Boston Teacher Leadership Certificate Program

A word about our “Collaborative Courses”

In the “Collaborative Courses” of the Boston Teacher Leadership Certificate (BTLC) program, educators work together to strengthen the skills they need to complete the performance-based assessments well.

The structure of these facilitated study groups is unlike traditional graduate courses. Educators interested in participating should consider how these course features will work with their learning style and review the competencies and assessments (see p. 2) before enrolling in a BTLC course.

- **Our courses are competency-based.** To earn a BTLC Certificate, educators must demonstrate their capability with regard to the established course competencies. These competencies were defined by experienced teacher leaders based upon research and experiential knowledge about what teacher leaders need to know and be able to do. Participants will demonstrate competency by completing performance assessments that are aligned with the work they are already doing in their roles.

- **Our courses are practice-based and role-relevant.** To participate, educators must hold a formal or informal teacher leadership role. This is because the work of the course is the work of the role in practice.

- **Our courses are dynamic and responsive.** Participants should be aware that facilitators are regularly reviewing participant data and student work. Information provided, for example, via registration surveys, exit slips or course assessments is used by course facilitators to refine the agendas and to maximize participants’ opportunities to be challenged by new material and learn from one another. Lessons learned are used to develop new tools and ideas about teacher leadership.

- **Our courses are led by a facilitator, not an instructor.** Course facilitators are not “experts” who will be “teaching” the material. Drawing from a collection of compiled resources and the strengths that participants bring, facilitators guide discussions, lead activities and connect teachers to resources that will enable participants to learn, practice and strengthen the specific skills they need to complete the course assessments well.

- **Our courses represent an evolving new model of professional learning.** The BTLC courses were designed by teacher leaders to meet the real needs of teacher leaders. These courses and their unique instructional design are continually refined and improved in response to participants’ feedback and experiences.

Join us in helping to establish and grow this new teacher-powered professional learning model!

For more information, please visit www.teachers21.org/TLR
Or contact Jill Harrison Berg at jhberg@teachers21.org or 781-416-0980 X210
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<tr>
<th>Core Skill</th>
<th>Core Competencies</th>
<th>Performance Assessments</th>
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| Using Data      | 1. Understanding and Analyzing Data  
2. Creating a Data Culture  
3. Using Data to Inform Decisions | 1. Identify a priority problem using multiple data sources, one analyzed in Excel  
2. Analyze and address conditions affecting team engagement and culturally competent conversations about data  
3. Lead team to create and test a hypothesis for a high-leverage change they can make to address the priority problem and communicate results to three different audiences |
| Shared Leadership | 1. Strengthening unity of vision on a team  
2. Managing an effective team  
3. Understanding self and team as part of a system | 1. Observe a) self and b) a colleague around a problem of practice, then analyze both and lead a conversation about the instruction  
2. Identify, experiment with and evaluate an instructional resource in support of the identified problem of practice  
3. Plan, implement and evaluate a professional learning experience |
| Supporting Instruction | 1. Facilitating Growth-Oriented Dialogue about Instruction  
2. Expanding Colleagues' Instructional Resources and Routines  
3. Leading Effective Professional Learning Experiences | 1. Assess the level of trust and unity of vision on a team; implement a plan to strengthen them  
2. Use knowledge of self and the team to identify and introduce routines for improving the team’s process.  
3. Create a map illustrating the team’s theory of action and its relationship to other relevant teams; initiate efforts to improve communication within the system |
| Professional Expertise | 1. Maximizing our own Professional Expertise  
2. Tapping into Education’s Knowledge Base  
3. Taking Action for Instructional Improvement | 1. Cultivate conditions for tapping internal expertise and maximizing organizational learning around an instructional area of focus  
2. Identify and evaluate professional literature relevant to the area of focus  
3. Develop practical, research-informed recommendations to improve organizational policies or routines around the area of focus |

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