

Revised Teacher Leader Endorsement Standards
July 9, 2018

A panel of educational leadership faculty members from across the state was convened by the Ohio Department of Higher Education in order to review and revise the Teacher Leader Endorsement Standards. The panel commenced its work in August 2017, meeting face-to-face and virtually throughout the fall and winter. In April 2018, a first draft of the revised standards was distributed electronically, statewide, for feedback from all educational stakeholders and comments were used to revise and establish the final standards.

Committee Members:

Christopher Basich, Riverside Local Schools; Jenny Denyer, University of Toledo; Belinda Gimbert, Ohio State University; Rosemary Gornik, Kent State University; Grant Hambright, Wright State University; Kathleen Hermann, Ohio Department of Education; Rebecca Hornberger, Concordia University Chicago; Cheryl Krohn, Ohio Department of Education; Tanya Judd-Pucella, Ohio University; Ted Zigler, Ohio Dominican University

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, supporting, and facilitating teacher learning through professional development.
- 1.3 Candidates understand and apply principles and 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 and personalized learning to advance student learning.
- 2.3 Candidates lead collaborative efforts to develop high quality classroom assessments among grade-level and content-area teachers.
- 2.4 Candidates model for teachers how to identify and analyze multiple data points that recognize and address non-academic barriers to learning.
- 2.5 Candidates demonstrate the ability to create analytics and gather appropriate data and evidence to assist teachers' response to the intervention process.
- 2.6 Candidates identify resources (including instructional technology) and research-based strategies to support the assess-plan-teach-reassess cycle.

Standard 3. Candidates promote and model ongoing professional learning and improved practice within a learning community.

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

3.2 Candidates work effectively with individuals and groups of teachers by responding to their diverse adult learning needs through identifying, promoting, and facilitating varied and differentiated professional learning.

3.3 Candidates nurture reflective practice by engaging colleagues in critical conversations that advance student learning.

3.4 Candidates model and coach group processes to help colleagues solve problems, make decisions, manage dissonance, and share knowledge about interdisciplinary instruction.

3.5 Candidates demonstrate principles of adult learning and coach colleagues to develop a collaborative working environment of trust and respect

3.6 Candidates employ skills such as active listening, presenting ideas, facilitating discussions, mediating, and identifying the needs of others to nurture and sustain trust among colleagues, enact shared decisions, and build collective ownership for professional learning

Standard 4. Candidates advocate for a shared vision and clear goals for their schools to drive initiatives.

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 create and build strategic relationships and partnerships to enhance student outcomes.

5.1 Candidates nurture effective lines of communication with students, parents, other educators, administrators, and the community to advance shared goals and professional learning.

5.2 Candidates engage in collaborative opportunities for educators, families, and the community.

5.3 Candidates work with stakeholders to identify appropriate resources to support diverse student learners and varied perspectives.

5.4 Candidates connect with community partners to address immediate and future needs of students and their communities.

Standard 6: Candidates foster a positive and inclusive culture.

6.1 Candidates practice professional, core ethical values of equity, integrity, honesty, fairness and dignity.

6.2 Candidates promote instructional strategies that address issues of diversity and equity in the classroom and ensure that individual student learning needs remain the central focus of instruction.

6.3 Candidates champion and model cultural competency in their instructional practice.

6.4 Candidates foster a learning context to promote individual learning opportunities where diverse perspectives are welcomed in addressing challenges.