

Leadership Development Series

Audience: Teacher Leaders



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Empowering **TEACHERS**, Engaging **STUDENTS**, Changing **LEARNING**

Feedback Intensive Leadership Programs for Teacher Leaders

TEACHER RENEWAL IN A CULTURE OF CHANGE

"Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice." ~ Marilyn Katzemeyer - Awakening the Sleeping Giant.

Leadership today continues to be more challenging and involving, and it requires preparation. New environmental challenges continue to emerge, and educational leaders must adapt to changing environments. Leadership calls for new ways of being in the world, not in oppositional isolation or confrontation, but in convivial cooperation which brings a world of new possibilities and opportunities. Educational leaders have multidisciplinary, interwoven roles.

Today's teacher leaders must demonstrate energy and commitment. They need the ability to communicate effectively, generate human interaction and use information to transform their schools into rich learning organizations. Teacher leaders have to inquire and evaluate information to ensure appropriate resources are provided for each student. Teacher Leaders are compelled to be community sensitive and visionary requiring an understanding of the impact of technological advances, decision-making processes and methods of becoming agents of change for the new era.

TEACHERS DEMONSTRATE LEADERSHIP

Five Elements:

- Element A: **Teachers lead in their classrooms.**
- Element B: **Teachers demonstrate leadership in the school.**
- Element C: **Teachers lead the teaching profession.**
- Element D: **Teachers advocate for schools and students.**
- Element E: **Teachers demonstrate high ethical standards.**



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Sample Program Matrix – Teacher Leaders

Day 1	Day 2	Day 3	Day 4	Day 5
Shaping Teacher Leadership <ul style="list-style-type: none">• “Learning Grain”• Early Commandments• Powerful Learning Experiences• Identifying and Understanding Your Basic Drives Assessment• MBTI and Introduction to Type Assessment• Type and Conflict (Conflict Management) Assessment Teacher Leader Action Planning	Leading a High-Performing School Culture (Teacher Leadership and Culture) <ul style="list-style-type: none">• School Culture Frames/Lens• Leadership Style Organizational Structural Match Assessment• Change Preference Indicator for Educators Assessment Teacher Leader Action Planning	Leading and Developing High Performing Teams <ul style="list-style-type: none">• 4 Stages of Team Development• Principles of Effective Teamwork• Fundamental Interpersonal Relations Orientation Behavior (FIRO-B) Assessment• Parker Team Player Survey Assessment Teacher Leader Action Planning	Successful Practices that Work! <ul style="list-style-type: none">• Best Practices• Innovation• Technology-rich Teaching & Learning• Synching Up with the iKid Framework Teacher Leader Action Planning	Coaching for Instructional Change <ul style="list-style-type: none">• Instruction, Curriculum, and Pedagogy• Learning Walks• Focused Feedback• Coaching for Improvement Framework Teacher Leader Action Planning

Teacher Leaders’ Leadership Development Program Module Descriptions

Core Program Modules (Year One)

Shaping Teacher Leadership

This program module looks at the components that makeup a leader’s “learning grain,” specifically how he/she has been “shaped” that has resulted into the kind of person the leader is in the work setting as well as outside of work. This session examines each teacher’s “drive or motivation” in life. Further, it explores teachers’ personality types to develop a greater understanding of one’s personality type (strengths and developmental areas) to assist teachers in understanding how their personality types influence their approaches to conflict and conflict management. Teachers also explore their “early commandments” and “powerful learning experiences” that have helped shape them as teacher leaders. Teachers learn how to utilize the concept of “going against the grain” to enhance their effectiveness as teacher leaders.

Leading A High-Performing School Culture (Teacher Leadership and Culture)

Teacher leaders develop an understanding of the characteristics that make-up a healthy high-performing school culture and learn practical strategies for shaping their respective cultures. Teacher leaders are taught to “reframe” and use “eyes” that they would not normally use to better understand “what’s really going on” in their respective schools. This session also includes having teacher leaders examine the “eight elements” present in their school cultures: history, values, rituals, heroes/heroines, ceremonies, traditions, stories/myths, and the informal network and how to engage in “symbolic leadership” as a way of addressing the elements to promote a healthier school culture.

The teacher leaders in this session develop a better understanding of the “four problems” all leaders face in leading change and how to address these challenges. Finally, in this session, teacher leaders understand that the way they and the administrators in their buildings go about getting their interpersonal needs met, in large measure, “drive the culture” of their schools in either a positive or negative manner.



Leading and Developing High-Performing Teams

This program module is designed for teacher leaders to develop an understanding of what differentiates a work group from a team and a high-performing team from a regular team. Of particular importance, is understanding the four stages of team development, the impact that leaders can make on high-performing teams, along with the principles for effective teamwork. Teacher leaders complete the Parker Team Player Style assessment that helps them understand their preferred team player style and how to switch styles when the effectiveness of their teams can be enhanced if they are able to do so. This session concludes by asking teacher leaders to reflect on their visions for their work teams and how they will foster team development for continuous improvement within their schools.

Successful Practices that Work!

Educators have known for years that differences in student achievement are impacted by the kinds of experiences that students bring to the classroom, as well as other environmental factors. Recent research has shown that there is a great deal that we can do to improve student achievement in this complex, demanding world. By studying the work of Robert J. Marzano and the three inter-related realms of School-Level Factors, Teacher-Level Factors, and Student-Level Factors, administrators and teachers can align their total school program to promote high student achievement. This module will provide learners the opportunity to explore these three factors and the most recent research supporting the use of these practices to produce effective schools where all students learn. Participants will be involved in assessing their own school culture within these three factors and creating interventions that can move their schools

to the next level of performance. Participants will also have an opportunity to develop strategies to support and accelerate student achievement.

Coaching for Instructional Change

Quality teaching practices influence student achievement. Coaching for instructional change influences the quality of teaching. Teachers and teacher leaders are the number one factor in the student achievement equation. Teacher-centered coaching refers to a coaching strategy that is focused on teacher actions in the classroom. This program module introduces teacher leaders to the most effective and efficient route to improving student achievement through coaching. This module includes the science of change, effective instructional coaching, learning walks, and giving focused feedback. Participants will simulate coaching best practices to immediately use as a model for instructional change.





PRICING

Contact us at
info@frameworkconsulting.com.

We offer a leadership series to
suit your budget and schedule.

Program Module Offerings for Teacher Leaders Based on Potential Areas of Need (Year Two)

- CULTURE, LEADERSHIP, POVERTY, AND CHANGE
- LEADING IN A DIVERSE AND INCLUSIVE CULTURE
- WHAT'S WORKING: PRACTICES THAT ENSURE SUCCESSFUL SCHOOLS
- DIVERSITY AND EQUITY LEADERSHIP
- SYNCING UP WITH THE IKID: FRAMEWORK TO LEADING MEANINGFUL CHANGE IN A 21ST CENTURY LEARNING ENVIRONMENT
- PERSONALIZED LEARNING: 21ST CENTURY TEACHING, LEARNING & LEADING
- LEADING THE TRANSFORMATION FROM CLASSROOMS TO LEARNING SPACES
- CHANGE OF PRACTICE FOR CONTINUOUS IMPROVEMENT AND INNOVATION

Teacher Leader leadership development benefits individuals and schools desiring to build internal teacher leadership capacity.

Designed specifically for Teacher Leaders, our feedback intensive development program will help build the competencies needed to deliver the results that matter to strengthen classroom leadership.

Our program embodies a vibrant learning environment that is relationally designed, growth opportunity rich and action-oriented.



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