GSLA Teacher Academy: Teacher Leader Support Program

This overview includes the on-demand virtual modules and synchronous virtual presentation resources developed for GSLA Teacher Leader Program participants. All participants, regardless of cohort model (i.e., statewide, RESA-level, district-level) will have access to the program components.

Program Purpose

The purpose of the GSLA Teacher Leader Support Program is to offer targeted and authentic learning experiences to strengthen and refine participants' teacher leadership skills; deepen participants' understanding and awareness of the school improvement planning process and their role in that process; provide opportunities where participants are empowered and challenged to plan and initiate significant actions to positively impact their learning community; and to strengthen the teacher workforce.

Mission Statement

Our mission is to promote and support teacher leadership development in Georgia to positively impact the learning community, to explore opportunities for teacher leadership, and to build and sustain capacity at school and district levels.

Overarching Program Goal

By the end of the year-long cohort experience, participating teachers will explore leadership roles while developing specific teacher leader skills and dispositions in order to strengthen their current practice and build capacity in their schools and districts.

Program Objectives

In order to accomplish this goal, participants will need to:

- Understand the professional standards and expectations associated with teacher leadership:
  - Deepen understanding of "teacher leadership":
    - Review current research and examples of teacher leadership
    - Review national and state Teacher Leader Standards
  - Explore knowledge, dispositions, and competencies of teacher leadership:
    - Organizational Leadership
    - Instructional Leadership
    - Professional Leadership
  - Understand, identify, and apply the concepts of core teacher leadership practices related to the Teacher Leader's role with:
    - Collective Efficacy
    - Team Building
    - Designing, Implementing, and Monitoring for Effective CollaborativeMeetings
    - School and District-Level Data and Assessment
    - Curriculum and Instruction
    - School Improvement Planning Process
    - Communication and Feedback
    - Professional Growth and Goal Setting

- Apply qualitative and quantitative data to:
    - Analyze multiple data sources to identify area(s) of need within their locus of control,
    - Determine appropriate goal(s) to support the area(s) of need,
    - Develop short-term action plans as part of action research process,
    - Implement and monitor impact on the learning environment,
    - Reflect on the effectiveness of the action research,
- Participate fully in all components of the cohort experience by:
    - Attending and engaging in all learning sessions,
    - Engaging in reflection and goal-setting activities for continued professional learning,
    - Participating in coaching activities, and
    - Completing and sharing implementation activities for feedback

Participation will include multiple options, depending on need, access, and school/district plans:

- Synchronous virtual learning sessions,
- Asynchronous, on demand virtual learning sessions,
- Engaging in personal reflection and goal-setting activities for continued professional learning,
- Coaching activities, and
- Completing and sharing job-embedded implementation tasks.

All content is grounded in education leadership research from the Wallace Foundation, the Rand Report, the Center for Teaching Quality, and theNational Standards for Teacher Leadership.

Program Schedule

All synchronous program sessions will be presented virtually, and participants will be able to register for any of the sessions listed below. To provide participants with the maximum benefit, attendance at all sessions is strongly encouraged. However, we recognize that there may be conflicts. All sessions will be recorded and available to participants. All sessions will be scheduled from 4:00 – 5:30.

April 5 – May 20	Application Window
July 18	Welcome, Program Orientation
August 24	Effective Collaborative Team Meetings
September 21	Teacher Leader's Role with Professional Learning
October 19	Teacher Leader's Role with Data and Assessment
November 16	Teacher Leader's Role with Curriculum
December 14	Teacher Leader's Role with Instruction
January 18	School Improvement Planning Process
February 15	Communication and Feedback
March 15	Advocacy and Grant Writing

April	*No sessions, options for consultancies*
May 17	Capstone and Celebrations

Cohort Participant Criteria

To be eligible for the 2022 – 2023 cohort, candidates:

- Must complete and submit application to the program
- Must be working full-time in a Georgia K-12 public school or district
- Must hold a professional certificate (beyond Induction-level)
- Must have at least 4 years of teaching experience

All cohort participants <u>must</u> complete an application. This application will be used to give access to the virtual platform which houses the virtual on-demand modules and asynchronous content.

Cohort participants may apply directly or be referred to the program by their school, district, or other program provider.

Program Content Overview

The GSLA Teacher Leader Support Program is <u>not</u> an endorsement program but is a support program for those who either self-identify or are perceived as or aspire to be teacher leaders. The intention of the GSLA Teacher Leader Support Program is to provide professional learning workshop experiences, coaching, and peer engagement opportunities for those who are interested in exploring leadership from the classroom. Participants will have multiple options to engage with the content and have flexibility in accessing and completing the exercises and implementation tasks.

Synchronous Sessions	**Asynchronous Modules and Lessons**	**Coaching Support**
• 1 per month • Virtual, live, facilitated by GSLA team member • Aligns with national and Georgia Teacher Leader Standards • Aligns with asynchronous modules and lessons • Includes suggested implementation tasks	• Access to a total of 30 lessons organized into 9 modules for Teacher Leaders • On-demand, individual access • Aligns with national and Georgia Teacher Leader Standards • Includes suggested implementation tasks with self-evalutation tools • Non-evaluative feedback	• Monthly opportunities • Non-evaluative • Peer and individual coaching opporutnties to discuss implementation tasks and problems of practice

Governor's School Leadership Academy Teacher Leader Program

MAIN GOAL: By the end of the year-long cohort experience, participating teachers will explore leadership roles while developing specific teacher leader skills and dispositions in order to strengthen their current practice and build capacity in their schools and districts.

In order to accomplish this goal, participants will need to:

- Understand the professional standards and expectations associated with teacher leadership:
  - Deepen understanding of "teacher leadership":
    - Review current research and examples of teacher leadership
    - Review national and state Teacher Leader Standards
  - Explore knowledge, dispositions, and competencies of teacher leadership:
    - Organizational Leadership
    - Instructional Leadership
    - Professional Leadership
  - Understand, identify, and apply the concepts of core teacher leadership practices related to the Teacher Leader's role with:
    - Collective Efficacy
    - Team Building
    - Designing, Implementing, and Monitoring for Effective Collaborative Meetings
    - School and District-Level Data and Assessment
    - Curriculum and Instruction
    - School Improvement Planning Process
    - Communication and Feedback
    - Professional Growth and Goal Setting
  - Apply qualitative and quantitative data to:
    - Analyze multiple data sources to identify area(s) of need within their locus of control,
    - Determine appropriate goal(s) to support the area(s) of need,
    - Develop short-term action plans as part of action research process,
    - Implement and monitor impact on the learning environment,
    - Reflect on the effectiveness of the action research,
- Participate fully in all components of the cohort experience by:
  - Attending and engaging in all learning sessions,
  - Engaging in reflection and goal-setting activities for continued professional learning,

- o Participating in coaching activities, and
  - o Completing and sharing implementation activities for feedback
- Participation will include multiple options, depending on need, access, and school/district plans:
  - o Synchronous virtual learning sessions,
  - o Asynchronous, on demand virtual learning sessions,
  - o Engaging in personal reflection and goal-setting activities for continued professional learning,
  - o Coaching activities, and
  - o Completing and sharing job-embedded implementation tasks.

All content will be grounded in education leadership research from the Wallace Foundation, the Rand Report, the Center for Teaching Quality, and the National Standards for Teacher Leadership.

Session	Learning Outcomes	Session Activities and Resources	Job-Embedded Implementation Tasks	Asynchronous Module Lessons
Welcome and Program Orientation **July 18**	Establish professional and supportive networks with GSLA team and cohort participants. Deepen the understanding of GSLA Program structures, partnerships, and components. Introduce GSLA team, philosophy, core beliefs, and foundational research. Examine the research around teacher leadership and impact on collaborative teams and building collective efficacy.	National Standards for Teacher Leadership Research: - Teacher Leader Standards - Center for Teaching Quality - John Hattie - Peter DeWitt - Jenni Donohoo "Power of Collective Efficacy" article "Addressing Inequity through the Power of Collective Efficacy" article	Access Canvas platform Complete program orientation module (prerequisite module). Complete self-inventory to identify areas of strength and target areas for refinement or growth related to Teacher Leader skills, competencies, and dispositions.	▪ *Program Overview* ▪ *What is "Teacher Leadership"?* ▪ *Teacher Leader's Roles* ▪ *Your Story of Teacher Leadership* ▪ *Action Research*
Effective Collaborative Meetings **August 24**	Explore the Teacher Leader's role with planning and facilitating effective collaborative meetings. Examine the purposes of collaborative meetings: curriculum, instruction, or data/assessment analysis (CIA). Collaborate with cohort peers to examine characteristics and mechanics	Collaborative Meeting Mechanics Framework Protocols for Efficient and Effective Meetings (School Reform Initiative) "Lead Collaborative Teacher Teams" - article "Collaborative Teams that Transform Schools" - article	Identify and design meeting mechanics that engage team members to maximize collaborative meetings. Identify roles and responsibilities for team members based on strengths, experience, and need. Design and develop a collaborative	▪ *Building Effective Collaborative Teams* ▪ *Mechanics of Effective Collaborative Meetings* ▪ *Planning and Facilitating*

	of effective collaborative meetings.	Building Effective School Leadership Teams Process Guide (GaDOE) "[Best Practices: Collaborative Teams](#)" Video (Notice/Wonder)	meeting framework that includes the essential elements of effective collaborative meetings and aligns with specific area of need/focus (CIA). Utilize a meeting framework to establish appropriate agenda topics that result in meaningful discussion and outcomes aligned with school goals. (CIA) Apply mechanics to facilitate a collaborative meeting.	*Effective Collaborative Meetings*
Teacher Leader's Role with Professional Learning **September 21**	Explore skills required for effective and impactful design, implementation, and evaluation for professional learning. Deepen understanding of Adult Learning Theory (ALT). Examine resources to support designing professional learning with the ALT framework.	Explore different theories of Adult Learning Theory: • andragogy, • neuroscience, • experiential learning, • self-directed learning, and • transformational learning Collaborate with peers to apply one theory to professional learning scenario	Review existing and available supports and resources related to professional learning. Develop a short-term action plan (STAP) around 1-2 key items for one area of focus: adult learning theory, professional learning facilitation, designing professional learning resources.	▪ *Designing Professional Learning* ▪ *Facilitating Professional Learning* ▪ *Leading through Professional Learning*
Teacher Leader's Role with Data and Assessment **October 19**	Develop a common understanding of and set the purpose for assessments. Explore and identify multiple types (sources) of data used to assess needs. Apply data analysis process to determine root causes and causal factors from a variety of data sources. Examine and identify appropriate processes for effective use of multiple sources of data.	Review available data sources for school/district: ▪ [Student Discipline Dashboard](#) ▪ [Schools Like Mine](#) ▪ [Georgia Student Health Survey](#) [Data Team in Action](#) - video	[Choice Engagement Opportunities](#) (*participants will select based on their goals, needs, and context*) Utilize multiple resources to develop a profile of the school or district specific to the identified area of need or interest (action research). Facilitate a data meeting that includes a data analysis process to determine root causes and causal factors.	▪ *Purpose of Data and Assessment* ▪ *Different Types of Data and Usage* ▪ *Data Analysis: Identifying Gaps and Trends* ▪ *Root Causes, Causal Factors, and Goal Setting* ▪ *Teacher Leader's Role as Data Coach*

			Review data SIP to determine where to support or engage. Interview or shadow a data coach to explore the role and responsibilities. Action Research: Data • Identify key data (existing and needed)	
Teacher Leader's Role with Curriculum November 16	Explore curriculum and instruction and deepen understanding of how the distinction impacts roles in schools/districts. Analyze data to determine curriculum needs within the school or district. Collaborate with peers to create curriculum SMART goals aligned to data analysis results to develop a support implementation plan.	Workshop in small groups to explore and complete learning tasks "A Look at the Relationship Between Curriculum and Instruction" article, Part 1 4-Quadrant Graphic Organizer – "How do you Support Others with Curriculum and Instruction?" Scenarios Curriculum Specialist video	<u>Choice Engagement Opportunities</u> (*participants will select based on their goals, needs, and context*) Interview or shadow a curriculum specialist or district-level curriculum staff to explore the role and responsibilities. Review SIP to identify goals related to curriculum and/or instruction to support or engage. Action Research: Research Question • Develop research questions around a problem of practice.	▪ *Purpose of Curriculum* ▪ *Teacher Leader as Curriculum Specialist* ▪ *Teacher Leader as Resource Provider* ▪ *Establish SMART Goals to Address the Focus*
Teacher Leader's Role with Instruction December 14	Explore curriculum and instruction and deepen understanding of how the distinction impacts roles in schools/districts. Analyze data to determine instruction needs within the school or district. Set goals aligned to data analysis results to develop a support implementation plan. Collaborate with peers to create instructional SMART goals aligned to	Workshop in small groups to explore and complete learning tasks "A Look at the Relationship Between Curriculum and Instruction" article, Part 2 4-Quadrant Graphic Organizer – "How do you Support Others with Curriculum and Instruction?" Scenarios	<u>Choice Engagement Opportunities</u> (*participants will select based on their goals, needs, and context*) Interview or shadow an instructional coach to explore the role and responsibilities. Review SIP to identify goals related to curriculum and/or instruction to support or engage.	▪ *Purpose of Instruction* ▪ *Teacher Leader as Instructional Coach* ▪ *Teacher Leader as Mentor* ▪ *Analyzing Data to Determine a Focus* ▪ *Establishing SMART Goals to Address the Focus*

	data analysis results to develop a support implementation plan.	Big 4 Observation Tool Instructional Coaching Cycle	Action Research: Research Question • Develop research questions around a problem of practice.	
School Improvement Planning Process **Jan. 18**	Explore and identify resources to be used in the selection of approved evidence-based practices appropriate to the determined focus. Select an approved and appropriate evidence-based practice that aligns with and supports the established goal. Identify funding sources, apply guidelines, and allocate resources that align and support school improvement goals. Examine a short-term action plan (STAP) plan for implementation of targeted practices that align and support the school improvement goal. Examine a monitoring and accountability process to determine if progress has been made as well as the next steps.	School Improvement Framework Funding Sources Worksheet Evidence-Based Practice Checklist Tiers of Evidence Sample School Improvement Plan with Mock Data Walk-through What Works Clearinghouse	Develop Short-Term Action Plan (STAP) Use the What Works Clearinghouse to explore and identify practices that align with targeted need (action research) Action Research: Develop a plan of action utilizing the steps outlined for Evidence-Based Practices and using highly effective evidence-based practices from What Works Clearinghouse (meeting the criteria)	▪ *SIP: Evidence-Based Practices* ▪ *SIP: Budget and Resources* ▪ *SIP: Implementation* ▪ *SIP: Monitoring and Accountability*
Communication and Feedback **Feb. 15**	Explore high-quality two-way communication with peers/colleagues by: • identifying the purpose and intention, • crafting appropriate messaging for the situation, and • exploring the various dispositions required for effective communication.	Coaching Framework/Support Teacher and Leader Effectiveness Teacher Induction Guidance Ten Roles for Teacher Leaders "Mentoring New Teachers" article "Why Mentors Matter" Role Play Coaching Practice	Choice Engagement Opportunities (*participants will select based on their goals, needs, and context*) Engage in a coaching conversation with a teacher (planning, reflection, problem of practice) Interview a mentor to explore the roles and responsibilities. Explore the process to gain mentor credentials.	▪ *Communicating with Stakeholders* ▪ *Two-Way Communication* ▪ *Effective Peer Feedback* ▪ *Teacher Leader as a Mentor* ▪ *Teacher Leader as a Coach*

	Explore the following elements as they relate to high-quality two- way communication with peers/colleagues: • active listening; • awareness of non-verbal cues; • awareness of bias; • opportunities for discourse, discussion, or dialogue; • reciprocity; and shared understanding of purpose.		Explore opportunities to coach or mentor other teachers in the school/district	
Advocacy and Grant Writing March 15	Explore Teacher Leader's role as an advocate for the profession and for teacher leaders' voice. Explore opportunities to lead through active participation in organizations, associations, and as a member of the statewide GSLA statewide network. Explore opportunities to lead through grant writing to bring resources into the learning community.	Workshop in small groups to explore and complete learning tasks (self-selected topics): ▪ Grant Writing Opportunities ▪ TLAC ▪ CTQ – Teachers as Entrepreneurs ▪ P-20 Collaborative ▪ Presentation Opportunities	<u>Choice Engagement Opportunities</u> (*participants will select based on their goals, needs, and context*) Research and apply for a grant to address an identified need in the learning community. Research and engage with a state-level or national professional organization, association, or entity, Research and apply to present at a conference. Attend a Regional P-20 Collaborative, engage with other educators and expand your professional network.	▪ *Grant Writing* ▪ *Advocacy* ▪ *Presentation Skills*
April	**No scheduled sessions. Time for consultancies around problems of practice.**			
Capstone and Celebrations May 17	Reflect and identify professional strengths and areas for refinement. Develop and articulate specific goals for growth around professional practice. Identify and share areas for celebration with professional network of support	Participants will reflect on their learning throughout the Governor's School Leadership Academy and reflect on their intentional next steps to continue their professional development.	Revisit their goal statement from the beginning of the year – reflect and set new goals.	*Participants will continue to have access to the asynchronous lessons and resources*

	within the GSLA Teacher Academy Community.			

Virtual Modules for Teacher Leader Support

Participating teachers will have access to asynchronous on-demand modules

Module Name	Learning Outcomes
Building Effective Collaborative Teams	Identify and utilize strategies, processes, and procedures for building positive relationships within collaborative teams.
	Develop a deeper understanding of how effective collaborative teams promote collective efficacy among all team members.
	Explore the relationship between effective collaborative team practices and a positive school culture/learning environment.
Teacher Leader's Role	Explore facets of teacher leadership, including specific roles, responsibilities, and areas of impact as they relate to the GSLA Teacher Leader Support Program.
	Develop a vision for teacher leadership within their own learning community context.
What is Teacher Leadership?	Deepen understanding of Teacher Leadership, as it applies to the GSLA Teacher Leader Support Program.
	Explore and discuss research around Teacher Leadership.
	Collaborate with cohort peers to develop a common understanding/vision of Teacher Leadership.
Mechanics of Effective Collaborative Meetings	Establish a process to establish norms/agreements to conduct effective meetings.
	Identify roles and responsibilities that contribute to team efficacy.
	Utilize a meeting framework to establish appropriate agenda topics that result in meaningful discussion and outcomes.
	Identify and design meeting mechanics that engage team members to maximize collaborative meetings.
Planning and Facilitating Effective Collaborative Meetings	Develops a plan for facilitating an effective collaborative meeting.
	The meeting includes appropriate and specific processes and procedures necessary to conduct the meeting: - Mechanics of effective meetings - Based on shared outcomes/goals - Aligned with curriculum, assessment, or instruction.
Purpose of Data and Assessments	To develop a common understanding and set the purpose for assessments.
	Demonstrate a clear understanding of assessments by articulating the purposes of assessment including monitoring progress, informing content and delivery, and providing feedback.
Different Types of Data and Usage	To identify multiple types (sources) of data used to assess needs.
	Identify multiple types of data sources (such as academic, social-emotional, financial, college and career) and articulate how data sources are applied to learning targets and the outcomes of the needs assessment.

Data Analysis, Identifying Gaps and Trends	To use data analysis for identifying performance gaps and trends to reveal focus areas for school improvement.
	Applies in-depth, multiple source data analysis for identifying performance gaps and trends to reveal focus areas for school improvement.
Root Causes, Causal Factors, and Goal Setting	Apply data analysis to determine root causes and causal factors from a variety of data sources.
	Complete a data analysis process that includes a root cause analysis and establishes goals based on results of the needs assessment.
Teacher Leader's Role in Clarifying the Purpose of Curriculum and Assessment	Distinguish between curriculum and instruction
	Explain how the distinction impacts roles of teacher leaders in schools/ districts.
	Distinguish between curriculum and instruction by articulating and explaining how the distinction impacts various roles (i.e., data coach, curriculum specialist, instructional coach, resource provider, and mentor) in schools/ districts.
Teacher Leader as Data Coach	Deepen understanding of the various roles as teacher leaders.
	Identify which role is needed to best support the school or the district needs.
	Demonstrate a deep understanding through reflecting and developing a profile of the various roles and supports.
	Determine which role is needed to best support the school or the district concerns based on a needs assessment.
Teacher Leader as Curriculum Specialist	Deepen understanding of the various roles as teacher leaders.
	Identify which role is needed to best support the school or the district needs.
	Demonstrate a deep understanding through reflecting and developing a profile of the various roles and supports.
	Determine which role is needed to best support the school or the district concerns based on a needs assessment.
Teacher Leader as Instructional Coach	Deepen understanding of the various roles as teacher leaders.
	Identify which role is needed to best support the school or the district needs.
	Demonstrate a deep understanding through reflecting and developing a profile of the various roles and supports.
	Determine which role is needed to best support the school or the district concerns based on a needs assessment.
Teacher Leader as Mentor	Deepen understanding of the various roles as teacher leaders.
	Identify which role is needed to best support the school or the district needs.
	Demonstrate a deep understanding through reflecting and developing a profile of the various roles and supports.
	Determine which role is needed to best support the school or the district concerns based on a needs assessment.
Teacher Leader as Resource Provider	Deepen understanding of the various roles as teacher leaders.

	Identify which role is needed to best support the school or the district needs.
	Demonstrate a deep understanding through reflecting and developing a profile of the various roles and supports.
	Determine which role is needed to best support the school or the district concerns based on a needs assessment.
Teacher Leader's Role in Analyzing Data to Determine a Focus	Analyze data to determine curriculum and instruction needs.
	Applies in-depth, multiple source data analysis for identifying performance gaps and trends to reveal focus areas for school improvement.
Teacher Leader's Role in Establishing SMART Goals to Address the Focus	Establish SMART goals/ goal setting to inform direction and support needed in curriculum and instruction.
	Accurately and appropriately demonstrate the following: - Identify the components of a SMART goal, - Demonstrate understanding of the purpose of goal setting - Establish a SMART goal that aligns with completed data analysis process
Teacher Leader's Role in the SIP Process: Evidence-Based Practices	Explore the process for researching, reviewing, and selecting evidence-based practices that align with identified SMART goals.
	Identify resources to be used in the selection of approved evidence-based practices.
	Select an approved evidence-based practice that aligns with and supports the established goal.
Teacher Leader's Role in the SIP Process: Budget and Resources	Identify funding sources, apply guidelines, and allocate resources that align and support school improvement goals.
Teacher Leader's Role in the SIP Process: Implementation	Create a short-term action plan (STAP) of targeted practices that align and support the school improvement goal.
Teacher Leader's Role in the SIP Process: Monitoring and Accountability	Create a monitoring and accountability process to determine if progress has been made as well as the next steps.
Teacher Leader's Role with Communicating with Stakeholders	Demonstrate a deep understanding of communication with various stakeholders by: - Identifying the purpose and intention, - Crafting appropriate messaging for the situation, and - Exploring the various dispositions required for effective communication.
Teacher Leader's Role with Two-Way Communication	Deepen your understanding of high-quality two-way communication with various stakeholders.
	Explore the following elements as they relate to high-quality two-way communication with various stakeholders: - active listening; - awareness of non-verbal cues; - awareness of bias;

	- opportunities for discourse, discussion, or dialogue; - reciprocity; and - shared understanding of purpose.
Teacher Leader's Role with Effective Peer Feedback	Deepen understanding of the difference between communication and feedback by applying feedback in various scenarios. Explore how to use and deliver effective feedback either verbally or in written form.
Your Story of Teacher Leadership	Explore the diverse and various models of teacher leadership. Create your story as a teacher leader, including the following elements: - your vision of teacher leadership - your impact - what you've learned - what is your next step
Action Research	Explore action research as component of effective teacher leadership. Develop and implement and action research plan around a topic of personal or professional interest that addresses and identified need.