Make Recommendations, and Disseminate Data	I.1. Analyze and make recommendations to guide future projects, and disseminate data about a completed project.
J. Management and Operations	<p>J.1. Know and comply with local, state, and federal laws, rights, policies, and regulations so as to promote student success.</p> <p>J.2. Promote productive relationships with the school district leadership.</p>
K. Curriculum, Instruction, and Assessment	K.1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core

Goal	Objective
	<p>values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.</p> <p>K.2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.</p> <p>K.3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.</p> <p>K.4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.</p> <p>K.5. Promote the effective use of technology in the service of teaching and learning.</p> <p>K.6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.</p>

ASSESSMENTS

1. The teacher leader candidate will serve on a building-wide committee and in this capacity will apply appropriate skills for teacher leaders. (I. Teacher Leadership as the Gateway to enhancing Instructional Effectiveness)
2. The teacher leader candidate will work with one teacher to guide, enhance, and improve practice. (II. Peer Mentoring and Its Impact on the Professional Community)
3. The teacher leader candidate will design a plan for school change for the building or an entity within the building. (III. The Role of Change in the Era of Accountability)
4. The teacher leader candidate will establish a professional learning community (PLC) or work within an existing PLC that is building-wide or that exists as an entity within the building. (IV. The School as a Cultural and Political Entity)

Other Assessments Should Include:

- Course culmination presentation
- Case studies
- Simulations
- Discussion prompts (exploring concepts and unifying ideas)

- Consultations with those who serve as mentors (i.e. principals, Director of Curriculum, mentors, Supervisors of Special Education, expert teacher leaders etc.)
- Consultations with graduate students (regarding on-site experiences)
- Recordings of graduate students' performance on-site (as approved by the district). This will include but not be limited to: problem-solving, decision-making, facilitation of meetings, leadership skills and behaviors
- Portfolio
- Projects
- Presentations
- Reflections
- Quizzes

FACULTY

Endorsement programs submitted for review to the Department will include the qualifications of faculty assigned to teach each course within the program. Faculty who teach in the program must have demonstrated expertise in leadership and organizational behavior, as well as advanced degrees in disciplines appropriate to teaching in the program.

APPLICATION PROCESS

The institution's certification officer will recommend the candidate for the endorsement after successful completion of the Skills for Teacher Leaders Endorsement Program. The candidate must complete the required PDE application for endorsement and pay the appropriate fee to add the endorsement to their instructional certificate. The application process may be found at the following link: [Endorsement Application Process](#).

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