

**The Teacher Leadership Program**  
*In partnership with UC Davis Extension*  
**Educational Leadership, Fall 2022**

FALL 2022 SEMINAR SCHEDULE			
Session	Dates	Location	Times
Session I	Friday, October 14th	D'Argenzio Winery, 1301 Cleveland Ave, Suite A, Santa Rosa, CA 95401	4:30-7:00 p.m.
	Saturday, October 15th		9:00 a.m. - 12:30 p.m.
Session II	Friday, December 9th	Fountaingrove Golf Club	4:30-7:00 p.m.
	Saturday, December 10th		9:00 a.m. - 12:30 p.m.

**ATTENDANCE:** Punctual attendance & full participation in every learning session is a critical expectation for the successful completion of the Teacher Leadership Certificate. The program's constructivist & collaborative learning model relies upon the expertise of the cohort and generates new learning through thought-partnerships between participants. If you are unable to attend a class session due to unforeseen or unavoidable personal circumstances, please notify the program facilitators promptly & make alternative learning arrangements. Multiple absences may jeopardize participation in &/or successful completion of the program.

TEACHER LEADERSHIP CERTIFICATE PROGRAM VISION
<ul style="list-style-type: none"> <li>❖ As teachers develop in their practice, they often assume informal and formal leadership roles in schools. The range of skills required to meaningfully contribute to school and district change efforts are often distinct from the knowledge and skills required in the classroom.</li> <li>❖ The Sonoma County Office of Education's Teacher Leadership Certificate Program provides experienced teachers a series of four practiced-based courses that develop the knowledge and skills required to provide effective instructional leadership in their schools and districts.</li> <li>❖ The program is specifically designed to meet the professional growth needs of K-12 teachers with three or more years of classroom experience that consistently play informal or formal leadership roles in their school or district context. The Teacher Leadership Program emphasizes learning experiences and outcomes that will support equitable student learning opportunities and contribute to robust professional learning cultures among faculty and staff in Sonoma County schools.</li> </ul>

EDUCATIONAL LEADERSHIP COURSE OVERVIEW
<p>This course draws from the <a href="#">National Equity Project's</a> research and foundational tools. The course is designed to support teacher leaders in recognizing the individual strengths and both the personal and the shared values that inform decision-making and infuse teaching practice and school culture in their context. Teacher leaders will develop the capacity to build and manage effective, collaborative teams in order to facilitate meaningful change.</p>

TEACHER LEADER MODEL STANDARDS ADDRESSED:

**Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning**

*The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning .*

- a) **Utilizes group processes** to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) **Models 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) **Employs facilitation skills** to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) **Strives to create an inclusive culture** where diverse perspectives are welcomed in addressing challenges.
- e) **Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages** to promote effective interactions among colleagues.

**Domain VII: Advocating for Student Learning and the Profession**

*The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.*

- a) **Shares information with colleagues** within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
- b) **Works with colleagues to identify and use research** to advocate for teaching and learning processes that meet the needs of all students
- c) **Collaborates with colleagues to select appropriate opportunities** to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
- d) **Advocates for access** to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals
- e) **Represents and advocates** for the profession in contexts outside of the classroom

### Educational Leadership Essential Course Questions

- o What can we offer & what can we gain from our work as a learning community?
- o How might listening & conversation provide a foundation for our learning & leadership?
- o What metaphors for teaching & learning resonate with my own experiences?
- o How might we conceptualize “leadership” for ourselves?
- o What common themes emerge from our individual definitions of leadership?
- o How might we conceptualize “teacher leadership” for our cohort’s learning experience?
- o How might we experiment with connecting our identity & experience as a teacher leadership cohort with the needs of our students & colleagues?
- o How might we engage in listening & conversation with our administration colleagues to identify new opportunities for learning & growth within our school or district context?

Please notify the instructor(s) of any disability that prevents the fullest expression of your abilities so that reasonable accommodations can be made.

### PROFESSIONAL CODE OF CONDUCT

*Teachers serve as a role model for their students, colleagues, and the community. A professional teacher has a set of competencies and a knowledge base to work effectively with students, colleagues, parents, and the community. Professional educators also adhere to ethical behavior in all professional capacities within & beyond the classroom. The following behaviors are a code of conduct and set of expectations for behavior as a teacher and as a participant in SCOE's Teacher Leadership Certificate Program.*

- Maintain the attitude of a learner.
- Respect the confidentiality of your cohort peers.
- Be prompt for cohort class sessions & meetings and engage in all learning activities to the best of your ability. Communicate with the instructor **before** an unavoidable absence & make arrangements to engage with the concepts and themes explored in an alternative learning environment.
- Take responsibility for communicating with the Teacher Leadership Certificate faculty about key expectations and deadlines. Take responsibility for communicating relevant program information to administrators within your school or district context.
- Respond in a timely manner to any requests for information from Teacher Leadership Certificate Program staff, UC Davis Extension and/or your district.
- Respect the values, regulations & policies of your school and district.
- Refrain from engaging in unprofessional conversation about individual students, colleagues, administrators, parents, or anyone in the school system.