

# Welcome!

## *Instructional Leadership* Teacher Leadership Certificate

January 20th, 2017



# *Teaching from Within*

The question we most commonly ask is the “what” question-- what content shall we teach?

When the conversation goes a bit deeper, we ask the “how” question, what methods & techniques are required to teach well.

Occasionally, when it goes deeper still, we ask the “why” question-- for what purpose & to what ends do we teach?

Parker Palmer, The Courage to Teach

# Community Agreements

Notice moments of discomfort & stay curious. Strive to be “hard” on issues but “soft” on people.

Listen fully-- with your ears, eyes & heart while observing our community's confidentiality.

Speak your truth without blame or judgement. Releasing emotion is welcome here. Trust that we are striving to become a safe, supportive & empathetic community.

Remain open to the evolving learning experience we're co-creating together. Generously allow ourselves to fail & to change course.

# This program is NOT:

- A training on how to fulfill a specific positional role in your school or district.
- A place to get “the answers” from “experts”
- A quick fix for complex problems of practice & culture in our classrooms & schools



# This program IS:

- Ongoing experiences that connect you with what matters most in your work
- A safe place to consider & practice ideas, structures & conversations that might support your work
- A place to cultivate & strengthen relationships & networks with other leaders



- *What's on top this evening....*
- *A new challenge for the new year....*
- *A new adventure or hope for the new year....*

# *Teacher Leadership Standards*

## *Domains II & IV*

1. The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate.
2. The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

# 4 Corners Activity

**I'm currently practicing this instructional leadership skill on a regular basis.**

**I've tried this instructional leadership skill occasionally.**

**I haven't practiced this instructional leadership skill yet but I'm interested in experimenting soon.**

**I don't think this instructional leadership skill is a good fit for my interests & strengths. I'm not inclined to lead this way.**



## Domain II: Accessing & Using Research to Improve Practice & Student Learning

I help my colleagues access & use research in order to select appropriate strategies to improve student learning.

## Domain II: Accessing & Using Research to Improve Practice & Student Learning

I support colleagues in collaborating with education institutions that are engaged in researching critical educational issues beyond my district or school site.

## Domain II: Accessing & Using Research to Improve Practice & Student Learning

I support my colleagues in collecting analyzing, and communicating data from their classrooms to improve teaching and learning.

## Domain IV: Facilitating Improvements in Instruction and Student Learning

I engage in reflective dialogue with my colleagues based on observation of instruction, student work, and assessment data.

## Domain IV: Facilitating Improvements in Instruction and Student Learning

I serve as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.

## Domain IV: Facilitating Improvements in Instruction and Student Learning

I promote instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

# Reading: *A Teacher is Born* p.54-61

Elizabeth Green  
*Building a Better Teacher: How Teaching Works*

- Surprising
- Hard to pull off
- Do-able or “low hanging fruit”
- Worth the time investment
- Examples or moments of “instructional leadership”



# Choose & Write Down Three Phrase or Sentence Excerpts from the Text

You may want to focus on an excerpt that is....

- Surprising
- Hard to pull off
- Do-able or “low hanging fruit”
- Worth the time investment
- The best example or moment of “instructional leadership”

# Give One Get One Discussion Protocol

Choose one excerpt from the list you jotted down & find a partner to exchange sentences or phrases with.

An image of Instructional  
Leadership I'm playing with or  
chewing on....

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# Transactional Leadership v. Transformational Leadership

*Leading for Equity, p.65*

What “bridge” or  
“intersection” can you  
identify or sense between  
*Educational Leadership &  
Instructional Leadership?*

# February & March Instructional Leadership Seminars



# Lines for Winter

Tell yourself  
as it gets cold and gray falls from the air  
that you will go on  
walking, hearing  
the same tune no matter where  
you find yourself --  
inside the dome of dark  
or under the cracking white  
of the moon's gaze in a valley of snow.

Tonight as it gets cold  
tell yourself  
what you know which is nothing  
but the tune your bones play  
as you keep going. And you will be able  
for once to lie down under the small fire  
of winter stars.

And if it happens that you cannot  
go on or turn back and you find yourself  
where you will be at the end,  
tell yourself  
in that final flowing of cold through your limbs  
that you love what you are.

~ Mark Strand