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### Learning Centered Leadership Policy 5.101

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#### The Background:

The Learning Centered Leadership Policy (5.101) includes expectations regarding preparation, licensure, professional development and evaluation for instructional leaders in Tennessee. The proposed changes allow applicants from other states to be issued an instructional leader license in Tennessee provided the applicants meet the set of stipulated criteria as outlined in the policy.

In addition, policy language and tools related to evaluation and professional development have been deleted because the information is outdated and have been replaced through other policies and guidance. In 2013, the State Board of Education approved the Revised Tennessee Instructional Leadership Standards. Current policy related to professional learning (5.200) outlines the standards for professional learning required for instructional leaders and policy regarding evaluation instructional leaders is located in Teacher and Principal Evaluation Policy (5.201).

Changes made between first and final reading (page numbers refer to the clean copy version without tracked changes:

#### Cover Page

- **Previously Page 2:** Removed outdated language that outlined the policies that the Learning Centered Leadership Policy replaced.

#### Contents

- **Page 2:** Corrected page numbers

#### The Challenge

- **Page 3:** Removed duplicative language.

#### Section I – Preparation

- **Page 11 and 12:** Added language modifying the process for conditional approval to align with the process utilized for teacher preparation programs (as outlined in the Educator Preparation Policy).

#### Section II – Licensure

- **Page 14:** Removed dated language regarding the previous licensure system and the implementation of the new licensure system beginning in 2009.
- **Page 14:** Added clarifying language regarding the expectations for the ILL-A, including its validity period, renewability, and what it allows an individual to do. All of these characteristics of this license have been in place since 2009, however, this has not been made clear in policy until now.
- **Pages 14 and 15:** Removed language about the transition from the old licensure system to the new (2009) and added clarifying language for licensure advancement, including

language referencing the performance requirements to better align with the current administrator evaluation system.

- **Page 15:** Removed dated language regarding pre-2009 licensure candidates.

**The Fiscal Impact:**

This item has no financial impact on an LEA.

**The Recommendation:**

The Department of Education recommends adoption of this item on final reading. The SBE staff concurs with this recommendation.