

Performance Task for Leading the Learning

The desired results of the Leading the Learning workshop series are for school leaders to

- build their repertoires for the collection, analysis, and communication of data about teaching, learning and leading in the standards-based environment
- refine their skills with and knowledge about the power of reflective thinking in teacher growth
- be able to recognize and articulate a command of research-based best practices in teaching, learning, and leading
- gain expertise in coaching and giving productive feedback about teaching practice and student learning
- be able to set and clearly communicate expectations for teacher performance and student learning
- be able to provide quality support to teachers in their development and performance efforts

Participants in this six day workshop series are asked to process and demonstrate their growth and learning:

- by completing readings, reading reactions, and action research as assigned between sessions.
- by making a fifteen minute presentation at the sixth session that communicates what they have learned as a result of participating in **Leading the Learning** and how they have used that learning in their instructional leadership role. The presentation should be accompanied by artifacts such as a reflective journal, assignments from the workshop, student and or teacher work, a log of interactions with a collegial collaborator, memos, bulletins, and other written communications, videos, etc. These peer presentations and accompanying artifacts are not to be prepared as PR releases, but rather a record of action research, collaboration, learning, and reflection. As appropriate, copies of artifacts will be collected in order to assess the effectiveness of this professional development initiative and to document how district staff is using what is learned.
- through observation and discussion of teaching and learning episodes in collaboration with colleagues who are participating in the workshop series.