

005.01 Leadership for Teaching and Learning

005.01A Grade Levels: PK-12

005.01B Endorsement Type: Field/Administrative

005.01C Persons with this endorsement may develop or supervise teaching and learning programs for students in prekindergarten through grade 12.

005.01D Certification Endorsement Requirements: This endorsement shall require a minimum of 36 graduate semester hours, including an internship in teaching and learning leadership.

005.01E Additional Requirements: The applicant for admission to the program of studies leading to this endorsement must:

005.01E1 Have a valid regular teaching certificate,

005.01E2 Have completed two (2) years of teaching experience in an approved or accredited school system or school, and

005.01E3 Be officially admitted to the program following institutional screening to determine the candidate's suitability as a leader for teaching and learning.

005.01F Endorsement Program Requirements: Nebraska teacher education institutions offering this endorsement program must have on file, within the institution, a plan which identifies the courses and the course completion requirements which the institution utilizes to grant credit toward completion of this endorsement.

***THE FOLLOWING ARE RECOMMENDED GUIDELINES FOR
INCLUSION AS PART OF THE INSTITUTION'S PLAN
UNDER THIS ENDORSEMENT.***

Through the courses identified in its plan, the institution must provide Leadership for Teaching and Learning candidates with opportunities to demonstrate the dispositions and competencies required by the following guidelines:

Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.

Element 1. The leadership for teaching and learning candidate is well versed in adult learning theory and can use that knowledge to create a community of collective responsibility within the school setting.

Element 2. The leadership for teaching and learning candidate demonstrates the ability to promote a collaborative culture among teachers, administrators, and other school leaders, resulting in improvement in educator instruction and, consequently, student learning.

Indicators for Standard 1 include the ability to:

- a. Utilize group processes to work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b. Model 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. Create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- d. Use knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions.

Standard 2: Access and Use Research to Improve Practice and Student Learning

Element 2.1: The leadership for teaching and learning candidate has knowledge of the latest research about teaching effectiveness and student learning, and can implement best practices where appropriate.

Element 2.2: The leadership for teaching and learning candidate models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Indicators for Standard 2 include the ability to:

- a. Access and use research in order to select appropriate strategies to improve student learning;
- b. Facilitate the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c. Collaborate with organizations engaged in researching critical educational issues; and

- d. Teach and support educators to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Standard 3: Promote Professional Learning for Continuous Improvement

Element 3.1 The leadership for teaching and learning candidate demonstrates the ability to design and facilitate job-embedded professional development opportunities that are aligned with school improvement goals.

Element 3.2 The leadership for teaching and learning candidate exhibits the ability to supervise and evaluate instruction for effective teaching practices.

Indicators for Standard 3 include the ability to:

- a. Plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b. Use information about adult learning to respond to the diverse learning needs of teachers by identifying, promoting, and facilitating varied and differentiated professional learning;
- c. Facilitate professional learning;
- d. Identify and use appropriate technologies to promote collaborative and differentiated professional learning;
- e. Collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f. Provide constructive feedback to teachers to strengthen teaching practice and improve student learning; and
- g. Demonstrate knowledge or supervision strategies to monitor continuous improvement of teachers.

Standard 4: Facilitate Improvements in Instruction and Student Learning

Element 4.1: The leadership for teaching and learning candidate possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues.

Element 4.2: The leadership for teaching and learning candidate demonstrates the ability to improve instructional practices.

Indicators for Standard 4 include the ability to:

- a. Facilitate 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. Engage in reflective dialog based on observation of instruction, student work, and assessment data, and helps make connections to research-based effective practices;
- c. Support individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d. Serve as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e. Use knowledge of existing and emerging technologies 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. Promote 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.

Standard 5: Promote the Use of Assessments and Data for School Building and School System Improvement

Element 5.1: The leadership for teaching and learning candidate is knowledgeable about the design of assessments, both formative and summative.

Element 5.2: The leadership for teaching and learning candidate demonstrates the ability to work with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Indicators for Standard 5 include the ability to:

- a. Identify and use multiple assessment tools aligned to state and local standards;
- b. Design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;
- c. Create 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

Standard 6: Improve Outreach and Collaboration with Families and Communities

Element 6.1: The leadership for teaching and learning understands the impact that families, cultures, and communities have on student learning.

Element 6.2: The leadership for teaching and learning candidate promotes a sense of partnership among these different groups toward the common goal of excellent education.

Indicators for Standard 6 include the ability to:

- a. Use 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. Model and teach effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c. Facilitate educators' 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. Develop a shared understanding among stakeholders of the diverse educational needs of families and the community; and
- e. Collaborate with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Standard 7: Advocate for Student Learning and the Profession

Element 7.1: The leadership for teaching and learning understands the landscape of education policy and can identify key players at the local, state, and national levels.

Element 7.2: The leadership for teaching and learning utilizes advocacy skills for the teaching profession and for policies that promote the success of every student.

Element 7.3 The leadership for teaching and learning acts with integrity, fairness, and in an ethical manner.

Indicators for Standard 7 include the ability to:

- a. Know about federal, state and local policy guidelines to promote accountability, equity and social justice;
- b. Analyze factors within and/or beyond the school system regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

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Leadership for Teaching and Learning
Endorsement Guidelines
To Accompany Rule 24
(Adopted by the State Board
of Education on __/__/__)

- c. Advocate for teaching and learning processes that meet the needs of all students;
- d. Select appropriate opportunities to advocate for the rights and/or needs of students, secure additional resources within the school building or school system that support student learning, and communicate effectively with targeted audiences such as parents and community members;
- e. Understand the organizational access to professional resources, including financial support and human and other material resources;
- f. Represent and advocate for the profession in contexts outside of the classroom;
- g. Develop a professional learning community focused on school improvement goals; and
- h. Model principles of self-awareness, reflective practice, transparency and ethical behavior.