

**The Teacher Leadership Certificate Program**  
*In partnership with UC Davis Extension*  
**Instructional Leadership**

2018-19 SEMINAR SCHEDULE			
Session	Dates	Location	Times
Session I	Friday, October 26th	Arlene Francis Center, Santa Rosa	4:30 p.m. – 7:30 p.m.
	Saturday, October 27th		9:00 a.m. -12:30 p.m.
Session II	Friday, November 30 <sup>th</sup>	Arlene Francis Center, Santa Rosa	4:30 p.m. – 7:30 p.m.
	Saturday, December 1 <sup>st</sup>		9:00 a.m. -12:30 p.m.
Session III	Friday, January 25 <sup>th</sup>	Arlene Francis Center, Santa Rosa	4:30 p.m. – 7:30 p.m.
	Saturday, January 26 <sup>th</sup>		9:00 a.m. -12:30 p.m.
Session IV	Friday, February 1 <sup>st</sup>	Arlene Francis Center, Santa Rosa	4:30 p.m. – 7:30 p.m.
	Saturday, February 2 <sup>nd</sup>		9:00 a.m. -12:30 p.m.
Session V	<b>March, 2019 TBD</b>	Arlene Francis Center, Santa Rosa	4:30 p.m. – 7:30 p.m.
			9:00 a.m. -12:30 p.m.
Sessions Vi & VII	Thursday, June 20 <sup>th</sup>	Sonoma County Office of Education	9:00 a.m. – 3:00 p.m.
	Friday, June 21 <sup>st</sup>		9:00 a.m. – 3:00 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.

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

**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.

This course draws from the work of the National Equity Project and [Center for Educational Leadership's 5 Dimensions of Teaching & Learning™](#).

## 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 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.

TEACHER LEADER MODEL STANDARDS ADDRESSED (CONTINUED)

**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.

**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

### ESSENTIAL QUESTIONS

- What can we offer to & what can we gain from our work as a learning community?
- How might listening & conversation provide a foundation for our learning & leadership?
- 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?
- 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

*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.*

- 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.