



Teacher Leader Endorsement

Endorsement Standards and Approval
Process for Private Providers
(REVISED)

October 2011

Leadership in education has traditionally rested in the hands of school administrators and professionals with non-teaching responsibilities. However, recent calls for teacher leadership have appeared that suggest that teacher leadership is not only necessary for the profession but also critical to educational reform efforts as well (Lieberman, 1992).

The role of teacher leadership has expanded and is no longer limited to department heads, master teachers, and union representatives. Teachers are not required to make the decision to leave the classroom for a leadership position. Teachers are now collaborating with their colleagues, becoming mentors, content coaches, and facilitating professional development activities. As a result, teacher leaders are creating more powerful learning experiences and enhancing performance of students.

This policy will allow teachers to become certified Teacher Leaders through an alternate certification path. This document, along with the official policy, will guide the development of Teacher Leader Endorsement programs proposed by private providers (e.g., school districts) and will direct the approval process. Universities seeking to implement such a program will do so through the established program approval process for universities.

PROPOSAL COMPONENTS

The following should be included in the Teacher Leader Endorsement proposal:

- I. ***Cover Page*** (Appendix C)
All information on the Cover Page must be complete. The appropriate signature(s) must be included.

- II. ***Table of Contents***
A table of contents should be provided that identifies the different sections of the proposal and the corresponding page numbers.

III. *Program Description*

All programs should be designed to address Bulletin 746 - Louisiana Standards for State Certification of School Personnel, Sections 703 and 711 (Appendix A) approved by the Louisiana Board of Elementary and Secondary Education (BESE). The program curriculum should directly address Bulletin 125 - Standards for Educational Leaders in Louisiana (Appendix B) and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

A. *Overview of Program* (1 page limit)

Provide a brief overview of the total Teacher Leader Endorsement program. The overview should contain a brief description of the program, including goals of the program and the design to accomplish those goals. The overview should provide sufficient information to enable the evaluators to understand who will be participating in the program and how they will progress through the program.

B. *Provider Commitment and Collaboration to Promote Leader Development and Certification* (1 page limit)

Discuss the provider's previous experience in the preparation of teachers and/or educational leaders, including evidence of success and long-term commitment to teacher and leader development. Describe stakeholder involvement in the development and implementation of the program. Discuss collaborative agreements that are in place with universities, school districts and/or charter schools to allow candidates to engage in researched-based learning experiences and be mentored by highly effective teachers and educational leaders within partner schools/districts. Discuss the process that will allow for university, district and school collaboration to occur to improve the program once it is implemented.

C. *Recruitment and Selection*

Address each of the following areas to describe efforts to recruit and select candidates for the Teacher Leader Endorsement Program.

1. *Recruitment* (1 page limit)

Describe the collaborative process that will be used for the provider and partner districts to work together to recruit outstanding individuals for the program. Explain how recruitment efforts will be significantly expanded to reach a broad pool of candidates.

2. *Screening and Selection* (1 page limit)

Describe the process that will be used to screen and select individuals who will become candidates for the program. Identify the screening tools and the criteria that will be used to place participants in the program. Indicate if candidates will self-select to participate or if a selection process will be used to admit candidates. Provide a description of the criteria for admission that will be disseminated to recruits and applied consistently to all candidates. Requirements for admission must be consistent with those outlined in the Bulletin 746 - Louisiana Standards for State Certification of School Personnel, Sections 703 and 711 (Appendix A).

D. *Support of Program Completers* (1 page limit)

Describe efforts that will occur to support program completers as they enter teacher leadership roles in schools/districts. Describe the type of support that will be provided in the first year of the program as well as in years two and three. Describe collaboration with higher education community, foundations, nonprofit and other organizations engaged in researching critical educational issues.

IV. **Curriculum** (6 page limit)

Leader proficiencies and standards, as adopted by BESE and prescribed in the Standards for Educational Leaders in Louisiana (Appendix B), provide the curricular basis for the leader preparation program. Curriculum design and content must be consistent with the curriculum content outlined in the Bulletin 746 - Louisiana Standards for State Certification of School Personnel, Sections 703 and 711 (Appendix A). Provide a narrative description of the curriculum that includes the items listed below:

- A. *Title* of the course and description
- B. *Form and Number of Contact Hours* (e.g. lecture, seminar, web-based, field-based, etc)
- C. List of 6-8 *measurable objectives* that clearly identify the *most critical competencies* the candidates will demonstrate in the particular segment and a *description of the instruments and/or processes* that will be used to assess performance. Competencies are defined as what the candidates will know and be able to do as a result of experiences provided in the activities.
- D. Proposed *resources and materials* for the course.
- E. *Name(s) and credentials of staff* to teach the course.

V. **Field Experiences and Performance Activities** (2 page limit)

- A. Describe the *work sites and experiences* that will be used in the preparation of the individuals participating in the Teacher Leader Endorsement program. This information should be aligned with the requirements of Bulletin 746 - Louisiana Standards for State Certification of School Personnel, Sections 703 and 711 (Appendix A) and Bulletin 125 – Standards for Educational Leader in Louisiana. Describe how the field experience will provide relevant leadership experiences in multiple settings with diverse student and faculty populations. Field experiences should be listed sequentially and quantified as to number of clock hours in each experience.
- B. Describe the *criteria that will be used to select sites*.
- C. Describe the screening process and criteria that will be used to select a *mentor* who will work with the candidate at the sites.
- D. Describe the *preparation that will be provided for mentors* who support and evaluate the candidates.

VI. *Assessment Experiences and Program Evaluation*

A. *Assessment of Candidates* (2 page limit)

1. *Portfolio Assessment*

Provide a description of the process that will be used for candidates to develop portfolios that provide evidence that performance activities were successfully completed at the sites and that national and state standards for educational leaders were addressed. Describe how the portfolio will be evaluated to determine a candidate's acquisition of skills and to monitor the candidate's progress in ongoing support activities (e.g., in years 2 and 3).

B. *Program Evaluation* (2 page limit)

1. *Program Outcomes*

Identify how program outcomes will be assessed. This could include:

- a. Candidates' acquisition of skills (e.g. self-evaluations, evaluations by instructors/supervisors, written work, live performances, exit examinations, etc.)
- b. Impact of candidates on school improvement and PK-12 student achievement (e.g., action research).
- c. Perceptions of PK-12 stakeholders relative to the teacher leader's skills (e.g., parents, teachers, students, district administrators)

2. *Follow-up Assessment*

Describe follow-up assessment to assure the quality of the field-based preparation (e.g., mentors, sites, actual experiences, etc.) and ongoing support activities.

3. *Curriculum Review*

Describe the curriculum review process that will be used to assure the ongoing quality of the program curriculum, including methods, timelines, and involvement of district/school partners.

VII. *Program Charts*

A. *State Certification Matrix for Educational Leaders*

Use the form in Appendix D to identify specific areas of the proposed program in which Bulletin 125 - Standards for Educational Leaders in Louisiana are addressed. There should be measurable objectives and assessments within the curriculum narrative that clearly demonstrate that the standards are addressed.

B. *Progression of Site-Based Experiences for Educational Leaders*

Use the form in Appendix E to identify performance activities within site-based settings that candidates will be expected to complete. List in order in which it will be recommended that the experiences occur.

VIII. *Curriculum Vitae*

Include vitae of key personnel involved in the proposed program (two-page maximum per individual). Vitae should emphasize qualifications relevant to the proposed project.

IX. *Financial Information*

Include program provider financial and corporation information. An audited financial statement should be included with the proposal. If one is not currently available, then the applicant should submit a written assurance that one will be provided within the first year of the program. Additionally, the proposal should delineate any costs to individual program participants and procedures for handling of all fees.

X. *Appendices and Attachments* (optional)

Appendices and attachments should be minimal and should include only information that enhances the proposal.

GENERAL PROPOSAL GUIDELINES

Organization of Proposal

All documents should be organized in the following order:

1. Cover Page
2. Table of Contents
3. Program Description
4. Curriculum
5. Field Experiences and Performance Experiences
6. Assessment Experiences and Program Evaluation
7. Program Charts
8. Curriculum Vitae
9. Financial Information
10. Appendices and Attachments (optional)

Format of Proposal

All sections of the document should observe these formatting and other rules:

- 12-point type;
- Single-spacing, with double-spacing between paragraphs;
- One-inch top, bottom, and side margins;
- Duplicated on plain 8 ½” x 11” white paper;
- Printed on one side of the paper only;
- Proposal must be stapled;
- All pages, both in main body and appendices, must be numbered consecutively.

Page Limitations

Page limits specified in this document for specific sections of the proposal must be followed. The page limit identifies a **MAXIMUM** number of pages; applicant may submit fewer pages. Appendices and attachments should be minimal and include only information that enhances the proposal. Total number of pages and the proposal must not exceed forty (40) pages.

Submission of Proposal

Three (3) copies of all documents being submitted for review, one of which has **ORIGINAL** signatures signed in **BLUE** ink, should be submitted to:

Andrew Vaughan, Director
Division of Certification, Preparation and Recruitment
Human Capital Office
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Review Process and Projected Timelines

Proposals may be submitted by the first of the month in January, March, May, July, September, and November. Proposals received by the first of any month will be reviewed during the month submitted.

A team of external and internal reviewers will assess written proposals. If proposal team interviews are recommended by the review panel, they will be held no later than the first week of the month following the month in which the proposal was submitted.

If the review panel identifies stipulations that must be addressed by the applicant, then:

- A written copy of those stipulations will be sent to the applicant.
- The applicant must submit written responses to the stipulations.
- The recommendation to BESE will be delayed until the applicant adequately addresses the stipulations of the reviewers.

If the review panel recommends approval of the proposed program, then the provider will be notified of the recommendation and the recommendation will be brought to BESE for approval.

The BESE will make final approval decisions based on the recommendations of the review panel and LDE staff.

Teacher Leader Endorsement Review Process Timeline

| Date proposal received for review | Review of proposal | Interviews (if requested by review team) | Stipulations identified and sent to applicant | Rejoinders received and reviewed | Recommendations to BESE |
|--|---------------------------|---|--|---|--|
| January 1 | Jan 7-21 | Feb 1-7 | No stipulations | | February meeting |
| | Jan 7-21 | Feb 1-7 | Feb 14-21 | Dependent upon applicant | Next available BESE meeting after reviewing rejoinders |
| March 1 | March 7-21 | April 1-7 | No stipulations | | April meeting |
| | March 7-21 | April 1-7 | April 14-21 | Dependent upon applicant | Next available BESE meeting after reviewing rejoinders |
| May 1 | May 7-21 | June 1-7 | No stipulations | | June meeting |
| | May 7-21 | June 1-7 | June 14-21 | Dependent upon applicant | Next available BESE meeting after reviewing rejoinders |
| July 1 | July 7-21 | Aug 1-7 | No stipulations | | August meeting |
| | July 7-21 | Aug 1-7 | Aug 14-21 | Dependent upon applicant | Next available BESE meeting after reviewing rejoinders |
| September 1 | Sept 7-21 | Oct 1-7 | No stipulations | | October meeting |
| | Sept 7-21 | Oct 1-7 | Oct 14-21 | Dependent upon applicant | Next available BESE meeting after reviewing rejoinders |
| November 1 | Nov 7-21 | Dec 1-7 | No stipulations | | January meeting |
| | Nov 7-21 | Dec 1-7 | Dec 14-21 | Dependent upon applicant | Next available BESE meeting after reviewing rejoinders |

Additional Information

For additional information, please contact Andrew Vaughan, Andrew.Vaughan@la.gov, Director, Division of Certification, Preparation and Recruitment, Human Capital Office, Louisiana Department of Education.

APPENDIX A

BULLETIN 746 - THE LOUISIANA STANDARDS FOR STATE CERTIFICATION OF SCHOOL PERSONNEL SECTIONS 703 AND 711

The Educational Leadership Certification Structure—Effective July 1, 2006

§703. Introduction

- A. The Educational Leadership Certification structure, effective July 1, 2006, provides for four levels of leader certification: Teacher Leader; Educational Leader Level 1; Educational Leader Level 2; and Educational Leader Level 3. The Teacher Leader Endorsement is an option for a teacher to be identified as a teacher leader; it is not a state required credential for a specific administrative position. The Educational Leader Level 1 license is an entry-level license for individuals seeking to qualify for school and/or district leadership positions (e.g., assistant principals, principals, parish or city supervisors of instruction, supervisors of child welfare and attendance, special education supervisors, or comparable school/district leader positions). An individual moves from a Level 1 to a Level 2 license upon completion of the Educational Leader Induction Program and the required years of experience. The Level 3 license qualifies an individual for employment as a district superintendent.
- B. Educational leadership preparation programs, induction programs, and continuing learning units required for re-licensure are aligned with the following state and national standards:
 1. Standards for Educational Leaders in Louisiana;
 2. Interstate School Leaders License Consortium [ISLLC] Standards for School Leaders; and
 3. Educational Leadership Constituent Council [ELCC] Standards for Advanced Programs in Educational Leadership, the standards used by the National Council for the Accreditation of Colleges of Teachers Evaluation [NCATE] for university program reviews.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1822 (October 2006), amended LR 33:819 (May 2007).

§711. Teacher Leader Endorsement (Optional)

- A. As part of the educational leader certification structure, there is an option for a teacher to become certified as a teacher leader. This optional endorsement allows principals the opportunity to afford leadership experiences to teachers at the school level and recruit potential educational leader candidates for their school districts. Teacher Leader is the certification authorization needed by those who fill school site leadership roles (e.g., serving as a school curriculum coordinator, chairperson or content teacher, serving as the School Improvement Team Chairperson, serving as the lead teacher in developing and scheduling a special activity at the school site, serving as the lead teacher in the school's preparation for a technical assistance visit etc.) This endorsement is valid for five years and is renewable every five years based upon successful completion and verification of 150 continuing learning units of professional development consistent with the Individual Professional Growth Plan (IPGP) over a five-year time period.

B. Eligibility requirements:

1. valid Type B, Level 2, or higher Louisiana teaching certificate;
2. completion of a state-approved teacher leader program that requires, at minimum, the equivalent of six graduate hours, or 90 contact hours, including a combination of face-to-face and field-based professional development activities that:
 - a. may include the use of a cohort approach;
 - b. provides support from and monitoring by current outstanding administrators serving as mentors and/or facilitators;
 - c. includes an electronic component (online and/or compressed video) to ensure each participant's access to key resources and to build a statewide network of qualified administrator candidates that could include the development of cohorts; and
 - d. requires the development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with national and state leader standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6 (A)(10), (11), (15); R.S. 17:7(6); R.S. 17:10; R.S. 17:22(6); R.S. 17:391.1-391.10; R.S. 17:411.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:1824 (October 2006), amended LR 35:1232 (July 2009).

APPENDIX B

BULLETIN 125 - STANDARDS FOR EDUCATIONAL LEADERS IN LOUISIANA

§201. Performance Expectations and Indicators for Educational Leaders

- A. In 2008, the Council of Chief State School Officers (CCSSO) State Consortium on Educational Leadership revised the Interstate School Leaders Licensure Consortium (ISLLC) standards for educational leaders and renamed them *Performance Expectations and Indicators for Educational Leaders*. The *Performance Expectations and Indicators for Educational Leaders* represent consensus among state education agency policy leaders about the most important actions required of K-12 education leaders to improve teaching and learning. The main purpose of the *Performance Expectations and Indicators for Educational Leaders* is to provide a resource for policymakers and educators in states, districts, and programs to analyze and prioritize expectations of education leaders in various roles and strategic stages in their careers. *Performance Expectations and Indicators for Educational Leaders* is also intended to support national, state, and local dialogue about how to improve leadership.
- B. The state has adopted the *Performance Expectations and Indicators for Educational Leaders* as the Louisiana state standards for educational leaders.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2244 (October 2010).

§203. Performance Expectation 1

A. Vision, Mission, and Goals

1. Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.
 - a. Dispositions Exemplified in Expectation 1. Education leaders believe in, value, and are committed to:
 - i. every student learning;
 - ii. collaboration with all stakeholders;
 - iii. high expectations for all;
 - iv. examining assumptions and beliefs;
 - v. continuous improvement using evidence.

B. Narrative

1. Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

2. The vision, mission, and goals represent what the community intends for students to achieve, informed by the broader social and policy environment and including policy requirements about specific outcomes and continuous improvement. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and adjusted, using varied sources of information and ongoing data analysis.
 3. Leaders engage the community to reach consensus about vision, mission, and goals. To be effective, processes of establishing vision, mission, and goals should incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to advocate for and act to increase equity and social justice.
- C. Element A—High Expectations for All. The vision and goals establish high, measurable expectations for all students and educators.
1. Indicators. A leader:
 - a. uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators;
 - b. aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets);
 - c. incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities;
 - d. advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves at high levels.
- D. Element B—Shared Commitments to Implement the Vision, Mission, and Goals. The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.
1. Indicators. A leader:
 - a. establishes, conducts, and evaluates processes used to engage staff and community in a shared vision, mission, and goals;
 - b. engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals;
 - c. develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes;
 - d. communicates and acts from shared vision, mission, and goals so educators and the community understand, support, and act on them consistently;
 - e. advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student.
- E. Element C—Continuous Improvement toward the Vision, Mission, and Goals. Education leaders ensure the achievement of all students by guiding the development and

implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

1. Indicators. A leader:

- a. uses or develops data systems and other sources of information (e.g., test scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement;
- b. makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects;
- c. uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities;
- d. identifies and removes barriers to achieving the vision, mission, and goals;
- e. incorporates the vision and goals into planning (e.g., strategic plan, school improvement plan), change strategies, and instructional programs;
- f. obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals;
- g. revises plans, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2244 (October 2010).

§205. Performance Expectation 2

A. Teaching and Learning

1. Education Leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.
 - a. Dispositions Exemplified in Expectation 2. Education leaders believe in, value, and are committed to:
 - i. learning as the fundamental purpose of school;
 - ii. diversity as an asset;
 - iii. continuous professional growth and development;
 - iv. lifelong learning;
 - v. collaboration with all stakeholders;
 - vi. high expectations for all;
 - vii. student learning.

B. Narrative

1. A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are

responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

2. A strong professional culture includes reflection, timely and specific feedback that improves practice, and support for continuous improvement toward vision and goals for student learning. Educators plan their own professional learning strategically, building their own capacities on the job. Leaders engage in continuous inquiry about effectiveness of curricula and instructional practices and work collaboratively to make appropriate changes that improve results.
- C. Element A—Strong Professional Culture. A strong professional culture supports teacher learning and shared commitments to the vision and goals.
1. Indicators. A leader:
 - a. develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps;
 - b. guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student;
 - c. models openness to change and collaboration that improves practices and student outcomes;
 - d. develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement;
 - e. provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning;
 - f. provides ongoing feedback using data, assessments, and evaluation methods that improve practice;
 - g. guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.
- D. Element B—Rigorous Curriculum and Instruction. Improving achievement of all student requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.
1. Indicators. A leader:
 - a. develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs;
 - b. provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments, and evaluation methods;
 - c. provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted

and talented, disadvantaged social economic backgrounds, or other factors affecting learning;

- d. identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.
- E. Element C—Assessment and Accountability. Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.
1. Indicators. A leader:
 - a. develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning;
 - b. uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality;
 - c. guides regular analyses and disaggregation of data about all students to improve instructional programs;
 - d. uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement;
 - e. interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2245 (October 2010).

§207. Performance Expectation 3

A. Managing Organizational Systems and Safety

1. Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.
 - a. Dispositions Exemplified in Expectation 3. The education leader believes in, values, and is committed to:
 - i. a safe and supportive learning environment;
 - ii. collaboration with all stakeholders;
 - iii. equitable distribution of resources;
 - iv. operating efficiently and effectively;
 - v. management in service of staff and student learning.

B. Narrative

1. Traditionally, school leaders focused on the management of a school or school district. A well-run school where buses run on time, the facility is clean, and the halls are orderly and quiet used to be the mark of an effective school leader. With the shift to leadership for

learning, maintaining an orderly environment is necessary but not sufficient to meet the expectations and accountability requirements facing educators today.

2. Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high- performing learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.
 3. Leaders identify and allocate resources equitably to address the unique academic, physical, and mental health needs of all students. Leaders address any conditions that might impede student and staff learning, and they implement laws and policies that protect safety of students and staff. They promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, enacting appropriate policies, supporting due process, and protecting civil and human rights of all.
- C. Element A—Effective Operational Systems. Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.
1. Indicators. A leader:
 - a. uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system;
 - b. maintains the physical plant for safety, ADA requirements, and other access issues to support learning of every student;
 - c. develops and facilitates communication and data systems that assure the timely flow of information;
 - d. oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning;
 - e. distributes and oversees responsibilities for leadership of operational systems;
 - f. evaluates and revises processes to continuously improve the operational system.
- D. Element B—Aligned Fiscal and Human Resources. Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.
1. Indicators. A leader:
 - a. operates within budget and fiscal guidelines and directs them effectively toward teaching and learning;
 - b. allocates funds based on student needs within the framework of federal and state rules;
 - c. aligns resources (such as time, people, space, and money) to achieve the vision and goals;
 - d. implements practices to recruit and retain highly qualified personnel;
 - e. assigns personnel to address diverse student needs, legal requirements, and equity goals;
 - f. conducts personnel evaluation processes that enhance professional practice, in keeping with district and state policies;
 - g. seeks and secures additional resources needed to accomplish the vision and goals.

E. Element C—Protecting the Welfare and Safety of Students and Staff. Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.

1. Indicators. A leader:

- a. advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being;
- b. involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior;
- c. develops and monitors a comprehensive safety and security plan.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2246 (October 2010).

§209. Performance Expectation 4

A. Collaborating with Families and Stakeholders

1. Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

a. Dispositions exemplified in Expectation 4. The education leader believes in, values, and is committed to:

- i. high standards for all;
- ii. including family and community as partners;
- iii. respect for the diversity of family composition;
- iv. continuous learning and improvement for all.

B. Narrative

1. In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children.

2. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning. Leaders help teachers communicate positively with families and make sure families understand how to support their children's learning. In communicating with parents and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

C. Element A—Collaboration with Families and Community Members. Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.

1. Indicators. A leader:

- a. brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children;
 - b. involves families in decision making about their children's education;
 - c. uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages);
 - d. applies communication and collaboration strategies to develop family and local community partnerships;
 - e. develops comprehensive strategies for positive community and media relations.
- D. Element B—Community Interests and Needs. Leaders respond and contribute to community interests and needs in providing the best possible education for their children.
1. Indicators. A leader:
- a. identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education;
 - b. uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics;
 - c. seeks out and collaborates with community programs serving students with special needs;
 - d. capitalizes on diversity (such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs;
 - e. demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.
- E. Element C—Building on Community Resources. Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.
1. Indicators. A leader:
- a. links to and collaborates with community agencies for health, social, and other services to families and children;
 - b. develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields, parks, medical clinics, and so on);
 - c. uses public resources and funds appropriately and effectively;
 - d. secures community support to sustain existing resources and add new resources that address emerging student needs.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2247 (October 2010).

§211. Performance Expectation 5

A. Ethics and Integrity

1. Education leaders ensure the success of all students by being ethical and acting with integrity.
 - a. Dispositions Exemplified in Expectation 5. The education leader believes in, values, and is committed to:
 - i. the common good over personal interests;
 - ii. taking responsibility for actions;
 - iii. ethical principles in all relationships and decisions;
 - iv. modeling high expectations;
 - v. continuously improving knowledge and skills.

B. Narrative

1. Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. The Performance Expectations build on concepts of professional ethics and integrity and add an emphasis on responsibilities of leaders for educational equity and social justice in a democratic society. Education is the primary socializing institution, conferring unique benefits or deficits across diverse constituents.
2. Leaders recognize that there are existing inequities in current distribution of high-quality educational resources among students. Leaders remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of discrimination and disadvantage. They hold high expectations of every student and assure that all students have what they need to learn what is expected. Further, leaders are responsible for distributing the unique benefits of education more equitably, expanding future opportunities of less-advantaged students and families and increasing social justice across a highly diverse population.
3. Current policy environments with high-stakes accountability in education require that leaders are responsible for positive and negative consequences of their interpretations and implementation of policies as they affect students, educators, communities, and their own positions. Politically skilled, well-informed leaders understand and negotiate complex policies (such as high-stakes accountability), avoiding potential harm to students, educators, or communities that result from ineffective or insufficient approaches.
4. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

C. Element A—Ethical and Legal Standards. Leaders demonstrate appropriate ethical and legal behavior expected by the profession.

1. Indicators. A leader:

- a. models personal and professional ethics, integrity, justice, and fairness and expects the same of others;
 - b. protects the rights and appropriate confidentiality of students and staff;
 - c. behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.
- D. Element B—Examining Personal Values and Beliefs. Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.
1. Indicators. A leader:
- a. demonstrates respect for the inherent dignity and worth of each individual;
 - b. models respect for diverse community stakeholders and treats them equitably;
 - c. demonstrates respect for diversity by developing cultural competency skills and equitable practices;
 - d. assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning;
 - e. uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals;
 - f. respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning.
- E. Element C—Maintaining High Standards for Self and Others. Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.
1. Indicators. A leader:
- a. reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth;
 - b. models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies;
 - c. develops and uses understanding of educational policies such as accountability to avoid expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores);
 - d. helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods;
 - e. sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2248 (October 2010).

§213. Performance Expectation 6: The Education System

- A. Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.
 - 1. Dispositions Exemplified in Expectation 6. The education leader believes in, values, and is committed to:
 - a. advocate for children and education;
 - b. influence policies;
 - c. uphold and improve laws and regulations;
 - d. eliminate barriers to achievement;
 - e. build on diverse social and cultural assets.
- B. Narrative
 - 1. Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, resources, and ownership cross traditional ideas about organizational boundaries of schools or districts. Education leaders advocate for education and students in professional, social, political, economic, and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.
 - 2. Professional relationships with a range of stakeholders and policymakers enable leaders to identify, respond to, and influence issues, public awareness, and policies. For example, local elections affect education boards and bond results, in turn affecting approaches and resources for student success. Educators who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs. Education leaders in a variety of roles contribute special skills and insights to the legal, economic, political, and social well-being of educational organizations and environments.
- C. Element A—Exerting Professional Influence. Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.
 - 1. Indicators. A leader:
 - a. facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes;
 - b. actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education;

- c. advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals.
- D. Element B—Contributing to the Educational Policy Environment. Leaders contribute to policies and political support for excellence and equity in education.
- 1. Indicators. A leader:
 - a. operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning;
 - b. collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates;
 - c. communicates effectively with key decision makers in the community and in broader political contexts to improve public understanding of federal, state, and local laws, policies, regulations, and statutory requirements;
 - d. advocates for increased support of excellence and equity in education.
- E. Element C—Policy Engagement. Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.
- 1. Indicators. A leader:
 - a. builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families;
 - b. supports public policies that provide for present and future needs of children and families and improve equity and excellence in education;
 - c. advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning;
 - d. works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17 and R.S.17:6(A)(10).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 36:2249 (October 2010).

**APPENDIX C
TEACHER LEADER ENDORSEMENT PROGRAM
COVER SHEET**

| | | |
|--|---|---|
| 1. Name of Legal Applicant (organization, institution, or entity that will develop and implement practitioner program) | | |
| 2. Mailing Address of Organization/Institution | | |
| 3. Program Director Name: Title: Address: Telephone: Fax: Email: | | |
| 4. Number of Program Participants (projected): | | |
| 5. Names of Targeted Schools Systems/Schools (if additional space needed, include on back) | | |
| Name of System/School | Name of System/School Contact Person | Email Address for Contact Person |
| | | |
| | | |
| | | |
| | | |
| | | |
| Assurances | | |
| I confirm that: | | |
| <ul style="list-style-type: none"> • The entity/program provider serving as legal applicant will be accountable for tracking and evaluating all activities outlined in this application. • The entity/program provider serving as legal applicant will implement and monitor the required entrance requirements, curriculum requirements, and program completion requirements as specified by the Louisiana Department of Education. | | |
| I am authorized to sign and submit this application on behalf of this submitting entity. | | |
| _____ | _____ | |
| Signature of Applicant | Date | |
| _____ | _____ | |
| Name of Applicant (Typed) | Title of Applicant in Organization | |

APPENDIX D

STATE CERTIFICATION MATRIX FOR EDUCATIONAL LEADERS

Directions: Identify where in the proposed curriculum/program the following standards are addressed. Information on this chart should align with narrative provided in Section IV Curriculum.

| STANDARDS FOR EDUCATIONAL LEADERS IN LOUISIANA | ALIGNMENT OF PROPOSED CURRICULUM |
|--|----------------------------------|
| <p><i>PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals</i></p> <p>Ensures the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</p> | |
| <p><i>PERFORMANCE EXPECTATION 2: Teaching and Learning</i></p> <p>Ensures achievement and success of all students by monitoring and continuously improving teaching and learning.</p> | |
| <p><i>PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety</i></p> <p>Ensures the success of all students by managing organizational systems and resources for a safe, high performing learning environment.</p> | |
| <p><i>PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders</i></p> <p>Ensures the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</p> | |
| <p><i>PERFORMANCE EXPECTATION 5: Ethics and Integrity</i></p> <p>Ensures the success of all students by being ethical and acting with integrity.</p> | |
| <p><i>PERFORMANCE EXPECTATION 6: The Education System</i></p> <p>Ensures the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</p> | |

