

**The Teacher Leadership Certificate Program**  
*In partnership with UC Davis Extension*  
**Educational Leadership, Fall 2016**

FALL 2016 CLASS SCHEDULE			
Session	Dates	Location	Times
Session I	Friday, September 16 <sup>th</sup>	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, September 17 <sup>th</sup>		8:30 a.m. -12:00 p.m.
Session II	Friday, October 21 <sup>st</sup>	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, October 22 <sup>nd</sup>		8:30 a.m. -12:00 p.m.
Session III	Friday, November 18 <sup>th</sup>	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, November 19 <sup>th</sup>		8:30 a.m. -12:00 p.m.
Session IV	Friday, December 9 <sup>th</sup>	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, December 10 <sup>th</sup>		8:30 a.m. -12:00 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 email the program coordinator immediately & make alternative learning arrangements. Multiple absences may jeopardize participation in &/or successful completion of the program.			

**TEACHER LEADERSHIP CERTIFICATE PROGRAM VISION**

- ❖ 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 change efforts are often distinct from the knowledge and skills required in the classroom.
- ❖ 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.
- ❖ 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.

**EDUCATIONAL LEADERSHIP COURSE OVERVIEW**

This course is designed to support teacher leaders in recognizing the individual strengths, the personal and the shared values that inform decision-making and infuse teaching practice and school culture. Teacher leaders will develop the capacity to build and manage effective collaborative teams in order to facilitate meaningful change.

## 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

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

OUTLINE OF SESSION TOPICS & THEMES		
Session	Dates	Essential Questions
Session I	September 16 <sup>th</sup> & September 17 <sup>th</sup>	<ul style="list-style-type: none"> <li>○ What can we offer to &amp; what can we gain from our work as a learning community?</li> <li>○ How might listening &amp; conversation provide a foundation for our learning &amp; leadership?</li> <li>○ What metaphors for teaching &amp; learning resonate with my own experiences?</li> </ul>
Session II	October 21 <sup>st</sup> & October 22 <sup>nd</sup>  <b>Guest Facilitation:</b> Jennifer McDermott, <i>Chief of Staff</i> , Center for Educational Leadership	<ul style="list-style-type: none"> <li>○ How might we conceptualize “leadership” for ourselves?</li> <li>○ What common themes emerge from our individual definitions of leadership?</li> <li>○ How might we conceptualize “teacher leadership” for our cohort’s learning experience?</li> </ul>
Session III	November 18 <sup>th</sup> & November 19 <sup>th</sup>  <b>Guest Facilitation:</b> Terri O’Donnell, <i>Courage to Teach</i> ® Facilitator & Secondary Teacher	<ul style="list-style-type: none"> <li>○ How do we experience paradox in teaching &amp; learning?</li> <li>○ How might recognizing “the tragic gap” change our relationship with our teaching practice?</li> </ul>
Session IV	December 9 <sup>th</sup> & December 10 <sup>th</sup>	<ul style="list-style-type: none"> <li>○ How might we experiment with connecting our identity &amp; experience as a teacher leadership cohort with the needs of our students &amp; colleagues?</li> <li>○ How might we engage in listening &amp; conversation with our administration colleagues to identify new opportunities for learning &amp; growth within our school or district context?</li> </ul>

PROFESSIONAL CODE OF CONDUCT
<p><i>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 &amp; beyond the classroom. The following behaviors are a code of conduct and set of expectation for behavior as a teacher and as a participant in SCOE’s Teacher Leadership Certificate Program.</i></p> <ul style="list-style-type: none"> <li>• Maintain the attitude of a learner.</li> <li>• Respect the confidentiality of your cohort peers.</li> <li>• Be prompt for cohort class sessions &amp; meetings and engage in all learning activities to the best of your ability. Communicate with the instructor <b>before</b> an unavoidable absence &amp; make arrangements to engage with the concepts and themes explored in an alternative learning environment.</li> <li>• 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.</li> <li>• Respond in a timely manner to any requests for information from Teacher Leadership Certificate Program staff, UC Davis Extension and/or your district.</li> <li>• Respect the values, regulations &amp; policies of your school and district.</li> <li>• Refrain from engaging in unprofessional conversation about individual students, colleagues, administrators, parents, or anyone in the school system.</li> </ul>