PLUACLD1092 Cognia Learning Community (CLC) Instructional Leadership for Administrators

Course: #297754

Cognia’s Instructional Leadership for Alabama Administrators contains learning experiences across five dynamic learning modules, called Learning Labs, that are delivered via the Cognia Learning Community Platform. Access to the Learning Community platform is provided to all public schools in Alabama, and Cognia is proud to provide this professional learning experience at no cost to Alabama leaders.

The total number of program hours is set at 30, though individual participant time will differ due to the self-pacing for the program, as well as the contextual factors associated with job-embedded application for different program elements. Each module will require approximately six clock hours, with activities for the entire 30 hours (5 modules X 6 hours per module) of the program estimated as follows:

* In-platform learning: 10 hours
* Project planning: 5 hours
* Job-embedded application: 15 hours

The focus of this professional learning program is leadership Standard 2, and the program addresses a broad range of related practices, aligned to those outlined in the Professional Development Standards, Key Indicators of Knowledge, and Key Indicators of Ability provided by the Alabama Council for Leadership Development.

Alabama leaders will be provided scaffolded support to implement research-based practices and processes at multiple levels in schools to drive improvements in teaching and learning. The following Learning Labs are included in this professional learning program:

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| Learning Lab Title | Level of Intended Impact | Module Focus |
| Model of Generative Change Literature Review | Leadership Team |  A school (or system) leadership team or professional learning community will engage in choice-based literature study that focuses on the current status of professional learning in the organization compared to research-based guidance for effective outcomes. Team members will collaborate to identify opportunities to improve through the implementation of processes and practices to grow teacher agency.  |
| Leading Action Research in Schools and Systems | Schoolwide |  Action research initiatives focus on local issues through the lens of problems of practice. This module will support leaders and teams with a toolkit for launching and managing action research initiatives.  |
| Promoting Collective Leadership | Schoolwide |  Collective leadership initiatives provide opportunities for teachers and staff to develop agency through meaningful work, and also provides capacity building experiences so that schools and systems can build a pipeline of leaders. This module provides ideas and strategies for leaders and teams to initiate leadership opportunities for a wider group of staff members.  |
| Four Critical Questions for Highly Effective PLCs | Professional Learning Communities |  Almost all schools have implemented some form of professional community structures. However, PLC effectiveness in improving teaching and learning is highly variable. This module provides clear structures to hone PLC practices to ensure a clear focus on the effectiveness of teaching and learning.   |
| Mindframes for Visible Learning | Classroom |  Metacognitive awareness is a foundation of self-efficacy and agency and is a cornerstone of the Model of Generative Change. This module provides tools for leaders that can be leveraged to support metacognitive development and awareness for teachers. These strategies can be used with groups of teachers in PLCs or with individual teachers as part of a coaching cycle. |