



Teacher Leader Endorsement Advisory Board Report

March 2017

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Section I: Introduction and Executive Summary

Acknowledgements

The Teacher Leader Endorsement Advisory Board (TLEAB) would like to thank all those who have devoted time, thoughts, and space to the TLEAB throughout this period of collaboration.

- For nominating members to represent their respective organizations: American Federation of Teachers New Jersey (AFTNJ), New Jersey Association of Colleges for Teacher Education (NJACTE), New Jersey Association of School Administrators (NJASA), New Jersey Department of Education (NJDOE), New Jersey Education Association (NJEA), New Jersey Principals and Supervisors Association (NJPSA), and New Jersey School Boards Association (NJSBA)
- For accommodating the TLEAB’s meetings: NJDOE, NJEA, and NJPSA;
- For providing the TLEAB with insights and recommendations that have impacted conversations and decisions along the way:

Presenter	Organization
Edwin Ruiz	Asbury Park School District
Bonnie Baity	Asbury Park School District
Keri Hennessy	Asbury Park School District
Hope Rataski	Asbury Park School District
Gary Melton	Atlantic City School District
Dr. Barnett Barry	Center for Teaching Quality
Dr. Ann Byrd	Center for Teaching Quality
Tracy Espiritu	Elizabeth School District
Dr. Thomas Smith	Hopewell Valley Regional School District
Jane Ellen Lennon	Hopewell Valley Regional School District
Katie Santini	Hopewell Valley Regional School District
Leading Educators Team	Leading Educators
Katherine Bassett	National Network of State Teachers of the Year
Peggy Stewart	National Network of State Teachers of the Year
Kristen Brown	New Jersey Department of Education
Dr. Robert Higgins	New Jersey Department of Education
Dr. Cathy Pine	New Jersey Department of Education
Rebecca Sieg	New Jersey Department of Education
Patricia Wright	New Jersey Principals and Supervisors Association
Frank Palatucci	New Jersey Principals and Supervisors Association
Dr. Adele Macula	New Jersey Principals and Supervisors Association
Stacy Lemongelli	Perth Amboy Public Schools
Dr. Anne Catena	Princeton University
Dr. Melinda Mangin	Rutgers University
Michael Dunlea	Stafford Township School District
Virginia Grossman	Westhampton Township Public Schools

Introduction

As the needs of 21st century learners and educators continue to transform, it is imperative that schools build capacity in their teachers. Teacher leaders are educators who have teaching responsibilities in a P-12 setting and take on leadership roles outside of their classrooms.¹

Teacher leadership creates opportunities for distributed, school- and district-wide leadership; it allows teachers a myriad of opportunities to develop their own practice and the practices of their colleagues.² Moreover, teacher leadership has been shown to positively impact job satisfaction,³ a major influencer on retention, while also building a pipeline within the profession.⁴ These impacts not only benefit teacher leaders, but also build a sense of professionalism that can attract others to the field.⁵ Most importantly, the positive influences of teacher leadership, such as increasing educator skillsets and retention, have been shown to lead to better outcomes for students.

With the passage of the Teacher Leader Endorsement law (N.J.S.A. 18A:26-2.18)⁶ teachers in New Jersey can add a Teacher Leader Endorsement to their instructional certificate. This has the potential to further grow teacher leadership across the state. The law requires that an eleven-member advisory board, representing an array of stakeholders, provide recommendations related to eligibility requirements and program of study; in no later than five years, the Teacher Leader Endorsement Advisory Board (TLEAB) will have the opportunity to evaluate programmatic and other data collected and make recommendations regarding non-supervisory roles and responsibilities for which a teacher leader endorsement should be required. The following report is intended to give New Jersey's Commissioner of Education and State Board of Education the Teacher Leader Endorsement Advisory Board's recommendations for obtaining the Teacher Leader Endorsement.

¹ Wenner, J., & Campbell, T. (2016). The theoretical and empirical basis of teacher leadership: a review of the literature. *Review of Educational Research*, 20 (10), 1 - 28.

² Hickey, W. D., & Harris, S. (2005). Improved professional development through teacher leadership. *Rural Educator*, 26, 12–16.

³ Chew, J. O. A., & Andrews, D. (2010). Enabling teachers to become pedagogical leaders: Case studies of two IDEAS schools in Singapore and Australia. *Educational Research for Policy and Practice*, 9, 59–74. doi:10.1007/s10671-010-9079-0

⁴ Vernon-Dotson, L. J., & Floyd, L. O. (2012). Building leadership capacity via school partnerships and teacher teams. *Clearing House*, 85, 38–49. doi:10.1080/00098655.2011.607477

⁵ Beachum, F., & Dentith, A. M. (2004). Teacher leaders creating cultures of school renewal and transformation. *Educational Forum*, 68, 276–286. doi:10.1080/00131720408984639

⁶ The Teacher Leader Endorsement law (N.J.S.A. 18A:26-2.18) was adopted in September 2015. The approved legislation can be found [here](#).

Executive Summary

In September 2015, New Jersey's Teacher Leader Endorsement was signed into law (N.J.S.A. 18A:26-2.18). To obtain the Teacher Leader Endorsement, candidates must (1) meet Eligibility Requirements and (2) complete a program of study grounded in the Teacher Leader Model Standards (TLMS). According to the law, program providers can be institutions of higher education, educational organizations, other non-profit entities, or a combination of these.

An eleven-member Teacher Leader Endorsement Advisory Board (TLEAB) was established by law (N.J.S.A. 18A:26-2.18) to provide the Commissioner of Education and the State Board of Education with recommendations related to the eligibility requirements and program of study needed to obtain the Teacher Leader Endorsement. The TLEAB is made up of representatives from stakeholder groups around the state, including American Federation of Teachers New Jersey (AFTNJ), New Jersey Association of Colleges for Teacher Education (NJACTE), New Jersey Association of School Administrators (NJASA), New Jersey Department of Education (NJDOE), New Jersey Education Association (NJEA), New Jersey Principals and Supervisors Association (NJPSA), and New Jersey School Boards Association (NJSBA). Additional information regarding the specific representation of these organizations is in the Committee section of the Appendices.

The TLEAB met monthly from February 2016 to March 2017. The TLEAB's decisions were made by a two-thirds vote, with a minimum of eight members present. If less than eight members were present, the TLEAB held a discussion but did not take the vote until at least eight members were present.

The TLEAB had several discussions related to the goal of promoting the growth of teacher leadership across the state. In order to foster recognition and expansion of teacher leadership, the TLEAB agreed on several guiding principles for their work.

Members agreed with a variety of concepts regarding teacher leadership. First, that teacher leadership grows in a culture of shared decision-making and shared accountability. This leadership reaches its greatest potential when administrators embrace participatory leadership practices that value the voice of teacher leaders. Teacher leadership also thrives in cultures that support collegial job-embedded professional learning. In such a context, teachers are regularly engaged in reflective practice and the sharing of craft knowledge. Such a culture allows teacher leaders to surface organically as they share their practice with one goal in mind – enhancing student learning.

The TLEAB also agreed that teacher leadership takes many forms and the roles of teacher leaders, both formal and informal, vary in every school and district. The roles of teacher leaders will depend on the needs of the school and district.

Thirdly, the Teacher Leader Endorsement Advisory Board (TLEAB) had several discussions related to ensuring that the teacher leadership endorsement would foster the growth of teacher leadership and not dissuade teachers from taking on such vital roles. It is important to understand that teachers do not need the teacher leader endorsement in order to be teacher leaders. By participating in a high-quality program of study leading to the teacher leader endorsement, it is the hope of the TLEAB that teachers who want to remain in the classroom, yet take on leadership responsibilities in their schools, districts, and profession, use this option to develop a deeper knowledge and strengthen their leadership skills.

Along with in-depth discussions related to these key considerations, as well as the specific recommendations, the TLEAB meetings also included presentations from local, state, and national experts. These presentations were intended to better understand the broad spectrum of teacher leader initiatives and roles to ensure that the endorsement could be utilized to facilitate teacher leadership across the state. Presenters included teacher leaders from New Jersey school districts, representatives from the Department of Education, and program providers from educational organizations and Institutions of Higher Education. Presentations included discussions around research, best practices and models of teacher leadership, as well as the processes of forming and approving high-quality programs of study.

Using the information gathered from these presentations, as well as the ongoing discussions throughout the entire process, the TLEAB voted on its final recommendations in March 2017.

Regarding Eligibility Requirement recommendations, the TLEAB recommends that candidates are eligible to receive the Teacher Leader Endorsement if candidates complete an approved program of study and have:

- a New Jersey Standard Instructional Certificate;
- a minimum of three years of teaching experience; and
- a minimum of two effective or highly effective annual summative ratings in the three most recent years under the New Jersey evaluation system or appropriate equivalent criteria.

Regarding Program of Study recommendations, the TLEAB recommends that program providers must:

- integrate a practicum, field experience and/or internship tied to the learning and experience; and
- provide evidence of candidate's competency based on Teacher Leader Model Standards (TLMS)-aligned assessments.

The Teacher Leader Endorsement Advisory Board (TLEAB) recommends that each program provider should have flexibility to:

- allow candidates to explore one or more Teacher Leader Model Standards (TLMS) domains through in-depth study;
- in the case of credit-bearing programs, determine the number of credit hours required to complete the program;
- establish the program length;
- consider previous experience as long as the candidate is able to provide evidence of competency in the TLMS; and
- determine the cost of its program.

Additionally, the TLEAB recommends that each local education agency (LEA), will have the flexibility to work collaboratively with stakeholders to determine the roles and responsibilities of endorsed teacher leaders.

These final recommendations received unanimous support from all members of the TLEAB.

The next steps for the TLEAB will include reconvening to analyze data and monitor outcomes of the approved programs of study, generating further recommendations. Since the TLEAB members have varying terms, the associations represented shall recommend replacement members.

Section II: Findings & Recommendations

Purpose of the New Jersey Teacher Leader Endorsement

The Teacher Leader Endorsement Advisory Board (TLEAB) believes that the purpose of the Teacher Leader Endorsement is as follows:

Purpose Statement

The Teacher Leader Endorsement acknowledges the holder possesses the skills, knowledge, and dispositions that help to transform school culture and positively influence practice among peers to improve learning outcomes for all students by:

1. Harnessing the collective knowledge of teachers;
2. Promoting shared governance and leadership in schools by working collaboratively with administrators, teachers, and other members of the school community;
3. Encouraging the development of professional cultures of collaboration in schools that allow for the growth of various informal and formal leadership roles in order to build capacity;
4. Advocating for positive educational change, equity, and social justice;
5. Modeling teaching excellence with a strong foundation in improving instruction, curriculum, assessment, and intervention; and
6. Capitalizing on their talent and experience to provide guidance, coaching, mentoring, influence, and direction to improve the effectiveness of teaching and learning.

Teacher Leader Endorsement Eligibility Requirements

The Teacher Leader Endorsement Advisory Board (TLEAB) recommends that candidates are eligible to receive the Teacher Leader Endorsement if the candidate completes an approved program of study and have:

- a New Jersey Standard Instructional Certificate;
- a minimum of three years of teaching experience; and
- a minimum of two effective or highly effective annual summative ratings in the three most recent years under the New Jersey evaluation system or appropriate equivalent criteria.

Teacher Leader Endorsement Program of Study Requirements

The Teacher Leader Endorsement Advisory Board (TLEAB) made the following recommendations related to program providers of the Teacher Leader Endorsement:

Program providers must:

- integrate a practicum, field experience and/or internship tied to the learning and experience; and
- provide evidence of candidate's competency based on Teacher Leader Model Standards (TLMS)-aligned assessments.

Program providers should have flexibility to:

- allow candidates to explore one or more TLMS domains through in-depth study;
- in the case of credit-bearing programs, determine the number of credit hours required to complete the program;
- establish the program length;
- consider previous experience as long as the candidate is able to provide evidence of competency in the TLMS; and
- determine the cost of its program.

Local Use of Endorsement

In its investigation of teacher leader models and initiatives across the state, the Teacher Leader Endorsement Advisory Board (TLEAB) found that teacher leadership exists in varying forms and functions. In other words, teacher leadership exists in both formal roles as well as organic, informal roles. For this reason, the TLEAB suggests that the endorsement not be connected to job titles or responsibilities at the state level, but instead that it is up to the LEA to determine which jobs, roles, and responsibilities the teacher leader endorsement should fill. Therefore, the TLEAB recommends that each LEA have the flexibility to determine the roles and responsibilities of their endorsed teacher leaders. Additionally, LEAs should provide teacher leaders, at a minimum, the amount of time needed to complete an approved program of study and acquire the endorsement prior to creating teacher leader positions that require the endorsement. LEAs are encouraged to collaborate with stakeholders on these decisions.

Implementation Considerations

As LEAs make decisions around the most appropriate ways to use the teacher leader endorsement to grow leadership capacity within their schools, the TLEAB believes it is important to consider implementation within the district's overall system. Effective teacher leadership flourishes with strong administrative leadership. This includes models of shared and distributed leadership. Districts should explore opportunities for leadership teams and stakeholders to work together to enhance school-wide initiatives and to improve student outcomes.

Section III: Moving Forward

Next Steps for Advisory Board

Monitoring and Measuring Impact of Teacher Leadership Policy

Within five years of adoption of the law, September 2015, the Teacher Leader Endorsement Advisory Board (TLEAB) will evaluate programmatic and other data collected from the approved providers. Additionally, the TLEAB will make recommendations to the State Board of Education regarding non-supervisory roles and responsibilities for which a teacher leader endorsement should be required.

The TLEAB will monitor any data collected from the approved providers of the program of study in order to support the TLEAB's work. The data collection will protect individuals' privacy and will not be accessible to the public.⁷

⁷ Any data collected from the approved providers of the program of study shall be provided to the Teacher Leader Endorsement Advisory Board to support the board's work. The data collection shall protect individuals' privacy, and notwithstanding the provisions of P.L.1963, c.73 (C.47:1A-1 et seq.), the data shall not be accessible to the public.

Appendices

Teacher Leader Law

The Teacher Leader Endorsement law (N.J.S.A. 18A:26-2.18) was adopted in September 2015. The approved legislation can be found below, as well as at http://www.njleg.state.nj.us/2014/Bills/PL15/111_.PDF

CHAPTER 111

AN ACT concerning teacher certification and supplementing chapter 26 of Title 18A of the New Jersey Statutes.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

C.18A:26-2.18 Teacher leader endorsement.

1. The State Board of Education shall authorize a teacher leader endorsement to the instructional certificate. To be eligible for the teacher leader endorsement an applicant shall complete a program of study with an approved provider for the teacher leader endorsement.

C.18A:26-2.19 Teacher Leader Endorsement Advisory Board.

2. a. There shall be established an 11-member Teacher Leader Endorsement Advisory Board in the Department of Education. The members of the advisory board shall be appointed by the Commissioner of Education as follows: one officer or employee of the department; four members upon the recommendation of the New Jersey Education Association; one member upon the recommendation of the American Federation of Teachers-New Jersey; two members upon the recommendation of the New Jersey Principals and Supervisors Association; one member upon the recommendation of the New Jersey Association of School Administrators; one member upon the recommendation of the New Jersey School Boards Association; and one member upon the recommendation of the New Jersey Association of Colleges for Teacher Education.

b. Members of the advisory board, other than the member who is an officer or employee of the department, shall serve for a three-year term; except that of the initial appointees, the member appointed upon the recommendation of the New Jersey Association of Colleges for Teacher Education, one of the members appointed upon the recommendation of the New Jersey Principals and Supervisors Association, and one of the members appointed upon the recommendation of the New Jersey Education Association shall serve for a term of three years; the members appointed upon the recommendation of the American Federation of Teachers-New Jersey and the New Jersey Association of School Administrators, and one of the members appointed upon the recommendation of the New Jersey Education Association shall serve for a term of two years; and the member appointed upon the recommendation of the New Jersey School Boards Association, one of the members appointed upon the recommendation of the New Jersey Principals and Supervisors Association, and two of the members appointed upon the recommendation of the New Jersey Education Association shall serve for a term of one year.

c. The advisory board shall organize no later than two months following the effective date of P.L.2015, c.111 (C.18A:26-2.18 et seq.), and shall elect a chair and a vice-chair from among its members.

d. The advisory board shall, no later than six months following its organization, or as it deems necessary, make recommendations to the Commissioner of Education and the State Board of Education regarding the requirements to be eligible to receive the teacher leader endorsement and the program of study for the teacher leader endorsement. The recommendations shall be aligned with the teacher leader model standards set forth in subsection f. of this section. The recommendations regarding the program of study may include, but need not be limited to, field experiences and additional coursework acquired beyond the standards.

e. The advisory board shall meet at least monthly until it makes its initial recommendations to the commissioner and the State board regarding the requirements to be eligible to receive the teacher leader endorsement and the program of study for the teacher leader endorsement. The advisory board shall continue to meet as necessary to make recommendations regarding necessary adjustments to the program of study for the teacher leader endorsement, assess outcomes associated with the various providers of the programs of study for the teacher leader endorsement, and consider emergent research and best practices in teacher leadership.

f. Pursuant to the teacher leader model standards, a teacher with the teacher leader endorsement shall be prepared to:

- (1) Foster a collaborative culture to support educator development and student learning, which shall include understanding the principles of adult learning and how to develop a collaborative culture of collective responsibility;
- (2) Support collaborative team structures, including professional learning communities, and promote an environment of trust, respect, and collegiality to advance continuous improvement in instruction and student learning;
- (3) Access and use research to improve practices and student learning, which shall include understanding how to use research, and how to model and facilitate with colleagues systematic inquiry and research use as a critical component of teachers' ongoing learning and development in improving teaching and learning;
- (4) Promote professional learning for continuous improvement, which shall include understanding the evolving nature of teaching and learning, understanding established and emerging technologies and the school community, and sharing this knowledge with colleagues to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals;
- (5) Facilitate improvements in instruction and student learning, which shall include demonstrating and using a thorough understanding of the teaching and learning processes to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student needs, and coaching or working collaboratively with colleagues to ensure that instructional practices are aligned to a shared mission, vision, and goals;
- (6) Promote the use of assessments and data for school and district improvement, which shall include being knowledgeable about research on current classroom- and school-based design and selection of appropriate formative and summative assessment methods, sharing that knowledge, and collaborating with colleagues in using assessments and other data to make informed decisions regarding student learning and in influencing school improvement practices, district improvement practices, or both;
- (7) Improve outreach and collaboration with families and community, which shall include understanding the significant impact that families, cultures, and communities have on educational processes and student learning and working 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 student learning opportunities to support cultures of student success; and
- (8) Advocate for student learning and the teaching and education profession.

g. No later than five years following the effective date of P.L.2015, c.111 (C.18A:26-2.18 et seq.), the advisory board shall evaluate programmatic and other data collected from the approved providers pursuant to subsection c. of section 3 of P.L.2015, c.111 (C.18A:26-2.20), and make recommendations to the State board regarding non-supervisory roles and responsibilities for which a teacher leader endorsement should be required. P.L.2015, CHAPTER 111 3 C.18A:26-2.20
Application to offer program of study for the teacher leader endorsement.

3. a. An institution of higher education, an educational organization, or other non-profit entity, or a combination thereof, may apply to the Department of Education to offer a program of study for the teacher leader endorsement.

b. The Commissioner of Education shall approve programs of study that meet the standards adopted by the State Board of Education pursuant to section 5 of P.L.2015, c.111 (C.18A:26-2.22). The commissioner shall consider the recommendations of the Teacher Leader Endorsement Advisory Board.

c. Any data collected from the approved providers of the program of study shall be provided to the Teacher Leader Endorsement Advisory Board to support the board's work. The data collection shall protect individuals' privacy, and notwithstanding the provisions of P.L.1963, c.73 (C.47:1A-1 et seq.), the data shall not be accessible to the public.

C.18A:26-2.21 Construction of act.

4. Nothing in this act shall be construed to limit the right to determine any additional compensation and release time for the responsibilities of a teacher with a teacher leader endorsement, in addition to any other terms and conditions of employment related to these teachers, through collective negotiations.

C.18A:26-2.22 Rules, regulations.

5. The State Board of Education shall promulgate regulations pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), to:

a. Set standards for the program of study for the teacher leader endorsement; and

b. Set standards for the approval of providers of programs of study for the teacher leader endorsement.

6. This act shall take effect 90 days after the date of enactment.

Approved September 18, 2015.

Teacher Leader Model Standards

The TLMS are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners.

Rather than serve as a comprehensive job description for teacher leaders, the TLMS instead describe seven domains of leadership. Each domain is further developed and supported by a list of functions that a teacher leader who is an expert in that domain might perform.

[Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning](#)

[Domain II: Accessing and Using Research to Improve Practice and Student Learning](#)

[Domain III: Promoting Professional Learning for Continuous Improvement](#)

[Domain IV: Facilitating Improvements in Instruction and Student Learning](#)

[Domain V: Promoting the Use of Assessments and Data for School and District Improvement](#)

[Domain VI: Improving Outreach and Collaboration with Families and Community](#)

[Domain VII: Advocating for Student Learning and the Profession](#)

Committee

TLEAB Members

Name	Entity/Association Represented	Initial Term
Heidi Olson*, Hopewell Valley Regional School District	NJ Education Association	(1) Three Years (1) Two Years (2) One Year
Gary Melton**, Atlantic City School District	NJ Education Association	
Dana Zimbicki, East Brunswick Public Schools	NJ Education Association	
Gayl Shepard, Montclair Public Schools	NJ Education Association	
Diana Pasculli, New Jersey Department of Education	NJ Department of Education	N/A
Stacy Lemongelli, Perth Amboy Public Schools	American Federation of Teachers NJ	Two Years
Patricia Wright, Executive Director NJPSA	NJ Principals and Supervisors Association	(1) Three Years (1) One Year
Anthony Scotto, Barnegat Township School District	NJ Principals and Supervisors Association	
Irene Lefebvre, Boonton Public Schools	NJ School Boards Association	One Year
Lisa Vernon-Dotson, Rowan University	NJ Association of Colleges for Teacher Education	Three Years
Virginia Grossman, Westampton Township Public Schools	NJ Association of School Administrators	Two Years

*Denotes the TLEAB Chair

**Denotes the TLEAB Vice Chair

Meeting Frequency

The TLEAB met monthly, beginning in February 2016 and finishing in March 2017. The meeting dates, locations, and durations were as follows:

Meeting Date	Meeting Location	Time Period
February 29, 2016	NJDOE	1:45pm – 4:00pm
March 17, 2016	NJDOE	2:00pm – 5:00pm
April 19, 2016	NJEA	1:00pm – 4:00pm
May 23, 2016	NJDOE	9:30am – 3:00pm
June 10, 2016	NJPSA	11:30am – 3:00pm
July 12, 2016	NJPSA	10:00am – 3:00pm
August 29, 2016	NJEA	10:00am – 3:00pm
September 9, 2016	NJDOE	1:00pm – 4:00pm
October 13, 2016	NJEA	10:00am – 4:00pm
November 29, 2016	NJDOE	1:00pm – 4:00pm
December 12, 2016	NJDOE	1:00pm – 4:00pm
January 11, 2017	NJPSA	10:00am – 4:00pm
February 16, 2017	NJEA	10:00am – 4:00pm
March 21, 2017	NJEA	10:00am – 4:00pm

Voting Procedures

Board members voted that decisions would be made by a two-thirds vote, with a minimum of eight members present. If less than eight members were present, the Board held a discussion but would not take a vote until at least eight members were present.

Decision Points

Date	Motion	Decision
April 19, 2016	Election of Chairperson and Vice chairperson	Elected Heidi Olson as Chairperson and Gary Melton as Vice chairperson
May 23, 2016	Mission & Purpose statements for the New Jersey Teacher Leader Endorsement	Adopted the established mission and purpose statements
August 29, 2016	The Board's decision making process	Decisions made by the Board will be made by a two-thirds vote, with a minimum of eight members present
September 9, 2016	Agree to timeline for recommendations	By the end of November 2016, TLEAB will establish eligibility requirements. By the end of March 2017, TLEAB will establish program of study recommendations.
October 13, 2016	Approve language for eligibility requirements	Approved the following: The Teacher Leader Endorsement Advisory Board recommends that candidates are eligible to receive the Teacher Leader Endorsement if the candidate completes an approved program of study and has: <ul style="list-style-type: none"> • a New Jersey Standard Instructional Certificate or its equivalent from another state; and • a minimum of three years of teaching experience; and • a minimum of two effective or higher annual summative ratings in the three most recent years under the New Jersey evaluation system or appropriate equivalent criteria.
December 12, 2016	Establish recommendations associated with cost, practicum, field experience and/or internship, assessment, and roles of endorsed teacher leaders	Established the following recommendations for program of study: <ul style="list-style-type: none"> • <i>Cost</i> will be a program decision • <i>A practicum, field experience and/or internship</i> is to be tied to the learning and experience is required • <i>Assessment</i> within a program of study, standards-based assessment(s) of competence should be required of the candidate • <i>Roles of Endorsed Teacher Leader</i> will be a local decision
January 11, 2017	Decision on stipulation of credit hours, program study length requirement, skillset requirements, and prior experience Language clarification	Established the following recommendations for program of study: <ul style="list-style-type: none"> • <i>Credit hours</i> – Program decision • <i>Program length</i> – Program decision • <i>Cross-cutting skills</i> – Program decision All references to “Teacher Leader Model Standards” refer to the standards as specified in 18A:26-219F.
February 16, 2017	Voting Procedures, pending inclement weather	Voting Procedures, pending inclement weather: <ul style="list-style-type: none"> • Amend voting to allow for quorum. • Allow absent members to call in for vote. • Allow 24 hours to email back.

		<p>Review and amend preliminary draft report.</p> <p>Approved language revisions:</p> <p>Eligibility Requirement:</p> <ul style="list-style-type: none"> ● a New Jersey Standard Instructional Certificate; ● a minimum of three years of teaching experience; and ● a minimum of two effective or highly effective annual summative ratings in the three most recent years under the New Jersey evaluation system or appropriate equivalent criteria. <p>Regarding Program of Study recommendations, the TLEAB recommends that program providers must:</p> <ul style="list-style-type: none"> ● integrate a practicum, field experience and/or internship tied to the learning and experience; and ● provide evidence of candidate’s competency based on TLMS-aligned assessments. <p>The TLEAB recommends that each program provider should have flexibility to:</p> <ul style="list-style-type: none"> ● allow candidates to explore one or more TLMS domains through in-depth study; ● in the case of credit-bearing programs, determine the number of credit hours required to complete the program; ● establish the program length; ● consider previous experience as long as the candidate is able to provide evidence of competency in the TLMS; and ● determine the cost of its program. <p>Additional language revisions were made and approved.</p>
<p>March 21, 2017</p>	<p>Final TLEAB Report</p>	<p>Final revisions and vote on TLEAB Report/ Recommendations</p> <p>All members voted unanimously to accept the final TLEAB report</p>

List of Resources Reviewed by the Advisory Board

[Common Characteristics of School Level Teacher-Leader Initiatives](#)
[Creating Sustainable Teacher Career Pathways: A 21st Century Imperative](#)
[Current New Jersey Department of Education Initiatives Providing Teacher Leadership Opportunities](#)
[Eligibility Requirements for Various New Jersey Roles, Responsibilities, and Initiatives](#)
[Great to Influential- Teacher Leaders' Roles in Supporting Instruction](#)
[National Board Certification and Teacher Leadership](#)
[National Board Certification Process](#)
[NJ-EXCEL \(Expedited Certification for Educational Leaders\)](#)
[Other States with Teacher Leader Endorsements](#)
[Policy Document-Teacher Leadership: Considerations for Policy and Practice](#)
[State Teacher Leadership Toolkit](#)
[Teacher Career Advancement Initiatives: Lessons Learned from Eight Case Studies](#)
[Teacher Leader Advisory Board Report Outline](#)
[Teacher Leader Endorsement in Context](#)
[Teacher leadership & deeper learning for all students](#)
[Teacher leadership development and principal facilitation: Novice teachers' perspectives](#)
[Teacher Leadership: Stated Mission & Purpose in Other States](#)
[The Theoretical and Empirical Basis of Teacher Leadership: A Review of the Literature](#)
[What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship](#)

Acronyms and Definitions

Local Education Agency (LEA) – an entity which operates local public primary and secondary schools (i.e. a school district)

Teacher Leader Endorsement Advisory Board (TLEAB) - an eleven-member group of stakeholders from across the state that was established by statute to provide the Commissioner of Education and the State Board of Education with eligibility and program of study recommendations related to the Teacher Leader Endorsement.

Teacher Leader Model Standards (TLMS) - the TLMS describe seven domains of leadership that are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st century learners.