

Teacher Leader Endorsement

Ohio Program Standards 2009 Grades P-12

Teacher Leader Endorsement (limited to a professional teaching license or professional or permanent teaching certificate), valid for mentoring and coaching teachers, providing staff development, and assisting the building principal in developing and supporting a shared vision and clear goals for the school. Candidates for the endorsement shall hold a master's degree and have at least four years of successful teaching experience. The program of preparation shall include a practicum experience during which the candidate shall be required to demonstrate the knowledge, skills and dispositions at the distinguished level that are described in the Ohio Standards for the Teaching Profession.

Ohio Educator Licensure Standards for Teacher Leader Endorsement

Performance-based standards

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

State Standards

On October 11, 2005 the State Board of Education accepted the recommendation of the Educator Standards Board and adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at <http://www.education.ohio.gov>.

TEACHER LEADER ENDORSEMENT STANDARDS

Standard 1. Candidates know and demonstrate skill in evidenced-based principles of effective leadership and teacher learning.

- 1.1 Candidates articulate their knowledge of effective leadership to encourage high levels of performance for educators and students.
- 1.2 Candidates demonstrate skill in managing the change process by assisting and supporting teacher learning through professional development.
- 1.3 Candidates understand and apply strategies that assist adult learning and development.
- 1.4 Candidates respect the diversity of the school staff; teachers, administrators, and other personnel.
- 1.5 Candidates engage in reflective practice concerning leadership roles and responsibilities, and encourage reflective practice in others.
- 1.6 Candidates assume leadership roles at the school, district, state or national levels and in professional organizations.
- 1.7 Candidates facilitate the development of efficacy among other teachers in their school and district.

Standard 2. Candidates promote the use of data-based decisions and evidence-based practice.

- 2.1 Candidates serve as building leaders in the development, implementation, and continuous improvement of a comprehensive, cohesive, and integrated school assessment plan grounded in multiple measures and data sources.
- 2.2 Candidates collaboratively analyze assessment data to plan and implement differentiated instruction to meet student needs.
- 2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.
- 2.4 Candidates support teachers in responding to the intervention process by designing, implementing, and gathering appropriate data and evidence.
- 2.5 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.

Standard 3. Candidates facilitate a collaborative learning culture.

3.1 Candidates coach and model collaborative efforts to share knowledge and demonstrate interdisciplinary instruction among teachers.

3.2 Candidates nurture open and effective lines of communication with students, parents, other educators, administrators, and the community through professional learning communities.

3.3 Candidates work with stakeholders to identify appropriate resources for enhancing collaboration.

3.4 Candidates facilitate collaborative professional learning activities for educators, families, and the community.

Standard 4. Candidates participate in developing and supporting a shared vision and clear goals for their schools.

4.1 Candidates participate in developing a shared vision for short-term and long term goals for ongoing school reform, and continuous improvement.

4.2 Candidates advocate for and initiate increased opportunities for teamwork to promote and support student achievement and other school goals.

4.3 Candidates participate in designing practices and structures that create and maintain an effective learning culture.

4.4 Candidates support other school leadership team members in advocating and communicating the school's vision and goals.

Standard 5. Candidates promote and model ongoing professional learning and improved practice within a learning community.

5.1 Candidates use their knowledge of professional standards, including the Standards for Ohio Educators to support teachers' professional growth.

5.2 Candidates work effectively with individuals and groups of teachers by demonstrating the skills and competencies needed to teach adult learners.

5.3 Candidates demonstrate skills in serving as mentors and coaches to others.

5.4 Candidates develop, implement, and evaluate professional development activities for teachers.

5.5 Candidates engage in activities that promote reflective practices in others.

5.6 Candidates model professional, ethical behavior and expect it from others.