

**TITLE: Teacher Leader Work Group Report and Approval of Criteria for
Licensure**

The Hawaii Teacher Standards Board accepts the attached report of the Teacher Leader Work Group and adopts the following recommendations:

Definition of Teacher Leader:

“Teacher Leader” means an educator identified by his/her employer who assumes formally or informally one of more of a wide array of leadership roles to support teaching and learning.

Teacher Leader standards for licensure and preparation programs shall be the Teacher Leader Exploratory Consortium Model Standards, attached.

An individual may apply to add the field of Teacher Leader to a Standard or Advanced Hawaii Teaching License by verifying that they have fulfilled a leadership role that supports teaching and learning for a minimum of four semesters within the last five years and meeting one of the following methods to verify expertise:

1. Preparation Programs in Teacher Leadership:
 - a. Post-baccalaureate, master’s, doctoral degree/program/certificate or thirty credit hours of coursework at an accredited institution of higher education;
 - b. School district sponsored programs, such as
 - i. Hawaii DOE Teacher Leader Academy;
 - ii. New York City Department of Education Teacher Leadership opportunities,
 - iii. Austin ISD Teacher Leader Network
 - iv. Private/non-profit programs, such as Knowledge Is Power Program (KIPP)
2. License/certificate/endorsement from another state as a Teacher Leader
 - a. Georgia, Illinois, Louisiana, Ohio. Kentucky, others
3. ETS Praxis Instructional Facilitator Assessment
4. NBPTS Certification
 - a. All certification areas
 - b. Teacher Leader certification area being developed by NBPTS
5. Job embedded experience verifying leadership expertise as identified by the Board

Submitted by: Terry Lynn Holck

Referred to: Teacher Standards Committee

Hawaii Teacher Standards Board Teacher Leader Work Group Report

Workgroup members:

- NBPTS Certified Teacher from the Field: Dr. Jonathan Gillentine, Special Education Teacher, Rev. Benjamin Parker Elementary School
- Teacher Preparation Faculty: Dr. Joe Zilliox, Director MEdT Program, University of Hawaii-Manoa College of Education
- Hawaii State Teachers Association Representative: Raymond “RJ” Rodriguez, Instruction and Professional Development Specialist
- Department of Education Representative: Ms. Lisa Mendonca, Professional Development & Educational Research Institute, Hawaii Department of Education
- Charter School Representative: Dr. Miki K. Tomita, Dean of Curriculum & Instruction, University Laboratory School

HTSB staff:

Lynn Hammonds, Executive Director
Carolyn Gyuran, Educational Specialist

Meeting dates: November 6 and 20, 2013

Agenda for November 6, 2013, 9:30 am, at HTSB

- Introductions
- Workgroup Charge
- Review of materials and discussion:
 - Definition of Teacher Leader
 - Teacher Leader Standards
 - Methods of verifying expertise for licensure
 - Other requirements
 - Timeline for implementation
- Next steps and assignments for meeting on November 20, 2013
- Adjourn

Agenda for November 20, 2013, 9:30 am, at HTSB

- Overview of discussion from November 6, 2013 meeting
- Sharing and discussion of findings from assignments
- Recommendations:
 - Definition of Teacher Leader
 - Teacher Leader Standards
 - Methods of verifying expertise for licensure
 - Timeline for implementation
- Generate report to HTSB
- Adjourn

Workgroup Charge:

New Business Item 12-22Rev, approved on February 22, 2013 and revised and April 19, 2013 established a work group regarding the new license field of Teacher Leader:

The following three fields are adopted but may only be issued to teachers who hold a current, valid Hawaii license, have three years of satisfactory teaching experience and meet any additional requirements to add a new license field:

- Literacy Specialist
- Online Teaching
- Teacher Leader

Upon adoption of these three fields above, the Executive Director will convene a panel for each field to recommend standards and methods of content verification for the Board's review and adoption. Each panel will consist of one representative of each of the following stakeholders:

- Teacher with experience in the field recruited from Hawaii's National Board for Professional Teaching Standards teachers and/or Hawaii Teachers of the Year;
- Teacher preparation faculty with experience in the field recommended by the Chairperson of the Teacher Education Coordinating Committee (TECC);
- Hawaii State Teachers Association (HSTA) representative recommended by the President of the HSTA;
- Hawaii Department of Education representative recommended by the Superintendent;
- Hawaii Charter Schools representative recommended by the Hawaii Charter Schools Commission Chairperson.

The fields of Literacy Specialist, Online Teaching and Teacher Leader shall be issued only after the Board has adopted standards and methods of content verification in the field.

Introduction:

With the growing needs in our public education system, the current school structure does not have the capacity to be successful. The evolution of the administrator position is moving towards the instructional leader model. This transformation requires staff to share the responsibilities and teachers to take on a stronger leadership role. A schools ability to build the capacity of its leadership will strongly influence the success of its students. The Work Group makes the following recommendations for consideration by the HTSB:

Definition: “Teacher Leader” means an educator who assumes formally or informally one of more of a wide array of leadership roles to support teaching and learning.

Teacher Leader Standards:

Although the Teacher Leader Model Standards articulate a common vision of excellence in teacher leadership, there are a variety of ways that each standard can be met. There is a series of broadly stated expectations or “domains” that define critical dimensions of teacher leadership. Under each domain, there are elements that more specifically define the range of actions a teacher leader might take to demonstrate that the standard has been met. These elements are not intended to be a checklist, but rather they should be viewed holistically. Evidence should be selected with the broad intent of the standard in mind.

TLEC Teacher Leader Model Standards:

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

Functions

The Teacher Leader:

- a) Utilizes group processes to help colleagues¹ work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

¹ By colleagues, we mean members of the school community including teachers, administrators, specialists, and others involved in the education of children at the school or district level

Domain 2: Accessing and Using Research to Improve Practice and Student Learning

The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Functions

The teacher leader:

- a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and
- d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain 3: Promoting Professional Learning for Continuous Improvement

The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.

Functions

The teacher leader:

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;

- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and
- h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain 4: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

Functions

The teacher leader:

- a)** Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b)** Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c)** Supports colleagues' individual and collective reflection and professional growth by serving
in roles such as mentor, coach, and content facilitator;
- d)** Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;

e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and

f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school- based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

Functions

The teacher leader:

a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;

b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and

d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain 6: Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community

leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

Functions

The teacher leader:

- a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and
- e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Domain 7: Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.

Functions

The teacher leader:

- a) Shares information with colleagues within and or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;

d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and

e) Represents and advocates for the profession in contexts outside of the classroom.

1. Other: Review InTASC progressions, found in booklet distributed at meeting.

2. Should language be added to customize for Hawaii:

- a. inclusion of native Hawaiian history and culture.
- b. any other addition to the domains or functions

3. Should all standards be required for licensure? If not, how would you specify?

Options for Verification of Expertise:

1. Preparation Programs in Teacher Leadership:
 - a. Post-baccalaureate, master's, doctoral degree/program/certificate or thirty credit hours of coursework at an accredited institution of higher education;
 - b. School district sponsored programs, such as
 - i. Hawaii DOE Teacher Leader Academy;
 - ii. New York City Department of Education Teacher Leadership opportunities,
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Additional requirements to add the field of Teacher Leader:

1. Verification from employer that the individual fulfilled a leadership role that supports teaching and learning for a minimum of four semesters within the last five years.
2. Possess a Standard Hawaii Teaching License

Timeline for implementation:

1. Presentation of report to HTSB on January 2014 meeting;
2. Information disseminated on HTSB website and via memo to DOE, Charter Schools, HSTA, preparation programs
3. Update of HTSB licensing system as soon as possible, pending input from Hawaii Information Consortium;
4. Presentation to Teacher Education Coordinating Committee (TECC) at February 2014 meeting.