Office of Teaching & Learning | K-8 SBTL | Monthly Professional Development Scope & Sequence

Overview

Context & Purpose: School-Based Teacher Leaders (SBTLs) serve an integral role in providing support to peers as instructional leaders. It is essential to provide support to K-8 SBTLs through professional learning aligned to the District's Teacher Leader Competencies and the Office of Academic's instructional priorities in order to expand their impact and support their ongoing growth along the continuum of leadership within the District.

Professional Development Outcomes:

- strengthen and refine their instructional leadership skills and content knowledge,
- to collaborate with peers, connect with resources at central office, and engage in differentiated professional learning,
- practice and apply coaching & facilitation skills.

Date	Leadership Competency	Objectives	Other	Instructional Focus
10/3/19 **10/4/19**	**Personal Leadership (PL-TL5)** Demonstrates the growth mindset, self-awareness, adaptability, and resourcefulness to inspire and achieve the vision and goals	TLs will identify their communication strengths and weaknesses through the DISC Model in order to adapt their style to motivate, influence, and persuade others.	**Personal Leadership Focus: (PL-TL5)** Adapts Personal Leadership **Issue One**: Defining "Great"-Calibrating Success Without Business Metrics (Collins)	Comprehensive Literacy Framework 4-8 & Intellectual Preparation Process: Evaluating the Student Outcomes of Intellectual Prep - Alignment of Task, Objective, and Standards
11/6/19 **11/7/19**	**Instructional Leadership (IL-TL3)** Serves as the curricular, instructional, and assessment to ensure all students engage in learning that demonstrates high academic achievement and growth	TLs will analyze data and determine focus areas in order to develop a template for Collaborative Educator Development (CED) and run an effective meeting.	**Personal Leadership Focus**: **(PL-TL4)** Takes Initiative **Issue Two**: Level 5 Leadership-Getting Things Done Within A Diffuse Power Structure(Collins)	Data Analysis
12/9/19 **12/10/19**	**Talent Management and Development (TMD-TL3)** Recruits, selects, develops, and retains a highly effective team, fostering a culture of performance management and continuous learning that values and prioritizes staff and student learning	TLs will analyze 8 strategies to support skill development in order to provide differentiated feedback to strengthen teacher practice and address student needs.	**Personal Leadership Focus: (PL-TL3)** Demonstrates Integrity **Issue Three**: First Who-Getting The Right People On The Bus, Within Social Sector Constraints(Collins)	Best Practices for Science Instruction

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1/7/19 1/8/19	**Organizational and Operational Management (OM-TL3)** Manages the key resources and systems needed to ensure the effective management of school systems and operations	TLs will develop a prioritization system in order to sustain effective use of their released time to work individually and in teams to improve practice.	**Personal Leadership Focus: (PL-TL4)** Takes Initiative **Issue Four**: The Hedgehog Concept-Rethinking The Economic Engine Without A Profit Movie (Collins)	Best Practices in Teaching and Learning Mathematics
2/3/19 2/4/19	**Community & Culture (CC-TL4)** Understands and builds relationships with students, families, and all stakeholders in their school community and establishes an environment that promotes diversity, equity, and inclusivity	TLs will identify inequities within their school and implement a system that values and respects the diversity and culture of all in order to demonstrate cultural proficiency	**Personal Leadership Focus: (PL-TL2)** Considers Diverse Perspectives **Issue Five**: Turning The Flywheel-Building Momentum By Building The Brand (Collins)	Community & Culture Trauma
3/10/19 3/11/19	**Vision and Goals (VIS-TL2)** Articulates and implements a short- and long-term vision and strategy to ensure student success	TLs will develop a professional development plan for 2020-2021 school year in order to support the implementation of the comprehensive school plan.	**Personal Leadership Focus: (PL-TL1)** Applies Growth Mindset **Summary:**Good-to Great FrameWork (Collins)	Best Practices in Supporting English Learners