



The DLC Teacher Leader Fellowship

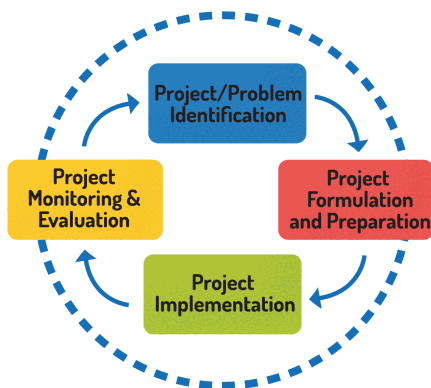
Equitable Access to Instruction for All Learners

AIM: To increase success of diverse learners by empowering and equipping educators to lead change within their classrooms and schools.

THE 2024-2025 FELLOWSHIP EXPERIENCE

<p>AUTHENTIC PROFESSIONAL EDUCATION</p>	<p>Fellows receive a full year of development, with six in-person sessions focused on both diverse learner practices and leadership skills. These sessions are supported by responsive, one-on-one coaching from a diverse learner expert.</p>
<p>ROLE-ALIKE PEER ENGAGEMENT</p>	<p>Through facilitated mentor groups, peer school visits and access to the Fellowship Alumni Network, Fellows tap into a broad community of like-minded peers who share their passion for diverse learner education.</p>
<p>SYSTEMATIC SOLUTION DEVELOPMENT</p>	<p>The knowledge and skills Fellows glean from the peer groups and sessions are applied through the creation and implementation of the Impact Project, a system for long-term solution seeking.</p>

IMPACT PROJECT



In order to improve the quality of diverse learner programming, fellows will have the opportunity to design and implement a solution to better serve diverse learners in their setting. Fellows will conduct a needs assessment to identify a barrier to diverse learner success, research possible solutions, design plans for addressing barriers, and implement their plan. This process necessarily includes collaboration with school leaders and other team members. Fellows will present projects, findings, and reflections at an End of Year Expo.

PROGRAM OUTCOMES

Upon completion of the Fellowship, Fellows will be equipped to:

Impact Diverse Learner Outcomes: Drive improved academic, behavioral, and social outcomes for diverse learners through data-based decision making processes

Lead Teachers: Develop skills to collaborate with and coach teachers and leaders in leading effective student-centered instruction

Influence School Programming and Practice: Advocate for diverse learner responsive practice, develop solutions to related challenges, and design effective strategies for implementation

"I have LOVED my experience with the DLC fellowship. I truly feel prepared to walk into any classroom and assess the needs of students, coach teachers, and overall improve the systems at my school as a whole. Thank you, thank you, thank you!"

-Randall Ackerly, 19-20 Fellow

Core Competencies

The Fellows in the 24-25 DLC Teacher Leader Fellowship will focus on development of both technical and leadership skills. The Fellows will work to develop the following *core competencies*.

LEADING	Focusing on how a teacher is a leader, adult learning theory, and working with peers.
COACHING	Learning to lead others through coaching by observing, modeling, listening, and leading courageous coaching conversations.
BUILDING REFLECTIVE PRACTICES	Throughout the year, Fellows will be guided to reflect on their practice in order to improve their coaching, leadership, and instruction.
CREATING A VISION	Naming what an excellent diverse learner educator and school looks like.
ANALYZING NEEDS	Creating a needs assessment for the school centered around aspects of diverse learner education. Fellows use this data to analyze areas of strengths and growth.
IMPACTING INNOVATIVELY	Learning how to take areas of growth and develop innovative solutions to improve student outcomes.
BUILDING A BANK OF BEST PRACTICES	<p>Learning about current research on best practices and how to incorporate those into their instruction. Fellows will also be leading others to learn about and use these practices in their schools. Specifically, Fellows will engage with content, research, and best practice experts in:</p> <ul style="list-style-type: none"> ○ Universal Design for Learning ○ Sheltered Instruction Observation Protocol (SIOP) ○ Co-Teaching Practices ○ Academic Intervention Protocols ○ Literacy Strategies for EL and EE students ○ Behavior Support Strategies

INFLUENCES

Our work is strongly influenced by a wide variety of educational and leadership-focused research, including:

- *The Art of Coaching and Coaching for Equity*, by Elena Aguilar
- *High Leverage Practices*, Council for Exceptional Children
- *Visible Learning*, John Hattie
- *Culturally Responsive Teaching and the Brain*, Zaretta Hammond

TUITION

Fellow tuition is **free** to accepted applicants, thanks to support by generous individuals and organizations. Additionally, fellows will access:

- Participation in all program components, including certificate of CEU hours completion
- All training materials, including e-versions
- Breakfast + Lunch for all full-day sessions
- A stipend of \$350 plus a set of professional development materials

OPPORTUNITY TO EARN CEU CREDIT

The DLC is working fervently with both the TN Department of Education and local school districts to ensure that professional development provides an opportunity for earning CEU credit.



Program Components

Summer Session

Summer Session is a 3-day training that includes workshops with experts and high-performing practitioners. Over the course of the three days, Fellows develop a vision for diverse learner responsive programming, work through personal leadership assessment, and engage in strategic planning for the coming school year.

Nashville: July 10-12, 2024

In-Person Training

These three day-long training sessions occur during the school year and target the development of technical and leadership skills. During these sessions, Fellows engage with new concepts, field experts, and each other to develop creative solutions to challenges diverse learners face in their schools.

Nashville:

- September 17
- December 3
- February 25

1:1 Coaching

Coaches visit Fellows at their school sites two times per year. During these 2-3 hour sessions, coaches provide responsive support to extend Fellow implementation of best practice, developing leadership skills, and diverse learner solutions. Coaches may also meet with Fellows in 1:1 coaching calls.

Scheduled individually with the mentor at times that are most beneficial for the Fellow.

Facilitated Mentor Groups

Fellows will be assigned to mentor groups to continue development of core competencies. The purpose is to create smaller networks of support within the cohort and access to regular (1-2x/semester) check-ins.

These groups will meet at varying times to accommodate schedules and may meet online.

Opportunities for Peer Visits + Other Cohort Specific Events

Fellows have opportunities throughout the year to visit schools and observe diverse learner programming. Fellows will give and receive feedback regarding strengths and priorities for program improvement, and can use feedback to plan for Impact Project or advocate for other related changes. School leaders are invited to participate.

Offered throughout the school year as the need and opportunities arise.

We know that school leader participation with diverse learner programming is highly related to successful outcomes for learners. Throughout

One beginning-of-the-year meeting with Fellow +

Opportunities to collaborate with school leader and implement Impact Project

the year, Fellows and leaders will have opportunities to collaborate, particularly around the Fellow Impact Project. This project will incorporate a needs assessment, solution design process, implementation, and follow-up reflection.

mentor and leader attendance for a portion of the second school-year Fellowship session.

Access to Professional Network, Technical Assistance, and Online Resource Library

Through participation in the fellowship, Fellows will have numerous opportunities to build a professional network. All participants will have access to an online collaborative forum, technical assistance from the DLC team, and online resource drive with materials from sessions and beyond.

Access to Fellowship Alumni Network

Fellows completing the Fellowship year will have access to an exclusive Fellowship Alumni network and programming in subsequent years.

TOTAL DEVELOPMENT HOURS: 58+ hours

STRONG CANDIDATES

Our goal is to develop diverse learner leaders who are able to affect change within their schools. Each Fellowship is comprised of a diverse group of educators who:

- Are licensed to teach students with disabilities or students who are multilingual and currently serve these diverse populations with belief that diversity makes us stronger
- Work with students and teachers on a regular basis, whether through small group instruction, classroom teaching, individual coaching, or team leadership
- Have been working in education for at least two full school years and are looking to increase their capacity as both teacher and leader
- Have a curiosity or awareness of gaps in opportunities for diverse learners in their schools and a desire to lead change that directly and positively impacts these learners
- Continuously push themselves to learn and improve, while inspiring the teammates, families, and students with whom they work to demonstrate a similar growth mindset
- Seek to increase their abilities to communicate across stakeholders in their school, such as

principals, families, and colleagues to advocate for diverse learner needs

- Have the support of school leadership to participate in the Fellowship experience and implement their Impact Project at the school-site

Agreements

FELLOWS AGREE TO...

- Attend the entire 3-day Summer Session and 3 full-day School Year sessions
- In collaboration with their DLC Mentor, schedule two times for 1:1 visits throughout the year.
- Attend minimum of 3 virtual cohort calls
- Initiate and schedule regular collaboration meetings with school leaders around the development of the Impact Project
- Present Impact Project findings at Project Expo
- **Optional:** Participate in and/or host peer school visits

SCHOOL LEADERS AGREE TO...

- Release Fellow from work for Summer Session, 3 full-day sessions, and optional ½ day school visits
- Participate in 1 collaborative session with Fellow during the second school-year session.
- Complete programmatic self-assessment with Fellow (Fall 2023)
- Schedule regular collaboration meetings with Fellow and support development of Impact Project
- **Optional:** Participate in development sessions and/or peer school visits

Application

All teachers and leaders interested in participating in the DLC's Fellowship should apply using the following procedures. The priority application deadline is **March 19, 2024**. *Applications will be accepted on a rolling basis after this date. There are limited seats available for this program; therefore, it is strongly advised that applications are submitted by the priority deadline.*

PART 1: Applicant Information	Potential Fellow applicant should complete online application by March 19th priority deadline.
PART 2: School Leader Recommendation	One recommendation from a school leader is required. Once the applicant has submitted an application, an email will be sent to the school leader to obtain recommendation if not already submitted. <i>*A school leader can also recommend a participant here. Once completed, the potential participant will receive an email to complete their portion of the application.</i>
PART 3: Interviews	Applicant interviews may be requested following submission of application.

See information overview and links for application at www.diverselearnerscoop.com/fellowship

For questions, please contact fellowship@diverselearnerscoop.com.