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Teaching Training Together provides professional development seminars to underserved teachers and school leaders in developing nations.

**1,112** teachers from **160** schools trained



## ONE YEAR PROGRAM FOR SCHOOL LEADERS AND TEACHERS

	BECOMING AN EFFECTIVE TEACHER	BECOMING AN EFFECTIVE SCHOOL LEADER
<b>FALL SEMINAR</b> 3 Days	Role of the Teacher Planning a School Day	A Community of Collaboration
<b>WINTER SEMINAR</b> 3 Days	Multiple Intelligences Differentiated Instruction	A Culture of Improvement
<b>SPRING SEMINAR</b> 3 Days	Bloom's Taxonomy Assessment	Keys to Student Achievement



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**FACILITATED WORKSHOPS  
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**THREE ESSENTIAL TOOLS FOR  
SCHOOL LEADERS**



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**70% AVERAGE SCORE  
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**90% TEACHERS SAY THEY  
USE IN CLASSROOM**

Teaching Training Together

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# Becoming an Effective School Leader and Teacher

An effective school leader trusts in himself and in the community. Together, the school leader and teachers learn for life.

The role of the teacher is to guide students from their actual ability to reach their potential ability through the gradual release of responsibility.

In addition to direct instruction, a teacher plans for guided practice and independent practice to reach the lesson plan objective.

1

A Community of Collaboration  
Role of the Teacher  
Planning a School Day

A teacher plans activities during guided practice to address the multiple intelligences possessed by students.

2

Multiple Intelligences  
Differentiating Instruction  
A Culture of Improvement

A teacher differentiates a guided practice activity to challenge, review, and reteach students based on their level of understanding.

3

Bloom's Taxonomy  
Assessment  
Keys to Student Achievement

An effective school leader motivates teachers to develop and maintain a self-review, a shared vision, and a plan of action.

Culture, teachers and school leaders are keys that unlock student achievement.

Formative assessment helps the teacher adjust instruction. Summative assessment helps the teacher reflect on the effectiveness of the lessons.

Bloom's Taxonomy's levels of thinking can be applied to asking questions and writing lesson plan objectives.



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# Becoming an Effective School Leader and Teacher

## Seminar 1

### DAY 1: SCHOOL LEADERS

#### A Community of Collaboration

##### Perspectives on leadership

Trust in yourself and in the community

##### Develop collegiality

- Talk about practice
- Observe one another
- Share knowledge
- Encourage one another

##### Teachers as learners

- Reflect on his or her own classroom instruction
- Observe to provide feedback to another teacher on an aspect of his or her classroom instruction
- Observe to gain information about a skill, activity or routine.

##### School leaders as learners

- Models the example to follow
- Collaborates among school leaders
- Shares leadership with teachers

### DAY 2: TEACHERS & SCHOOL LEADERS

#### Role of the Teacher

##### History of Educational Theory

*Jean Piaget* – Theory of cognitive development

*Lev Vygotsky* – Zone of proximal development between a person's actual and potential ability

*David Pearson & Margaret Gallagher* – Gradual release of responsibility

- Direct instruction
- Guided practice
- Independent practice

Teacher:  
Think Aloud  
Demonstrate

Student:  
Listen  
Respond

##### Direct instruction techniques:

- It's Your Turn!
- Wait for Responses
- Think-Pair-Share
- Turn and Talk

### DAY 3: TEACHERS & SCHOOL LEADERS

#### Planning a School Day

Weekly plan



Daily schedule - Student schedule  
Morning message



Lesson plan

1. Objective — The student will be able to...  
[action verb] + [outcome]

2. Materials

3. Instructions

4. Reflection

Within direct instruction:

- An activator
- Preview vocabulary
- Ask questions
- Connect prior knowledge
- Check for understanding
- A Conclusion



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# Becoming an Effective School Leader and Teacher

## Seminar 2

### DAY 1: TEACHERS & SCHOOL LEADERS

#### Multiple Intelligences

**Howard Gardner** – Theory of multiple intelligences can be applied to planning activities for guided practice in a weekly plan:

1. Verbal-Linguistic: Story
2. Logical-Mathematical: Sequencing
3. Intrapersonal: Personal Response
4. Musical: Songs and Rhymes
5. Visual-Spatial: Illustration
6. Bodily-Kinesthetic: Creative Movement
7. Interpersonal: Interview



**Student:**  
Work together  
Practice

### DAY 2: TEACHERS & SCHOOL LEADERS

#### Differentiating Instruction

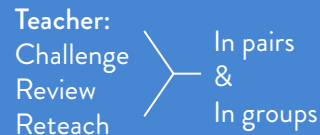
##### Perspectives on learning

- School leaders as learners
- Teachers as learners
- Students as learners

##### Establish a learning environment



##### Paths for differentiating instruction during guided practice



### DAY 3: SCHOOL LEADERS

#### A Culture of Improvement

A school leader provides time and space for social and human resources to motivate teachers to develop and maintain:

- A self-review
  - ways of thinking about your school
  - beliefs about education
  - habits developed
  - assumptions accepted
- A shared vision
- A plan of action



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# Becoming an Effective School Leader and Teacher

## Seminar 3

### DAY 1: TEACHERS & SCHOOL LEADERS

#### Bloom's Taxonomy

**Benjamin Bloom** - Bloom's Taxonomy's levels of thinking can be applied to:

- **Asking questions**

- While using direct instruction techniques during the presentation of a lesson
- While differentiating instruction as students work in pairs during guided practice

- **Writing lesson plan objectives**

- To choose an appropriate action verb to design a task during independent practice

└─→ **Student:**  
Complete a task  
Demonstrate mastery

### DAY 2: TEACHERS & SCHOOL LEADERS

#### Assessment

During the gradual release of responsibility:

- **Formative assessment**

- Direct instruction: Checking for understanding
- Guided practice: Self-evaluation
- Independent practice: Teacher checklist

└─→ **Teacher:**  
Observe  
Evaluate

- **Summative assessment**

- Direct instruction: The teacher plans for the summative assessment.
- Guided practice: The teacher reteaches before the summative assessment.
- Independent practice: The teacher knows students are prepared for the summative assessment.

### DAY 3: SCHOOL LEADERS

#### Keys to Student Achievement

**Culture**

The culture of the school can improve when school leaders motivate teachers to develop and maintain a self-review, shared vision, and a plan of action.

**Teacher**

The role of the teacher is to guide students from their actual ability to reach their potential ability through the gradual release of responsibility.

**School leader**

As a learner, a school leader models the example the follow, guiding their teachers to be more effective.