

The Teacher Leadership Certificate Program
In partnership with UC Davis Extension
Instructional Leadership, Spring 2017

Spring 2017 CLASS SCHEDULE			
Session	Dates	Location	Times
Session I	Friday, January 20th	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, January 21 st		8:30 a.m. - 12:00 p.m.
Session II	Friday, February 24 th	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, February 25 th		8:30 a.m. - 12:00 p.m.
Session III	Friday, March 31 st	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, April 1 st		8:30 a.m. - 12:00 p.m.
Session IV	Friday, May 5 th	Museums of Sonoma County, History Mezzanine Level	4:30 p.m. – 8:30 p.m.
	Saturday, May 6 th		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.

INSTRUCTIONAL LEADERSHIP COURSE OVERVIEW

This course is designed to support teacher leaders in understanding and practicing strategies for analyzing instruction, engaging in peer-to-peer observations, examining student work collaboratively, and facilitating a growth-oriented professional teaching culture.

The course learning experiences are designed to deepen teacher leaders' understanding of the role of student engagement in successful academic outcomes and increase their own capacity for aligning instruction with the current literature on student engagement.

INSTRUCTIONAL LEADERSHIP COURSE OVERVIEW (continued)

This course draws from Six Essential Practices (SOAR™) for implementing Common Core State Standards developed by [UC Davis's REEd Center](#) & the [Center for Educational Leadership's 5 Dimensions of Teaching & Learning™](#).

TEACHER LEADER MODEL STANDARDS ADDRESSED:

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

The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

The teacher leader:

- a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and
- d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain IV: Facilitating Improvements in Instruction and Student Learning

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.

The teacher leader:

- a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- f) Promotes 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.

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	Guest Facilitation: Dr. Bob Pritchard, Ph.D. & Debi Pitta, UC Davis REEd Center	<ul style="list-style-type: none"> ○ What metaphors for teaching & learning resonate with my own experiences? ○ How might I create powerful learning opportunities for students in my own classroom, school and/or district?
Session II	Guest Facilitation: Dr. Karen Noordhoff, Ph.D. & Jeff Creswell, <i>The Center for Courage & Renewal</i>	<ul style="list-style-type: none"> ○ To be determined....
Session III	Guest Facilitation: Brulene Zanutto, Sonoma County Office of Education	<ul style="list-style-type: none"> ○ How might we identify existing opportunities for instructional leadership in our own context?
Session IV		<ul style="list-style-type: none"> ○ How might we connect our expertise and strengths in instructional leadership with the needs of our students & colleagues? ○ How might we engage in listening & conversation with our teaching and administrative colleagues to identify new opportunities for learning & growth within our school or district context?

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 & 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"> • 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.