

Introducing the 2015–16 Teacher Leadership Program

- *An opportunity for teacher leaders to develop their facilitative and instructional leadership skills*
- *An opportunity for principals and assistant principals to cultivate shared leadership and embed effective teacher leadership structures and practices in their school community*
- *An opportunity for all stakeholders to engage in structured professional collaborations, which result in school-wide instructional coherence and increased student achievement*

Program Overview

Improving schools is complex and challenging; it can't be done without strong leadership. The New York City Department of Education is pleased to announce the expansion of the Teacher Leadership Program (TLP) for the 2015-16 school year. TLP is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools.

Upon completion of the program, participants may choose to remain in teacher leadership roles within their schools or consider applying to a principal preparation program to further strengthen their leadership skills and prepare for roles as school leaders.

Program Structure: School Teams

- The 2015–16 Teacher Leadership Program (TLP) will include approximately 100 school teams across the NYCDOE.
- Each school team should include 3–5 teacher leaders and a school administrator from the same school who apply together by submitting one online application at www.nycde-leadership.fluidreview.com/. **Teacher leaders accepted to participate in TLP must facilitate a grade/content/inquiry/data team with an instructional focus that meets a minimum of 45 minutes once a week during the 2015 -16 school year in a New York City public school.**

Upon successful completion of the program, participants will:

- Possess the knowledge and skills to lead and support their colleagues in collaborative learning and practice aligned to the 2015–16 citywide instructional expectations; The Framework for Great Schools;
- Understand peer coaching models and have tools to engage in reflective practices to improve instruction;
- Have learned and practiced using a variety of facilitation protocols for effective goal-setting, problem-solving, and reflective practices related to teacher and student work; and
- **Have completed a developmental portfolio demonstrating work they have facilitated** with their school-based team related to a component of the citywide instructional expectations and the skills they have acquired aligned to the TLP Facilitative Leadership Standards (required for certificate of completion).

The program is particularly aligned to the following indicators on the Quality Review Rubric:

- Instructional Core across Classrooms: Pedagogy (1.1 a)
- Systems for Improvement: Leveraging Resources (1.3 b, c)
- Systems for Improvement: Teacher support (4.1 a, b)
- Systems for Improvement: Teacher teams and leadership development (4.2 a, b, c)

ELIGIBILITY FOR THE 2015–16 TEACHER LEADERSHIP PROGRAM

School teams should apply for the 2015–16 Teacher Leadership Program if the school, a principal or an assistant principal, and 3–5 teacher leaders meet the following eligibility criteria.

Criteria for Participating Schools	Teacher Leader Eligibility	Session Schedule
<ul style="list-style-type: none"> • School demonstrates strong evidence of the existence of teacher teams that meet weekly, have an instructional focus, and are developing collaborative inquiry-based practices • A principal or assistant principal and at least three teacher leaders from the school who are interested in developing a deeper understanding of shared leadership practices and collaborative learning and problem-solving skills. • School leaders foster a culture that supports teacher leadership development 	<ul style="list-style-type: none"> • At least three years’ experience as a full-time K–12 teacher • Teacher leaders who facilitate a grade/content/inquiry/data team with an instructional focus that meets a minimum of 45 minutes once a week during the 2015-16 school year in a New York City public school • Teacher leaders who are interested in further developing their roles as teacher leaders in their school communities • Teacher leaders who may be considering other leadership roles within the NYCDOE career lattice 	<p>2015–16 sessions will take place from 4:00–7:00 p.m. on:</p> <ul style="list-style-type: none"> • October 7th • November 4th • December 2nd • January 6th • January 27th • February 10th • March 9th • April 6th • May 4th • May 18th • June 1st <p>Teacher leaders must commit to attending <u>all</u> 11 after-school sessions and completing a developmental portfolio.</p> <p>Principals/APs must commit to attending an orientation (Date TBA) before the program start date and at least 4 specified TLP sessions (Dates TBA).</p> <p>All team members will be paid per session rate.</p>

APPLICATION PROCESS (one application per school)

1. Form team of one (1) administrator and 3–5 teacher leaders from your school. The administrator is responsible for submitting the online application on behalf of the school team at www.nycde-leadership.fluidreview.com/.
2. The school administrator of the team writes one essay, responding to the prompts below, and submits an OP-175 form as per the directions in the online application.
3. The teacher leaders submit a 1-4 page artifact aligned to QR indicator 4.2 and an essay, responding to the prompt below. **Only one reflection for the whole team of teachers is required.** Each teacher leader must submit an OP-175 form as per the directions on the online application.
4. **The application deadline is Friday, May 1, 5 pm.** By this time, the administrator submits the team’s application and information (including names, DOE file numbers, email addresses, phone numbers, current roles, and years of teaching experience). Note that the application must be submitted in one sitting.
5. There will be a rolling admissions process.

The teacher leaders should work collaboratively to respond to the prompts below:

1. **Upload a 1-4 page artifact** that illustrates the teaming practices in your school thus far and how it has impacted classroom practice, assessment data and student work. The artifact should demonstrate how the work of the team has improved teaching and learning within your school.

Possible artifacts include, but are not limited to the following: A protocol or structure that was used within a teacher team meeting; a description of how a cycle of peer observations is conducted within the team or school. Low inference observation notes taken during peer observations. Written summaries of the feedback given to colleagues during post observation conferences; team goals, a team agenda with minutes taken during the meeting; a professional resource or reading that was used by the team to increase professional learning; a Common Core-aligned curriculum map, lesson, or unit of study overview co-constructed by teachers on the team; team instructional goals.

2. **Based on the artifact provided, respond to each of the following prompts.** Be very specific in your answers, citing evidence directly from the artifact. Your response should be approximately **300-400** words and may be in a format of your choice (e.g., paragraphs, bulleted list).
 - **Using your artifact as an illustration, write a reflection that demonstrates your growth in teaming practices as a school. Be sure to include at least one area of celebration and one area of focus.**
 - **What are your next steps in addressing your area of focus?**
 - **How do you expect the Teacher Leadership Program (TLP) to support you with teaming practices?**

The principal or assistant principal should respond to each of the following prompts below in no more than **500** words:

- **Describe your thought process around selecting teachers leaders for the Teacher Leadership Program**
- **How have you structured your teacher team meetings to ensure that they are effective and productive?**
- **How do you support teams and build teacher capacity in data-driven inquiry work?**
- **What work did your teacher teams successfully accomplish during the 2014-2015 school year?**
- **What areas do you feel your teams need to develop in order to have a greater impact on their ability to improve teaching practices and student outcomes at your school?**

For more information, please contact Kyra Narain-Lloyd at Knarain@schools.nyc.gov

