



# Pittsburgh Public Schools Instructional Teacher Leader Certification Program

## Introduction

Pittsburgh Public Schools' Instructional Teacher Leader (ITL) Certification Program is designed to support the District's vision for excellence in teaching and leadership that builds the abilities of students to be college, career and life-ready. ITLs are on-site peer mentors who provide support with instruction, management, and the daily rituals and routines of the buildings in which they serve. As expectations and support for excellence in teaching and learning continue to evolve since the original inception of the ITL role, current circumstances warrant a newly envisioned approach that builds the capacity of ITLs in augmenting, retaining, and supporting teachers, improving instructional quality, supporting new teacher induction, and advancing student learning outcomes. This newly envisioned approach was collaboratively designed by multiple stakeholder groups (teachers, coaches, principals, and central office staff) as a teaching, learning and leadership capacity building strategy within the District. Additionally, the development of the ITL Certification Program was done in alignment with the seven domains of the relatively new Teacher Leader Model Standards ([www.teacherleaderstandards.org](http://www.teacherleaderstandards.org)) and further organized into five Pittsburgh Public Schools specific Domains of Development. These Domains of Development are: Teacher Leadership, Professional Learning Communities, Pedagogical Fundamentals, Peer Coaching, and Mentoring. The overall intent of the ITL Certification Program is to utilize teacher leadership research in creating a robust professional learning experience of theory and practice specific to the needs of the Pittsburgh Public Schools; specifically, a professional learning experience that develops the knowledge, skills and dispositions of ITLs to individually or collectively influence teachers, administrators and members of the school community to improve teaching and learning practices that advance student learning and achievement.

## Program Structure

The program structure of the ITL Certification Program utilizes a cohort model that includes thirty hours of professional learning through participation in five modules based on the five PPS ITL Domains of Development: i) Teacher Leadership (3 hours); ii) Professional Learning Communities (6 hours); iii) Pedagogical Fundamentals (9 hours); iv) Peer Coaching (9 hours); and v) Mentoring (3 hours). Ten three-hour professional learning sessions are held at the conclusion of the instructional day (4-7 p.m.). The mode of instruction offers differentiated approaches through theoretical learning, practical application at the building level, performance-based tasks, pre-reading, and documented ongoing reflection of personal growth and learning in the ITL role.

## Curriculum

The written, taught and assessed ITL Certification Program curriculum is delivered in modules based on the five PPS ITL Domains of Development. Program modules are designed to provide learning experiences that increase ITLs perceptions of efficacy in supporting excellence in teaching and learning while creating the necessary knowledge, skills and dispositions. Professional learning sessions for each module will employ Learning Forward's Standards for Professional Learning (<https://learningforward.org/standards>) while utilizing research-based and district created resources for foundational knowledge of each PPS ITL Domain of Development before moving to practical application inclusive of performance-based tasks. The content and learning of each PPS ITL Domain of Development are aligned to the seven domains of the new Teacher Leader Model Standards and the District's Strategic Plan. Participants engage in learning individually and collaboratively during the professional learning sessions followed by personal reflection assignments, performance-based tasks, and additional reading to extend and apply learning.

Below are two charts that outline the PPS ITL Domains of Development and the Domains of Teacher Leader Model Standards followed by an outline of the program including schedule, alignment to the Domains of Teacher Leader Model Standards, essential questions, pre-reading, learning goals, reflection tasks, and key resources.

PPS ITL 5 Domains of Development
<b>Domain 1: Teacher Leadership</b> – The teacher leader has the knowledge, skills and dispositions to function as a teacher leader with specific focus on the following areas: Adult Learning Theory, Culture and Systems Thinking, School and District Systems, Time Management, and Supporting Induction and Other Teachers.
<b>Domain 2: Professional Learning Communities</b> – The teacher leader has the knowledge, skills and dispositions to function as a collaborative team leader with specific focus on the following components: PLC Guiding Questions, PLC Protocols, Learning Team Cycles, PLC Management, and Data Literacy.
<b>Domain 3: Pedagogical Fundamentals</b> – The teacher leader has the knowledge, skills and dispositions to function as a resource advisor to teachers with specific focus on the following areas: Planning and Preparation, Classroom Environment, Instructional Delivery, Professional Responsibilities, and Culturally Responsive Teaching.
<b>Domain 4: Peer Coaching</b> – The teacher leader has the knowledge, skills and dispositions to function as a peer coach to teachers with specific focus on the following areas: RISE, Coaching Cycles of Impact, Giving Feedback, Implicit Bias, and Confronting Professionalism to Advance Positive School Culture as a "Critical Friend."
<b>Domain 5: Mentoring</b> – The teacher leader has the knowledge, skills and dispositions to function as a mentor of teachers with specific focus on the following components: Modeling, Fundamental Pedagogical Understandings, Classroom Management Strategies, Building Relationships with Colleagues and Administration, and "A Knowing Colleague" for School Level Rituals, Routines, and Procedures.

## 7 Domains of Teacher Leader Model Standards

[www.teacherleaderstandards.org](http://www.teacherleaderstandards.org)

**Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning** - The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

**Domain 2: Accessing and Using Research to Improve Practice and Student Learning** - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

**Domain 3: Promoting Professional Learning for Continuous Improvement** - The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

**Domain 4: Facilitating Improvements in Instruction and Student Learning** - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

**Domain 5: Promoting the Use of Assessments and Data for School and District Improvement** - The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

**Domain 6: Improving Outreach and Collaboration with Families and Community** - The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

**Domain 7: Advocating for Student Learning and the Profession** - The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

<b>Session 1</b>
<b>Date/Time/Location:</b> Thursday, March 7, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 1: Teacher Leadership</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning</b> - The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.</p> <p><b>Domain 7: Advocating for Student Learning and the Profession</b> - The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.</p>
<p><b>Essential Question(s):</b></p> <p>What is the purpose of an Instructional Teacher Leader?</p> <p>How would understanding a leadership framework guide the practice of the Instructional Teacher Leader?</p> <p>In what ways does the Strategic Plan provide a systems approach in clarifying the role of the Instructional Teacher Leader both at the school and district level?</p> <p>How would understanding adult learning theory inform practices that support the growth and development of teachers?</p> <p>What is the role of the ITL in creating Cultures of Thinking that advance teaching and learning?</p>
<p><b>Pre-Reading:</b></p> <p>None</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will review the literature on teacher leadership to create a re-envisioned definition of the Instructional Teacher Leader in the Pittsburgh Public Schools.</li> <li>2. Participants will be introduced to and connect the New Teacher Leader Model Standards and the PPS Five Domains of Development for ITLs for the purpose of framing expectations of the ITL Certification Program.</li> <li>3. Participants will engage in understanding the Collaborative Leadership Framework to guide their beliefs and behavior as an ITL.</li> <li>4. Participants will utilize the District's Strategic Plan to develop an understanding of educational policy and systems thinking on a school and district level.</li> <li>5. Participants will develop an understanding of the PPS New Teacher Induction Program, its alignment to the Strategic Plan, and their work as an ITL in supporting induction and mentoring of new teachers.</li> <li>6. Participants will understand the key differences of andragogy and pedagogy and offer specific strategies, presenter roles, and practical tips for teaching adult learners.</li> <li>7. Participants will be introduced to Ron Ritchhart's Cultures of Thinking with an emphasis on "Time" as a framing tool for supporting teaching and learning.</li> </ol>
<p><b>Reflection Activity (30 Minutes):</b> Page 71 Activity A, Every Teacher a Leader</p>

**Key Resources:**

1. Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools by Ron Ritchhart
2. Collaborative Leadership: Six Influences That Matter Most by Peter M Dewitt
3. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum
4. Pittsburgh Public Schools: 2017-2022 Strategic Plan

<b>Session 2</b>
<b>Date/Time/Location:</b> Thursday, March 14, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 2 : Professional Learning Communities</b>
<b>Teacher Leader Model Standards Alignment</b>
<b>Domain 3: Promoting Professional Learning for Continuous Improvement</b> - The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals. <b>Domain 5: Promoting the Use of Assessments and Data for School and District Improvement</b> - The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.
<b>Essential Question(s):</b> How do PLCs lead to higher levels of student achievement? In what ways can PLC implementation scales inform effective PLC implementation? How can the learning team cycle be used as a framework for effectively implementing PLCs?
<b>Pre-Reading (30 Minutes):</b> 1. Learning by Doing, Chapter 1 p. 9-15 2. Becoming a Learning Team, Chapters 1-2 p. 3-28
<b>Learning Goals:</b> Participants will understand the PLC process through the four guiding questions. Participants will explore and understand the three purposes of PLC Implementation Scales. Participants will engage in the five stages of the learning team cycle and utilize tools and resources to create the conditions for successful implementation.
<b>Reflection Activity (30 Minutes):</b> School Assessment/"Where Do We Go From Here?" p. 16-18 Learning by Doing
<b>Key Resources:</b> 1. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum 2. Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos 3. Becoming a Learning Team: A Guide to a Teacher Led Cycle of Continuous Improvement, 2 <sup>nd</sup> ed. by Stephanie Hirsh and Tracy Crow

<b>Session 3</b>
<b>Date/Time/Location:</b> Thursday, March 21, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 2: Professional Learning Communities</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 3: Promoting Professional Learning for Continuous Improvement</b> - The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.</p> <p><b>Domain 5: Promoting the Use of Assessments and Data for School and District Improvement</b> - The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.</p>
<p><b>Essential Question(s):</b>          In what ways can data guide the work of PLCs and improve student learning?          How can guiding questions be determined?          What are the expectations for following District protocols?          How can you develop and implement a plan for effective management of PLCs in your building?</p>
<p><b>Pre-Reading (30 Minutes):</b>          Becoming a Learning Team, Chapters 3-7 p. 31-100</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will develop data literacy strategies through exploration of tools and protocols that guide the work of PLCs.</li> <li>2. Participants will be exposed to potential guiding questions that frame the work of PLCs.</li> <li>3. Participants will receive clarification on District protocols that inform the work of collaborative teams in PLCs.</li> <li>4. Participants will receive tools for planning and managing effective collaborative teams.</li> </ol>
<p><b>Reflection Activity:</b>          None</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>1. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum</li> <li>2. Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many, and Mike Mattos</li> <li>3. Becoming a Learning Team: A Guide to a Teacher Led Cycle of Continuous Improvement, 2<sup>nd</sup> ed. by Stephanie Hirsh and Tracy Crow</li> </ol>

<b>Session 4</b>
<b>Date/Time/Location:</b> Thursday, March 28, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 3: Pedagogical Fundamentals</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p> <p><b>Domain 6: Improving Outreach and Collaboration with Families and Community</b> -The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.</p>
<p><b>Essential Question(s):</b>          How does Pittsburgh Public Schools define effective teaching?          How does the role of the ITL support teachers in translating, transferring, and executing the four RISE domains to effective teaching?          To what extent does the Planning and Preparation domain of RISE support teaching and student learning outcomes?          To what extent does the Professional Responsibilities domain of RISE support teaching and student learning outcomes?</p>
<p><b>Pre-Reading (20 Minutes):</b>          RISE Rubric          RISE Business Rules</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>Participants will explain the differences of the RISE process based on role group and tenure as articulated in the RISE Business Rules.</li> <li>Participants will utilize the cultural forces outlined in Ron Ritchhart's Cultures of Thinking to develop new understanding of key vocabulary outlined in Domains 1 and 4 of RISE.</li> <li>Participants will use tools to engage in critical examination and analysis of RISE Rubric Domain 1 to inform new opportunities for equitable teaching and learning approaches and feedback.</li> <li>Participants will use tools to engage in critical examination and analysis of RISE Rubric Domain 4 to inform new opportunities for equitable teaching and learning approaches and feedback.</li> <li>Participants will explore additional tools and resources to support teacher growth and development with Domains 1 and 4 of RISE.</li> </ol>
<p><b>Reflection Activity:</b>          None</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools by Ron Ritchhart</li> </ol>



2. Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success by Sharroky Hollie
3. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum
4. Implementing the Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson, Darlene Axtell, Paula Bevan, Bernadette Cleland, Candi McKay, Elaine Phillips, and Karyn Wright
5. PPS RISE Rubric
6. PPS RISE Business Rules
7. The Handbook for The New Art and Science of Teaching by Robert J. Marzano

<b>Session 5</b>
<b>Date/Time/Location:</b> Thursday, April 4, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 3: Pedagogical Fundamentals</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p> <p><b>Domain 6: Improving Outreach and Collaboration with Families and Community</b> - The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.</p>
<p><b>Essential Question(s):</b>          How does Pittsburgh Public Schools define effective teaching?          How does the role of the ITL support teachers in translating, transferring, and executing the four RISE domains to effective teaching?          To what extent does the Classroom Environment domain of RISE support teaching and student learning outcomes?          To what extent does the Instruction domain of RISE support teaching and student learning outcomes?</p>
<p><b>Pre-Reading (20 Minutes):</b>          Cultures of Thinking p. 3-11</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will utilize the cultural forces outlined in Ron Ritchhart's Cultures of Thinking to develop new understanding of key vocabulary outlined in Domains 2 and 3 of RISE.</li> <li>2. Participants will use tools to engage in critical examination and analysis of RISE Rubric Domain 2 to inform new opportunities for equitable teaching and learning approaches and feedback.</li> <li>3. Participants will use tools to engage in critical examination and analysis of RISE Rubric Domain 3 to inform new opportunities for equitable teaching and learning approaches and feedback.</li> <li>4. Participants will explore additional tools and resources to support teacher growth and development with Domains 2 and 3 of RISE.</li> </ol>
<p><b>Reflection Activity:</b>          None</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>1. Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools by Ron Ritchhart</li> <li>2. Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success by Sharroky Hollie</li> <li>3. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum</li> </ol>

4. Implementing the Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson, Darlene Axtell, Paula Bevan, Bernadette Cleland, Candi McKay, Elaine Phillips, and Karyn Wright
5. PPS RISE Rubric
6. Real Talk About Classroom Management: Fifty Best Practices that Work and Show You Believe in Your Students by Serena Pariser
7. The Handbook for The New Art and Science of Teaching by Robert J. Marzano

<b>Session 6</b>
<b>Date/Time/Location:</b> Thursday, April 11, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 3: Pedagogical Fundamentals</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p> <p><b>Domain 6: Improving Outreach and Collaboration with Families and Community</b> -The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.</p>
<p><b>Essential Question(s):</b>          How has culturally responsive teaching and learning evolved over time?          In what ways would culturally responsive teaching advance student learning and positive school culture?          How do we design equitable learning experiences and environments to include and respect all students, cultures, and communities?          How can research and resources support teachers in utilizing pedagogical fundamentals that advance student learning?</p>
<p><b>Pre-Reading (20 Minutes):</b>          Culturally and Linguistically Responsive Teaching and Learning, Chapter 1: Understanding Mindset p. 15-33</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will articulate how mindset impacts planning and potential for student learning.</li> <li>2. Participants will understand the impact of culturally responsive teaching on student learning.</li> <li>3. Participants will develop multi-faceted and equitable approaches to the application of culturally and linguistically responsive teaching and learning.</li> <li>4. Participants will be able to support the implementation of strategies that meet the needs of diverse learning groups including English as a Second Language, Individualized Education Plan, and Gifted Individualized Education Plan students.</li> <li>5. Participants will become equipped with the tools and strategies to serve as a resource advisor of pedagogical fundamentals.</li> </ol>
<p><b>Reflection Activity (30 Minutes):</b>          TBD by Facilitators</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>1. Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform our Schools by Ron Ritchhart</li> </ol>

2. Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success by Sharroky Hollie
3. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum
4. Implementing the Framework for Teaching in Enhancing Professional Practice by Charlotte Danielson, Darlene Axtell, Paula Bevan, Bernadette Cleland, Candi McKay, Elaine Phillips, and Karyn Wright
5. Inclusion Strategies That Work! Research-Based Methods for the Classroom by Toby J. Karten
6. The Handbook for The New Art and Science of Teaching by Robert J. Marzano
7. Unlocking English Learners' Potential: Strategies for Making Content Accessible by Diane Staehr Fenner and Sydney Snyder

<b>Session 7</b>
<b>Date/Time/Location:</b> Thursday, May 9, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 4: Peer Coaching</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p>
<p><b>Essential Question(s):</b>          How can a coaching cycle be one of impact to advance student outcomes?          What personal approaches can be utilized when confronting issues related to professionalism?          In what ways does implicit bias impact assumptions about others in practice, performance and evaluation?</p>
<p><b>Pre-Reading (1 Hour):</b>          The Impact Cycle, Chapter 1 - What Does It Mean to Improve? p. 1-23          Hard Conversations Unpacked, Chapter 1- Is This Really a Hard Conversation or Something Else? p. 1-6</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to foster powerful improvements in teaching using protocols outlined in "The Impact Cycle."</li> <li>2. Participants will be equipped to engage in "hard conversations" with colleagues as a means of maintaining positive school culture and professionalism in the work place as a critical friend.</li> <li>3. Participants will recognize their own biases and how they impact one's ability to provide feedback on practice and performance.</li> <li>4. Participants will acknowledge the values, goals, assets and liabilities of the multi-generational work place in creating and sustaining professional and cultural stability.</li> <li>5. Participants will understand how to provide non-biased feedback on practice and performance.</li> </ol>
<p><b>Reflection Activity:</b>          None</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>1. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum</li> <li>2. Hard Conversations Unpacked: The Whos, the Whens and the What-Ifs by Jennifer Abrams</li> <li>3. The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight</li> <li>4. The Reference Guide to the Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight, Jennifer Ryschon Knight, and Clinton Carlson</li> </ol>

5. The Multigenerational Workplace: Communicate, Collaborate and Create Community by Jennifer Abrams and Valerie A. von Frank

<b>Session 8</b>
<b>Date/Time/Location:</b> Thursday, May 16, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 4: Peer Coaching</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p>
<p><b>Essential Question(s):</b>          How can non-evaluative observations be conducted for the purpose of supporting and growing professional practice?          In what ways can feedback be given effectively?</p>
<p><b>Pre-Reading:</b>          None</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will use role play and scenarios to practice collecting evidence-based observational data, tagging evidence, and providing feedback.</li> <li>2. Participants will practice applying skills learned from "Hard Conversations Unpacked" to plan, engage and provide feedback to colleagues.</li> </ol>
<p><b>Reflection Activity:</b>          None</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>1. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum</li> <li>2. Hard Conversations Unpacked: The Whos, the Whens and the What-Ifs by Jennifer Abrams</li> <li>3. The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight</li> <li>4. The Reference Guide to the Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight, Jennifer Ryschon Knight, and Clinton Carlson</li> <li>5. The Multigenerational Workplace: Communicate, Collaborate and Create Community by Jennifer Abrams and Valerie A. von Frank</li> </ol>



<b>Session 9</b>
<b>Date/Time/Location:</b> Thursday, May 23, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 4: Peer Coaching</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p>
<b>Essential Question(s):</b> How does one's understanding and utilization of RISE elevate advancements in teaching and learning?
<b>Pre-Reading:</b> None
<b>Learning Goals:</b> 1. Participants will develop an understanding or the nuances that exist within each performance level of the RISE Rubric for the purposes of providing effective feedback and support to teachers.
<b>Reflection Activity (30 Minutes):</b> TBD by Facilitators
<b>Key Resources:</b> 1. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum 2. Hard Conversations Unpacked: The Whos, the Whens and the What-Ifs by Jennifer Abrams 3. The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight 4. The Reference Guide to the Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight, Jennifer Ryschon Knight, and Clinton Carlson 5. The Multigenerational Workplace: Communicate, Collaborate and Create Community by Jennifer Abrams and Valerie A. von Frank

<b>Session 10</b>
<b>Date/Time/Location:</b> Thursday, May 30, 2019 4:00 p.m. – 7:00 p.m. Greenway Professional Development Center, Room 201, 1400 Crucible Street, Pittsburgh, PA 15205
<b>PPS ITL Domain of Development 5: Mentoring</b>
<b>Teacher Leader Model Standards Alignment</b>
<p><b>Domain 2: Accessing and Using Research to Improve Practice and Student Learning</b> - The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.</p> <p><b>Domain 4: Facilitating Improvements in Instruction and Student Learning</b> - The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.</p> <p><b>Domain 6: Improving Outreach and Collaboration with Families and Community</b> - The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.</p>
<p><b>Essential Question(s):</b>          What roles and responsibilities do ITLs have in the mentoring process of teachers?          How can the Professional Development Platform support the growth of teachers?          In what ways can mentoring provide intentional connections that enhance teaching while supporting students, families and their communities?</p>
<p><b>Pre-Reading:</b>          None</p>
<p><b>Learning Goals:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to mentor and support teachers with using effective classroom management and instructional strategies that work for all students.</li> <li>2. Participants will learn about the mentoring component of the Professional Learning Platform and how it supports the induction program.</li> <li>3. Participants will align core competencies of mentoring with the knowledge, skills and dispositions learned during the ITL Certification program with the New Teacher Mentor Practice Standards to frame expectations and goals of mentoring new teachers.</li> <li>4. Participants will create authentic connections of student, family and community engagement through the mentoring process.</li> </ol>
<p><b>Reflection Activity (30 Minutes):</b>          TBD by Facilitators</p>
<p><b>Key Resources:</b></p> <ol style="list-style-type: none"> <li>1. Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership by Barbara B. Levin and Lynne Schrum</li> <li>2. Mentor Practice Standards by the New Teacher Center</li> <li>3. The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight</li> </ol>

4. The Reference Guide to the Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching by Jim Knight, Jennifer Ryschon Knight, and Clinton Carlson
5. Real Talk About Classroom Management: Fifty Best Practices that Work and Show You Believe in Your Students by Serena Pariser

## Glossary

**Essential Questions** – Overarching questions that are valuable for framing courses and programs of study around the truly big ideas and topical questions that lead to specific topical understandings within a unit. (Wiggins and McTighe, 2005)

**Implicit Bias** - Any unconsciously held set of associations about a social group or individuals from that group, also known as stereotyping that are the product of learned associations and social conditioning.

**Instructional Teacher Leader (ITL)** – Elected school-based peer mentors who provide support with instruction, management, and the daily rituals and routines within the buildings they serve.

**ITL Certification Program** - A robust professional learning experience of theory and practice specific to the needs of the Pittsburgh Public Schools that creates the knowledge, skills and dispositions to individually or collectively influence teachers, administrators and members of the school community to improve teaching and learning practices that advance student learning and achievement.

**Learning Goals** – Statements that establish a direction to personalize learning for learners. Additionally, learning goals articulate what students will be able to do and understand.

**Non-Evaluative Observations** – Observations of teacher practice that are designed to provide authentic feedback on the on-stage domains of Classroom Environment and Instruction as a feedback and growth tool that advances teaching and learning.

**PPS Induction Program** – In-service support for beginning teachers that serves as a bridge linking pre-service and in-service education. (Ingersoll and Strong, 2011). In the Pittsburgh Public Schools, induction is a three-year program that includes varied foundational learning opportunities aligned to the district's Research-Based Inclusive System of Evaluation (RISE). The program is offered via face to face, on-line, and in building based venues, with opportunities for differentiated pathways of completion, school-based mentoring support, and a culminating evidence-based portfolio.

**PPS ITL Domains of Development** – Five carefully selected areas of focus aligned to the teacher leadership needs of the Pittsburgh Public Schools, the District's Strategic Plan and the Teacher Leaders Model Standards. The five domains of development are: Teacher Leadership, Professional Learning Communities, Pedagogical Fundamentals, Peer Coaching and Mentoring. Each domain is further broken into five components that provide focus for program design and content delivery.

**PPS Mentoring Domain of Development** – One of five ITL Domains of Development aimed at creating the knowledge, skills and dispositions to function as a mentor of teachers with specific focus on the following components: Modeling, Fundamental Pedagogical Understandings, Classroom Management Strategies, Building Relationships with Colleagues and Administration, and "A Knowing Colleague" for School Level Rituals, Routines, and Procedures.

**PPS Pedagogical Fundamentals Domain of Development** – One of five ITL Domains of Development aimed at creating the knowledge, skills and dispositions to function as a resource advisor to teachers with

specific focus on the following areas: Planning and Preparation, Classroom Environment, Instructional Delivery, Professional Responsibilities, and Culturally Responsive Teaching.

**PPS Peer Coaching Domain of Development** - One of five ITL Domains of Development aimed at creating the knowledge, skills and dispositions to function as a peer coach to teachers with specific focus on the following areas: RISE, Coaching Cycles of Impact, Giving Feedback, Implicit Bias, and Confronting Professionalism to Advance Positive School Culture as a “Critical Friend.”

**PPS Professional Learning Communities (PLC) Domain of Development** - One of five ITL Domains of Development aimed at creating the knowledge, skills and dispositions to function as a collaborative team leader with specific focus on the following components: PLC Guiding Questions, PLC Protocols, Learning Team Cycles, PLC Management, and Data Literacy.

**PPS Teacher Leadership Domain of Development** - One of five ITL Domains of Development aimed at creating the knowledge, skills and dispositions to function as a teacher leader with specific focus on the following areas: Adult Learning Theory, Culture, Systems Thinking, School and District Systems, Time Management, and Supporting Induction and Other Teachers.

**Pre-Reading** – Passages of literature assigned in advance of a professional learning sessions to create context or serve as a foundational preview for future learning.

**Reflection** – Thoughtfully generated activities designed to empower learners to think about and document specific approaches that apply learning in multiple contexts.

**RISE** – Pittsburgh Public Schools’ Research-Based Inclusive System of Evaluation that is based on the Charlotte Danielson Framework for Teaching and serves as a powerful and comprehensive tool to ensure that every teacher receives fair and uniformed support and feedback to better inform their professional growth.

**Standards for Professional Learning** - The characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results established by Learning Forward, with the contribution of 40 professional associations and education organizations.

**Teacher Leader Model Standards** – Standards designed to generate dialogue among stakeholders of the teaching profession about what constitutes the knowledge, skills, and competencies that teachers need to assume leadership roles in their schools, districts, and the profession. These standards were established by the Teacher Leadership Exploratory Consortium that included union representatives, teachers, school administrators, policy organizations and leaders in higher education with sponsorship from a wide range of organizations such as AFT, ETS, and NEA. The standards include seven domains that encompass critical dimensions of teacher leadership. The seven domains are: Fostering a Collaborative Culture to Support Educator Development and Student Learning, Accessing and Using Research to Improve Practice and Student Learning, Promoting Professional Learning for Continuous Improvement, Facilitating Improvements in Instruction and Student Learning, Promoting the Use of Assessments and Data for School and District Improvement, Improving Outreach and Collaboration with Families and Community, and Advocating for Student Learning and the Profession.

**Special Thanks  
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