Build Leadership Capacity through the
Boston Teacher Leadership Certificate Program

Course Overviews

Using Data Course
Participants learn how to access and collect multiple forms of data and build a repertoire of strategies for guiding their teams to understand, analyze and use data in decision-making and to communicate data results in ways that empower community members to envision their role in improvement.

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<th>What You Will Do to Demonstrate Capability</th>
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| Understanding and Analyzing Data     | Collect multiple forms of data relevant to a school goal. Analyze the data to identify an instructional focus that will be your problem of practice for this course. | 1. Building data literacy  
2. Collecting and analyzing quantitative and qualitative data  
3. Drilling down to identify an instructional priority. |
| Creating a Data Culture              | Analyze conditions affecting team engagement with data. Create and share data displays using strategies to support culturally proficient collaborative analysis. After inquiry cycle (below), share inquiry cycle results with three different audiences. | 4. Preparing a team for data use  
5. Communicating with data  
6. Analyzing data with attention to cultural proficiency |
| Using Data to Inform Decisions       | Collaborate with one or more colleagues to use data analysis results to make decisions about high-leverage instructional adjustments and implement them. Monitor and report on results. | 7. Making decisions within data-based inquiry cycles  
8. Progress monitoring |

What teachers are saying:

- I’m feeling great! It’s been an awesome three months delving into data and I’ve learned a ton of useful information that I will definitely be using this for other subjects this year.
- I worked some on Assessment 2 this week and I feel like it will be easy and helpful to implement with my team. I am actually excited to do that work with my team. It also fits perfectly in with our whole school goals.
- It will be easy to put the skills into use during my common planning time with my team - especially the root cause analysis because I think we are all very quick to jump to solutions without fully analyzing the situation.
- I feel much more comfortable with the data cycle now I’m excited to begin my 6 week cycle!
- I am already using and sharing data with my colleagues at work. Colleagues are beginning to ask me about teaching strategies with ELLs, and are giving me time to share more information with them. I am very excited for my second LAT meeting in two weeks.
- I am a much stronger presenter to my staff. Yesterday at our first whole-staff PD I was able to present materials about ELL students, as well as articles and information about the WIDA, and answer questions. My confidence has improved and I was able to back up information with articles and data. I felt like a leader, and I stood beside the principal. I received surprise positive feedback from numerous colleagues today.
- It’s been a great path of learning, and I’m thinking it’s easy in the fact that we can put everything learned into place right away. It’s still going to be a hard rest of the journey in turning our whole school into data experts. It’s just the beginning so we have a long road ahead, but it is exciting, it’s useful, and I think the more people get on board, the better our district will be.
## Shared Leadership Course

Participants learn approaches for building unity of vision within a team, managing an effective, collaborative team, facilitating change and understanding the role of individuals and teams within school and district systems.

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| Strengthening Unity of Vision in a Team | Assess level of trust and unity of vision on your team. Create and implement a plan to improve collective responsibility for a shared vision. Predict and prepare for reactions to these changes. | 1. Building and sustaining trust  
2. Creating a shared vision  
3. Increasing shared ownership of improvement and change |
| Managing an Effective Team           | Use your knowledge of yourself as a leader and the team to identify and introduce new routines for improving the team's process. Analyze and reflect upon the impact of these new routines. | 4. Managing group dynamics by knowing yourself and the team  
5. Facilitating groups |
| Understanding Self and Team as Part of a System | Compare your team’s vision with school and district goals, then map out your team’s theory of action. Apply your skills for increasing trust and shared ownership and for improving the team’s process to the larger system of stakeholders. | 6. Understanding the work as part of a system  
7. Engaging stakeholders and forging collaborations  
8. Communicating within and across teams |

### What teachers are saying:

- Working together on creating a shared vision was definitely helpful in helping me think through how to develop a shared vision for my own team.
- I know my school is at a turning point, and if we start to use these skills for ourselves, we could improve our school's culture.
- I’m actually thinking of using a version of the vision tool next Monday.
- I found the readings to be very straight-forward in terms of highlighting the “10 Principles of Change,” “the Five Dysfunctions of a Team” and the “Seventeen Factors that affect the organizational context” in both the public and the private sectors.
- My conversation with XX about PLC's was useful. It's one thing to write about it in response to readings and my own thoughts, but sharing the thoughts and ideas in real discussion helped me realize some ways to make PLC's stronger and more purposeful.
- I can easily implement the one-legged interview after my next meeting, which is held next Monday. I will also be administering the trust & vision tools.
- The online postings I had done for the week really got me thinking about the resources my school has utilized, so seeing the assets list and discussing in small groups what else I could reach out to was helpful. The topic is interesting to me because I know it's something I can use to affect the school.
- Now that I am regularly facilitating a large group, I feel that I have a better understanding of how a team functions and how to use the strategies. I feel more confident - though a little overwhelmed!
- I hadn’t really considered the power of the Google tools. While I know them and have used them, having the dedicated time to think about them as facilitators of communication was good.
- The logic model is a good place for me to start helping my team accomplish our goal. It helps me organize the information and the necessary steps.
- Doing the role playing for examples of how to manage toxic behavior was very helpful.
- It’s good to read the information about the Acceleration Agenda. It’s helpful to understand what BPS is seeking.
Supporting Instruction Course

Participants gain expertise in applying principles of adult learning as they learn and practice strategies for observing teaching, examining student work collaboratively, analyzing instruction & instructional resources, facilitating growth-oriented dialogue, and planning effective professional learning experiences.

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<td>Facilitating Growth-Oriented Dialogue about Instruction</td>
<td>Videotape your own professional practice and reflect on it. Then lead a colleague or team in examining and learning from one aspect of their (or the team’s) practice.</td>
<td>1. Establishing a purpose and process for the dialogue  2. Examining collections of evidence on instruction  3. Leading coaching conversations</td>
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<td>Expanding Colleagues’ Instructional Resources and Routines</td>
<td>Identify instructional resources or routines that can be adopted or adapted to address the problem of practice your team is working on. Try them yourself.</td>
<td>4. Identifying appropriate instructional resources &amp; routines, incl. technology tools  5. Evaluating and adapting instructional resources and routines for a specific purpose</td>
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<td>Leading effective professional learning experiences</td>
<td>Plan, implement and evaluate a professional learning experience (for 2 or more people) focused on effectively supporting changes in instructional practice that can address the problem of practice.</td>
<td>6. Designing effective professional learning experiences  7. Monitoring effectiveness of professional learning experiences</td>
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What teachers are saying:

- I have a better understanding of the importance of meeting teachers where they are and then supporting them to push themselves a bit out of the comfort zone and to try new things.
- Learning by doing always works for me. I enjoyed participating in the protocol which helped me be reflective and, as always, participating gives me a better understanding of the protocols and makes me increasingly more comfortable using them.
- This course and working on Assessment 1 has really helped me to gain confidence in my leadership and facilitating skills because it has challenged me to look at myself and how I interact with my team.
- I enjoyed doing the listening survey. I have found a few areas to work on and hope to see results as I try to be more aware of areas I need to develop in conversations with colleagues.
- I will definitely be able to think about my awareness of colleagues - their motivations, concerns, ways of thinking, etc. as I interact with them both every day and as a facilitator during meetings.
- It will be easy to put the ideas surrounding PD evaluations to use in my role. I lead a team meeting weekly and lead our after school PD as well. Always good to know more ways to find out if our meetings are helping and/or helpful.
- The ideas my classmates and the facilitators gave me make me more confident with bringing back resources and information to ELA teachers I work with.
- I left class feeling as though I had some useful ideas and tools for my upcoming PD not only to assess the effectiveness of my PD but also to assess the learning of myself and my peers.
- It is easy to think about how to focus what I want to do with the other teachers so that we aren’t all over the place and we don’t waste our very brief time together.
- I appreciated the discussion about “difficult” scenarios that can be encountered when presenting.
- I will say that through all of the courses that I have and am taking through the BTLC, not only was I able to plan an awesome PD (even the grumpy teachers were happy with it, AND at 6:05 when it should have ended at 6:00, people were still working), but I was confident enough to stand up there the whole time and refocus colleagues and keep it all moving.
Professional Expertise Course

Participants practice strategies for guiding team reflection within a school in order to turn individual expertise into an organizational asset, while also building skills to tap the professional knowledge base of research and professional literature and to apply that knowledge to instructional improvement.

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<td>Maximizing the Organization’s Internal Expertise</td>
<td>Cultivate conditions that support organizational learning in your team and monitor your efforts. Prepare and lead reflective dialogues with the goal of turning individuals’ knowledge in an instructional area of focus into an organizational asset. Analyze the quality of the dialogues, your own leadership skills, and your influence on the conditions of organizational learning.</td>
<td>1. Creating conditions for productive and powerful group learning 2. Facilitating reflective dialogue</td>
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<td>Tapping into Education’s Knowledge Base</td>
<td>Identify and review research and research-based professional literature relevant to the identified instructional focus area. Create and share an annotated bibliography that identifies implications for practice and reflect on it with the team.</td>
<td>3. Accessing, analyzing and evaluating education research 4. Using education research to inform practice</td>
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<td>Taking Action for Instructional Improvement</td>
<td>Identify policy documents relevant to the problem of practice. Discuss how the documents relate to the problem of practice and analyze alignment between them. Then, develop recommendations for changes in policy and/or practice that can lead to instructional improvement.</td>
<td>5. Interpreting the impact of policy on teaching and learning 6. Advocating for policy and practice for instructional improvement</td>
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What teachers are saying

- I learned about organizational learning. What it takes to learn and really make a change. It made me reflect on how to change my role. How to become a leader that affects and promotes change and learning.
- It was very helpful to watch how to lead a protocol for tuning a lesson. I have used protocols and helped create protocols but they have always been for looking at student work. I have never really thought about using protocols to look at teacher plans.
- I learned not to bring the problem to the team, but rather simply present the data we have (different data, from different sources) and ask the team to give their input and use their comments as an indicator of possible problems, then go from there.
- I liked thinking about the kinds of data we should collect before drawing any conclusions.
- The research was most helpful for me as a learner. There is so much information already out there. Too often as teachers we work in isolation and forget others are struggling with the same things we are.
- I have loved using JStor. I have found just the right amount of material relative to my inquiry.
- The exercise we did to analyze the sources in annotated bibliographies was useful for us because it will help us with Assessment 2. I became more familiar with researching articles in Jstor and Google scholar.
- I catch myself regularly evoking the conversations, readings and connections made in class in my daily interactions with both students and adults.

For more information on how your school or district can get involved... Please contact Jill Harrison Berg at jhberg@teachers21.org or 781-416-0980 X210