

Agenda Book

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Education Professional Standards Board

3 (New Administrative Regulation)

4 16 KAR 1:015. Standards for Certified Teacher Leader.

5 RELATES TO: KRS 161.020, 161.028, 161.030

6 STATUTORY AUTHORITY: KRS 161.020, 161.028, 161.030

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires the Education
8 Professional Standards Board to establish standards for obtaining and maintaining educator
9 certification. This administrative regulation establishes the standards required for certified
10 teachers to obtain or maintain certification as a teacher leader.

11 Section 1. Teacher Leader Standards for Educator Preparation and Certification. Effective
12 August 2019, the Education Professional Standard Board shall use the standards established in
13 this section in the evaluation and assessment of a teacher leader for advanced certification and
14 for the approval of teacher leader master preparation programs.

15 (1) Standard 1. Foster a Collaborative Culture to Support Educator Development and
16 Student Learning.

17 (a) The teacher leader shall be well versed in adult learning theory and shall use that
18 knowledge to create a community of collective responsibility within his or her school; and

19 (b) In promoting this collaborative culture among fellow teachers, administrators, and
20 other school leaders, the teacher leader shall ensure improvement in educator instruction and,
21 consequently, student learning.

Agenda Book

(2) Standard 2. Access and Use Research to Improve Practice and Student Learning.

(a) The teacher leader shall keep abreast of the latest research about teaching effectiveness and student learning, and shall implement best practices where appropriate; and

(b) He or she shall model the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

(3) Standard 3. Promote Professional Learning for Continuous Improvement.

(a) The teacher leader shall understand that the processes of teaching and learning are constantly evolving; and

(b) The teacher leader shall design and facilitate job-embedded professional development opportunities aligned with school improvement goals.

(4) Standard 4. Facilitate Improvements in Instruction and Student Learning.

(a) The teacher leader shall possess a deep understanding of teaching and learning, and model an attitude of continuous learning and reflective practice for colleagues; and

(b) The teacher leader shall work collaboratively with other teachers to improve instructional practices constantly.

(5) Standard 5: Promote the Use of Assessments and Data for School and District Improvement.

(a) The teacher leader shall be knowledgeable about the design of assessments, both formative and summative; and

(b) He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

(6) Standard 6: Improving Outreach and Collaboration with Families and Community

Agenda Book

1 (a) The teacher leader shall understand the impact that families, cultures, and
2 communities have on student learning; and

3 (b) As a result, the teacher leader shall seek to promote a sense of partnership among
4 these different groups toward the common goal of excellent education.

5 (7) Standard 7: Advocate for Student Learning and the Profession.

6 (a) The teacher leader shall understand the landscape of education policy and shall
7 identify key players at the local, state, and national levels; and

8 (b) The teacher leader shall advocate for the teaching profession and for policies that
9 benefit student learning.

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