Instructional Leadership

Task: Professional Learning Facilitation

Collaborative professional learning requires leaders to maintain focus on continuous improvement, promote collective responsibility, and support alignment of individual, team, school, and district goals. Collaborative teams have the potential to transform major aspects of teaching and learning. Each aspiring UCAPP leader will have an opportunity to plan professional learning opportunities for teachers, with clearly defined processes to monitor, assist, engage in, and to reflect upon their instructional leadership, as a leader, when designing professional learning. As a school leader, the design of effective professional learning for educators needs to be personalized to support teacher/student needs and should be seen as an ongoing process toward instructional improvement and student learning.

School leaders actively plan and prepare for the start of each new academic school year. This work is multifaceted and requires complex thinking for leaders to guide expectations and to focus discussions around the most effective instructional practices for teachers to improve their craft to meet the learning needs of all students. The summer months provide principals time to reflect, learn, and to improve upon practices from the previous school year grounded in yearly student data results. Based on the review of and analyzing evidence collected, the principal will develop an action plan for professional learning to be presented to an identified audience that will convince them that this plan/proposal is necessary to kick off the new school year, as well as supporting ongoing learning throughout the school year.

In this task, you will focus on creating a clearly defined plan/proposal of improving teacher instructional practices, technology use, support services, and student learning expectations to ensure that the goal is to reach higher levels of academic achievement for all students, with a strong focus on the three elements of the instructional core - the teacher, the student, and the content. Examine every component of curriculum, instruction, and assessment through the lens of equity and excellence, along with simultaneously ensuring an inclusive, responsive, and safe environment that fosters a connected school culture. An effective professional learning plan outlines the conditions and structures in which short- and long-term learning opportunities are designed to achieve positive outcomes for improving teachers' craft and positively impacting student achievement.

NELP standards addressed:

1.2　　Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

2.1　　Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

3.3　　Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

4.2　　Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources and services that support student and adult learning.

7.3　　Program completers understand and have the capacity to personally engage in, as well as engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.

7.4　　Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.

CAEP Standard RA.1 Assessed: Content and Pedagogical Knowledge

RA 1.1 – Candidate Knowledge, Skills, and Professional Dispositions

- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization

Guiding questions:
- How does the school leader address student learning/achievement as a new academic year begins and the steps moving forward in the academic school year to build teacher capacity to help students succeed academically?
  - What will be the data resources - formative, interim, summative data, that will guide curriculum, instruction, and assessment?
  - How are the curriculum units - learning targets (standards-based) - designed and articulated to engage students in high quality learning?
  - What are the effective instructional practices that will address the learning needs of all students, inclusive of the use of technology?
- Is there evidence that structures are provided for ongoing health and safety within the school environment?
  - What is the leader communication for educators, students and families about health and safety expectations?
  - What artifacts (physical and written) have been designed by leaders to convey protocols and processes for maintaining a healthy and safe teaching and learning environment in every classroom?
- What actions are in place to cultivate a sense of belonging and community?
  - How does a leader build trust and encourage connections among educators and students?
  - Is social-emotional support provided for students and teachers to grow a positive culture?
  - In what ways is the leader of the school building strong relationships?
- What kinds of professional learning are provided for educators?
  - What is the professional learning for educators for consistent delivery of high quality, meaningful standards-based instruction (Tier 1) for all students through the lens of equity, inclusiveness, and excellence?
  - Are teacher collaboration sessions available and for what purpose?
  - What methods/strategies are in place to provide useful feedback to positively impact instructional practices and necessary interventions (Tier 2 or 3) for students?
  - Is there training for students, educators, and families for using technology in school and at home?

Cycle Step	What You Need to Do	Evidence to Submit

1: Investigate	• Review the district and school priorities around:
	  o High-quality, engaging instruction for all students
	  o Access and equity
	  o Social and emotional health and support
	  o Health and safety of teachers and students
	• Review the district professional learning opportunities and structures for educators and – if possible - the expected follow-up throughout the fall/year.
		Artifact(s):
		Professional Learning Facilitation
		
		This is your leadership opportunity to be creative.

2: Plan	- Collaborate with the school leader on:
	   o how the expected professional learning sessions, along with intended learning outcomes, will be provided with clarity to teachers,
	   o planning the process and steps to address the expectations for curriculum, instruction, and assessment for all students, and
	   o delineating how this proposed professional learning matters to elements of the instructional core - the relationship between the teacher, the student, and the content.
		Three (3) Submissions:
		Part 1: Professional Learning Plan/Proposal
		
		Part 2: Presentation - "Make the Pitch": Professional Learning Plan for Educators
		
		Part 3: Leadership Reflection (no more than 2 pages)

3: Act	- Develop a proposal based on the design and intended learning goals of the planned professional learning. - Strategically select a target group for presentation of the professional learning plan/proposal. - "Make the pitch" – making sure that the final proposal/format of the presentation of the professional learning session(s) is stimulating and engaging to the audience. - Collect feedback to gather input/suggestions/opinions for consideration	
4: Assess	- Analyze feedback from target group to determine areas for improvement and/or adjustments to proposed professional learning plan as it relates to the intended outcomes, - Use feedback toward achieving professional learning goals/outcomes, making decisions on what needs to be changed or implemented differently, and - "Construct" an action plan responsive to the feedback that promotes growth and opportunities to revise/improve plans to deepen understanding of professional learning purpose and outcomes.	
5: Reflect	- How does the work from this task connect/build on the Org Diagnosis and Observation Cycle tasks? - How does this work potentially align to your Change Project? - How did this experience advance your knowledge, skill, or ability for school leadership? - How was your instructional leadership thinking affirmed, broadened, challenged, or changed because of this leadership experience? - What priorities for your own growth do you have as a result of this experience?	