

Requirements for Teacher Leader Endorsement Program (entitlement through an Illinois institution only)

Teacher Leader Endorsement Program	
IPTS	Programs must ensure that candidates are aware of the Illinois Professional Teaching Standards found in Part 24 of the Administrative Code.
Social & Emotional Learning Standards	Part 555: <i>Children's Mental Health Initiative Grants</i> - Appendix A
State Content Standards	<p>Please refer to Part 25.32(d):</p> <ul style="list-style-type: none"> (a) Leadership to address: <ul style="list-style-type: none"> (a1) knowledge of leadership frameworks and models of shared governance; (a2) understanding teacher evaluation models and training; (a3) ability to hold self and others accountable for results and (a4) ability to lead teams in setting goals and achieving results. (b) Designing professional development to meet teaching and learning needs, to include: <ul style="list-style-type: none"> (b1) understanding, applying, and evaluating the specific needs of new teachers for induction and mentoring; (b2) ability to coach teachers and staff; (b3) ability to understand, apply, and evaluate models of effective professional development; and (b4) ability to observe instruction and provide coaching, mentoring or professional development feedback to teachers. (c) Building school culture that focuses on student learning, to address: <ul style="list-style-type: none"> (c1) understanding diverse learners (including students with Individualized Education Programs, English language learners, students who are underrepresented in the school population, and at-risk students) and their families and communities; (c2) ability to analyze, interpret data around school culture, working and learning conditions, and climate and provide recommendations and action plans as needed; (c3) understanding the impact of instructional models and practices on improving learning, as well as the culture and climate of the school and (c4) ability to understand and apply to the learning environment the Illinois Social and Emotional Learning Standards set forth at 23 Ill. Adm. Code 555. Appendix A. (d) Assessment: Using assessments to improve student learning and foster student achievement. (e) Collaboration: Building collaboration with teachers and stakeholders
National Standards	(a) Educational Leadership Policy Standards: ISLLC 2008, adopted by the National Policy Board for Educational Administration, posted at https://www.ilprincipals.org/wp-content/uploads/2017/02/ILLINOIS-PERFORMANCE-STANDARDS-FOR-SCHOOL-LEADERS.pdf

Requirements for Teacher Leader Endorsement Program (entitlement through an Illinois institution only)

Required	(b) National content standards as set forth in the Teacher Leader Model Standards located at https://www.ilprincipals.org/wp-content/uploads/2017/02/ILLINOIS-PERFORMANCE-STANDARDS-FOR-SCHOOL-LEADERS.pdf .
Tests Required	TAP 400 or 1030 critical reading+ mathematics/450 writing scores on the SAT or 22 composite/19 combined English/writing score on the ACT
General Requirements	Beginning September 1, 2012 , a teacher leader endorsement on a professional educator license will be available to persons who fulfill the requirements of Section 21B-25(2)(E) of the School Code [105 ILCS 5/21B-25(2)(E)] and this Section. In order to receive a teacher leader endorsement, a <i>candidate holding a professional educator license</i> shall: c1) have obtained a master's degree or higher from a regionally accredited institution; c2) have passed the test of basic skills pursuant to Section 25.720; and c3) have completed a program that meets the requirements set forth in Section (25.32) of the Illinois School Code.
Possible roles	1) curriculum specialist (i.e., identifying, designing and implementing curriculum and school and district improvement); 2) coach (i.e., providing coaching to other teachers and staff on instructional practice and methods); 3) mentor teacher (i.e., providing mentoring to new teachers or others in need of assistance); 4) department chair or lead teacher; 5) content specialist (i.e., leading instructional programs in a specific content area); 6) teacher leaders responsible for supervising others, provided that a supervisory endorsement is not required for the position to which the teacher leader is assigned; 7) program leaders (i.e., relative to the climate of the school and classroom, curriculum, instruction or assessment); and 8) other areas of responsibility as identified by school districts.

Please refer to the **Teacher Leader Endorsement program proposal** for more details concerning requirements:

[https://www.isbe.net/ layouts/15/WopiFrame.aspx?sourcedoc=%7b35484B0E-F632-4BF3-A088-F782ED803A40%7d&file=prog-report-format-tchr-ldr.docx&action=default&DefaultItemOpen=1htm](https://www.isbe.net/layouts/15/WopiFrame.aspx?sourcedoc=%7b35484B0E-F632-4BF3-A088-F782ED803A40%7d&file=prog-report-format-tchr-ldr.docx&action=default&DefaultItemOpen=1htm)

Additional guidance can be found in our **Administrative Code** at: <https://www.isbe.net/Documents/25ark.pdf>