

Welcome!

Instructional Leadership Teacher Leadership Certificate

May 5th, 2017



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.

An Invitation to Explore

- Check out the Gallery Walk of Quotes.
- Choose two quotes that resonate most powerfully with you this evening.

Constructivist Listening Dyad

- Share one of the quotes you chose with your partner.
- Share why the quote resonated with you this evening or a connection to your own experience(s).
- OR, share something that's “on top” for you & needs to be shared this evening.

Instructional Leadership Domains
Block Party

Instructional Leadership Domains: Block Party Protocol

1. Choose a card with an Instructional Leadership Domain excerpted from the Teacher Leader Model Standards.
2. Read your standard & consider the personal connections, reflections or questions that it prompts for you.
3. Find a partner & take turns reading your standards & sharing the connections that you've made with your own work.
4. After both partners have shared their standards & connections, switch cards.
5. Reflect on the personal connections your new standard prompts.
6. Find a new partner & repeat the process of reading, sharing & switching cards.

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.

1. Attending to relationships
& leadership opportunities
in our contexts.

2. Developing a
Capstone Project

Developing A Capstone Project:

Potential Dates

Tuesday, June 20th	9:00 a.m. - 1:00 p.m.
Thursday, July 7th	9:00 a.m. - 1:00 p.m.
Saturday, August 26th	9:00 a.m. - 1:00 p.m.
September 15th & 16th	1st Data Leadership Seminar

Welcome!

Instructional Leadership Teacher Leadership Certificate

May 6th, 2017



The Great Paradox

“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.”

~ Margaret Wheatley

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5 Dimensions of Teaching & Learning



Observational Protocol for Classroom Examples

AS YOU OBSERVE the Classroom example:

1. Resist the urge to ANALYZE, JUDGE, SYNTHESIZE, MAKE CONNECTIONS!
2. What do you see?
3. What do you hear?

Observational Protocol for Classroom Examples

AS YOU OBSERVE the Classroom example:

1. Jot down 1 example of **nonverbal behavior** you observe from **students** that provides evidence of the Classroom Culture.
2. Jot down 1–2 examples of **verbal comments** you hear from **students** or the **teacher** that provide evidence of the Classroom Culture.

Observational Protocol for Classroom Examples

1. Choose one **Dimension** to focus on for a classroom video(s) observation.
2. Choose one **Subdimension** to focus on for a classroom video(s) observation.
3. Choose one **Guiding Question** to focus on for a classroom video(s) observation.

Observational Protocol for Classroom Examples

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2. What do you see?
3. What do you hear?

Observational Protocol for Classroom Examples

AS YOU OBSERVE the Classroom example:

1. Jot down 1–2 examples of **nonverbal behavior** you observe from **students** that may provide a response to (or evidence of) your **Guiding Question**.
2. Jot down 1–2 examples of **verbal comments** you hear from **students** or the **teacher** that may provide a response to (or evidence of) your **Guiding Question**.

Classroom Culture Examples

1. Getting Better Through Authentic Feedback
[Sean McCom, Grades 9-12]

2. Praising the Process [Grade 1, Chana Stewart]

3. D.E.A.R. Reading— Family Style [Grades K-2, Kimberly Laurance]

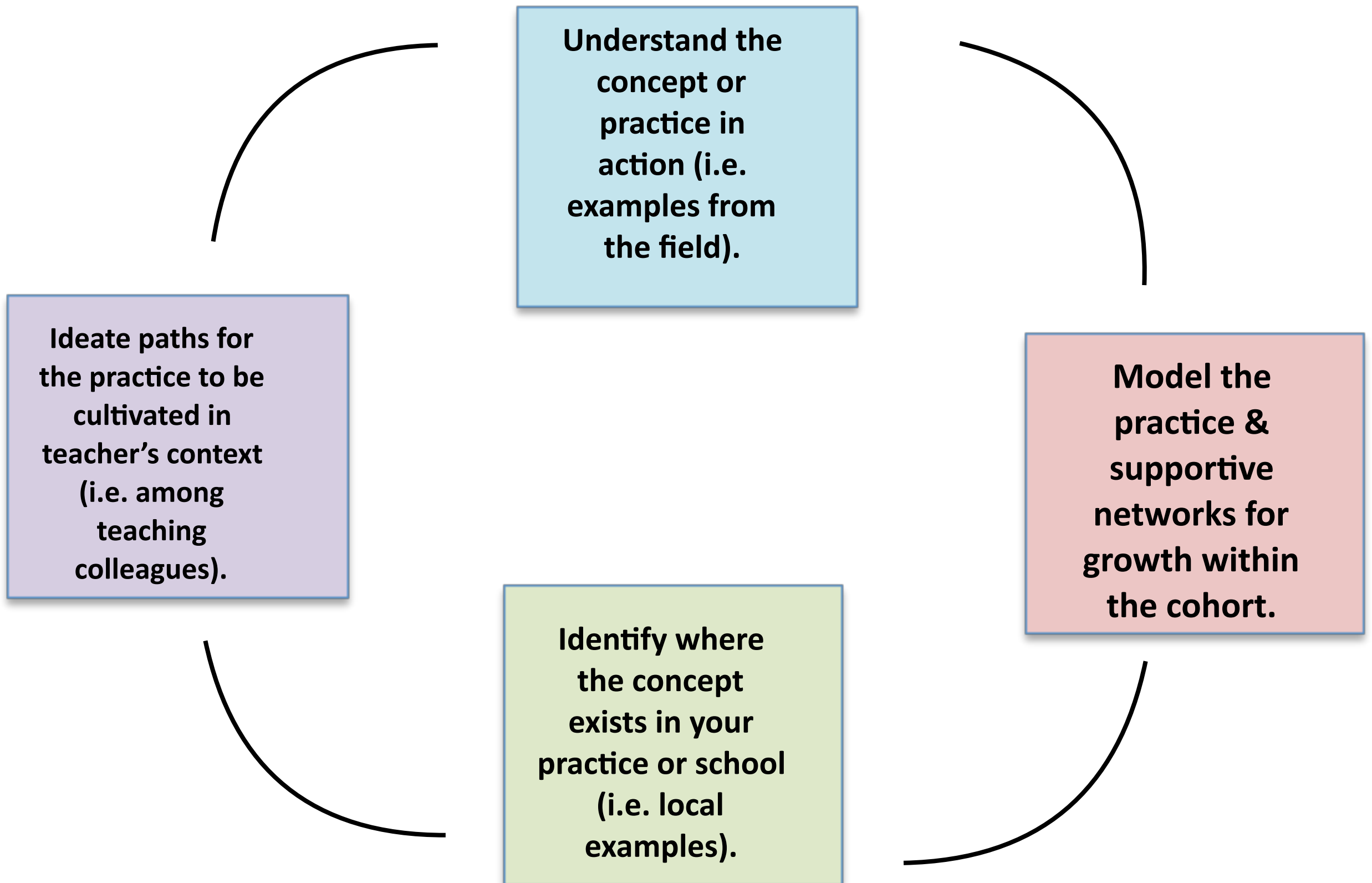
Our Learning Cycle

**Understand the
concept or
practice in
action (i.e.
examples from
the field).**

**Ideate paths for
the practice to be
cultivated in
teacher's context
(i.e. among
teaching
colleagues).**

**Model the
practice &
supportive
networks for
growth within
the cohort.**

**Identify where
the concept
exists in your
practice or school
(i.e. local
examples).**



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

