

Experienced Teacher Leaders Wanted to help establish the **Boston Teacher Leadership Certificate**

BPS teachers have always held a variety of key formal and informal leadership roles in their schools and in the district. As lead teachers, mentors, and members of instructional leadership teams, for example, teacher leaders have helped to strengthen teaching practice, they have infused school decision-making with the reality of the classroom perspective, and they have helped to ensure all students have access to quality instruction.

To build on this success and to accelerate student learning in Boston, Boston Plan for Excellence (BPE), BPS's Office of Teacher and Leadership Effectiveness, and the Boston Teacher Residency Program have collaborated to design the framework for a Teacher Leadership Certificate.¹ We have identified the core skills and competencies that teacher leadership roles regularly require of Boston teachers (outlined below). Now we want to identify a cadre of experienced teacher leaders who can form a Teacher Leadership Resource Team. This team will help establish a practice-based seminar series to support teachers in developing these core skills and earning the Boston Teacher Leadership Certificate.

The team will develop these seminars with attention to the specific skills that are required for success in existing BPS teacher leadership roles and in coordination with the departments that offer them. In doing so, we will ensure that certificate candidates will have job-embedded settings in which to ground and practice their learning and that, once certified, teachers will have a venue to put their skills to use in supporting district improvement and reform.

As teachers work to meet the standards of this new Teacher Leadership Certificate, they will not only gain skills that help strengthen teaching throughout the district, but will also find the door open to new professional opportunities within their teaching careers in Boston. In addition, as new roles are conceived by teachers and leaders to meet the needs of Boston's students, the Teacher Leadership Certificate will help to identify teachers with the capacity to succeed in those roles.

Do you see yourself in this list of core teacher leadership skills?

Core Skill	Core Competencies
Using Data	<ul style="list-style-type: none"> Understanding and analyzing data Communicating with data Using data to inform decisions about instruction, leadership and personal professionalism Communicating high expectations for all students and professionals in the community Supporting accountability for quality work
Instruction	<ul style="list-style-type: none"> Recognizing good instruction Understanding principles of adult learning Providing growth-oriented feedback on instruction Designing and implementing effective professional learning experiences Evaluating instructional resources
Shared Leadership	<ul style="list-style-type: none"> Building and sustaining a collaborative professional culture and shared ownership Understanding systems and schools, managing change and supporting organizational learning Decision-making and consensus-building Promoting equitable schools and allocation of resources Collaborating with families and leveraging community partnerships
Personal Professionalism	<ul style="list-style-type: none"> Being professional (integrity, self-awareness, fairness, self-control, resilience) Communicating, organizing work and facilitating meetings efficiently Using and producing education research; staying current in professional knowledge and issues Reflecting on professional practice Advocating for students, schools, community, quality instruction and the profession

We are looking for experienced teacher leaders who are committed to both sharing and deepening their knowledge and experience in teacher leadership.

What: Teachers will be selected by application to join our Teacher Leadership Resource Team. They will be assigned to **one** of four cohorts, each of which will have 10-12 teacher leaders that will work together for approximately 16-20 weeks to develop a toolkit of resources that addresses one of the four core skill areas.

The teacher leaders will work together and in small groups to:

- research the competencies
- define accomplished practice of each competency
- identify the knowledge required
- make connections to related skills and dispositions
- develop exercises or tasks that can help develop and practice the competency
- define indicators for assessing competency
- incorporate technology tools and/or online learning component

The following will be required of participating teachers:

- peer observation and feedback
- self-observation (including via use of video) and reflection
- development of tools and resources to be shared
- pilot-teaching of seminar materials

Teachers will have the option to earn 4 graduate credits or a \$1000 stipend for their work to research, develop and pilot these resources. They will also be good candidates to be a part of the faculty that will lead the seminars in the future.

The seminar development schedule is expected to follow the pattern in this table. The specific dates and times are to be determined.

Summer 2010	Fall 2010	Winter 2011	Spring 2011	Summer 2011
Using Data				
	Instruction			
		Shared Leadership		
			Personal Professionalism	

Application Process

Who: You are eligible if you meet the following criteria:

- Teach at least part time (50%)
- Hold at least one formal teacher leadership role in the 2010-2011 school year
- Have completed at least three years of teaching

When: The staggered seminar development schedule (above) leads to staggered application deadlines.

1. Submit an online application: The application will remain open until **December 15** for Shared Leadership; and **December 31** for Professionalism.
2. Teacher leaders will be notified of their selection within one week of the application closing date.
3. Each seminar will begin with one full day (a Saturday or a holiday) and will continue meeting regularly for 16-20 weeks. Specific dates will be determined based on finalists' preferences.

How: The online application has four main sections:

1. Experience in teacher leadership roles

You will be asked to list teacher leadership roles you have held and identify the key competencies required of you in each role.

2. Practice of teacher leadership skills

You will be asked to pick three competencies that are strengths for you. For each, you will describe, analyze and reflect upon a situation in which you feel your practice of this competency made a positive contribution to teaching and/or learning. (Guiding questions are provided; 600 words)

3. Interest in sharing and deepening knowledge and experience in teacher leadership

You will be asked to explain why you are interested in pursuing this opportunity at this time. (400 words)

4. Practicing effective instruction

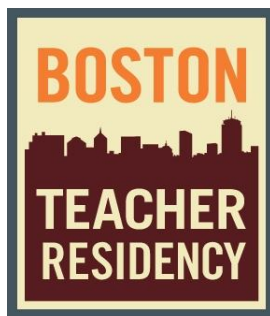
You will be asked to explain how you determine if an instructional strategy or practice you implement is effective. (400 words)

In addition, the application will request that candidates upload a **resume** that should include any of the following that are applicable: 1) professional networks, affiliations and communities of which you are a part, 2) any professional recognitions received, and 3) any publications or presentations to which you have contributed.

Apply now via online application at:

<https://www.keysurvey.com/survey/316019/1429/>

Please share this invitation with your colleagues and visit <http://www.bpe.org/teachers/teacherleaders> for more information.



ⁱ The **Teacher Leadership Certificate** is being established with federal funding from a Teaching Quality Partnership Grant awarded to BTR/BPE, BPS, UMass Boston and Wheelock College.