



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.



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

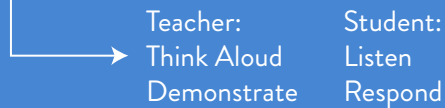
History of Educational Theory

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



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

2. Materials

3. Instructions

4. Reflection

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- Within direct instruction:
- An activator
 - Preview vocabulary
 - Ask questions
 - Connect prior knowledge
 - Check for understanding
 - A Conclusion



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



TEACHING
TRAINING
TOGETHER

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 to follow, guiding their teachers to be more effective.