The Teacher Leadership Program
In partnership with UC Davis Extension
Data Leadership

2023-24 Seminar SCHEDULE			
Session	**Dates**	**Location**	**Times**
Session I	Saturday, October 14th	Virtual	9:00 a.m. -12:00 p.m.
Session II	Saturday, December 2nd	Virtual	9:00 a.m. -12:00 p.m.
Session III	Saturday, January 20th	Virtual	9:00 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.

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 Teacher Leadership Program provides experienced teachers a series of four practice-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.

DATA LEADERSHIP COURSE OVERVIEW

This course is designed to support teacher leaders in developing a deeper understanding of problems of practice that can be meaningfully addressed by the strategic use of data. Course learning experiences are designed to increase teacher leaders' capacity to identify relevant site-specific data that can inform a deeper understanding of complex educational challenges. Teacher leaders will practice the collection, analysis and reporting of relevant data to address challenges in participants' own educational context.

TEACHER LEADER MODEL STANDARDS ADDRESSED:

Domain IV: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

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 dialogue 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
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 V: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about current research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

The teacher leader:

a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning

GUIDING QUESTIONS FOR DATA LEADERSHIP

1. How might I identify relevant quantitative & qualitative data in order to develop a deeper understanding of the compelling need my capstone project is designed to address?

2. How might the Center for Educational Leadership's 5 Dimensions of Teaching & Learning™ be used as a resource for developing my expertise as an instructional leader who can identify and use data effectively in my classroom and school?

3. How might different sources of data be used as a resource for developing my expertise as an instructional leader who can identify and use data effectively in my classroom and school?

4. How might I engage in cycles of inquiry around my instructional practice to develop my expertise as an instructional leader who can identify and use data effectively in my classroom and school?

5. How might I use data relevant to my capstone project to create a climate of trust and critical reflection in my school or district that in order to engage colleagues in challenging conversations about student learning needs

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.