

# Teacher Leadership Development

**COMPONENT #: 7-416-305**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to provide the participant with the knowledge, attitudes, skills, materials and strategies to serve in the role of teacher leader at the school, district, state, and/or national level.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |  |   |
|--|---|
| <input type="checkbox"/> Learning Communities  | <input type="checkbox"/> Learning Designs |
| <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Implementation   |
| <input type="checkbox"/> Resources             | <input type="checkbox"/> Outcomes         |
| <input type="checkbox"/> Data                  |   |

**Florida Educator Accomplished Practices** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment                                      |
| <input type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement  |
| <input type="checkbox"/> Instructional Delivery and Facilitation  | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Student Learning Results          | <input checked="" type="checkbox"/> Decision Making         |
| <input type="checkbox"/> Student Learning as a Priority    | <input checked="" type="checkbox"/> Leadership Development  |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development               | <input type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment              | <input type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners                 | <input checked="" type="checkbox"/> PS 6 – Communication   |
| <input type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment       |
| <input type="checkbox"/> PS 5 – Assessment                            |  |

**IMPACT FOCUS AREA(S):** Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |   |
|--|---|
| <input type="checkbox"/> Educator knowledge/skill (content)        | <input checked="" type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand and apply knowledge of adult learning principles in various teacher leadership roles.
2. Develop facilitative leadership skills for working with colleagues in a leadership capacity.
3. Identify personal biases and preferences, and learn to put biases aside when performing the responsibilities of the teacher leadership roles.
4. Demonstrate the ability to work with diverse groups.
5. Demonstrate the ability to recognize evidence of excellence in teaching practice.
6. Develop awareness of appropriate tools and how to utilize them in a leadership capacity.
7. Develop confidence when performing various duties of a teacher leadership role.
8. Adhere to ethical standards of various teacher leadership roles.
9. Learn strategies, skills, and attitudes necessary to work collaboratively with administrators and other colleagues.
10. Implement newly-acquired strategies and best practices in teacher leadership.
11. Integrate reflection as a habit of practice.

### **PART II – LEARNING**

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Review current research related to adult learning and teacher leadership (SLO 1-11).
2. Receive appropriate materials and instruction in the application of these tools as relevant to specific teacher leadership roles (SLO 1-11).
3. Participate in data analysis training (SLO 1-11).
4. Identify and implement research-based strategies to promote teacher effectiveness (SLO 1-11).
5. Investigate ethical issues and practices related to specific teacher leadership roles.
6. Practice techniques for effective teacher leadership (SLO 1-11).
7. Review research and literature on distributed leadership. Apply various forms of coaching, mentoring, and facilitation of job-embedded professional learning (SLO 1-11).
8. Discuss the responsibilities associated with various teacher leadership roles (SLO 1-11).
9. Reflect on successes and challenges in application of teacher leadership skills, strategies, and knowledge to various teacher leadership roles (SLO 1-11).

### **PART III – IMPLEMENTATION**

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

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X Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will consist of mentor/coaching activities which may include but not be limited to direct observation, collaborative conversations, oral reflection, lesson demonstration and/or follow up session(s).
2. Student Learning: Evidence will consist of (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
3. Organizational support and change: Evidence will consist of changes in instructional practice and the impact on teacher effectiveness through the creation of an action plan to be implemented at the school site.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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**Department:** Office of Professional Development and Evaluation

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