

Going Deeper.....

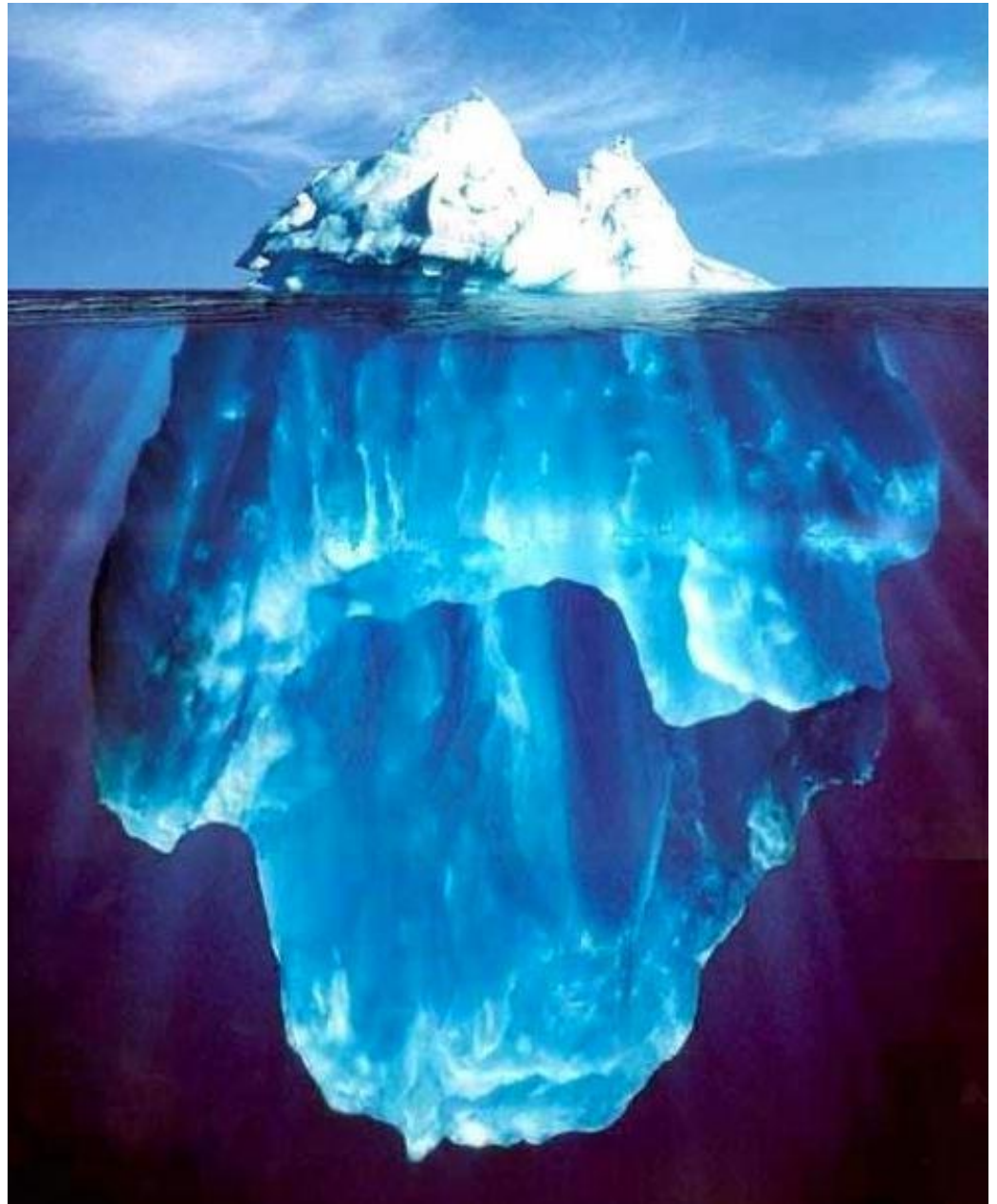


**Facilities Directors' Leadership Academy
January 14, 2011**

**Learning new
skills is like an
iceberg
because.....**

**What you see
is not all you
get!....**

**The deeper
you go, the
more there is.**



Outcomes for Today

Leaders will :

- 1) Deepen their understanding of what Direct, Systematic, Explicit Instruction (Input) is, why it is important, and how to structure it;
- 2) Increase their knowledge of classroom structures and student engagement strategies that support Direct, Systematic, Explicit Instruction (Input);
- 3) Develop a plan for supporting teacher knowledge and skills for developing and using Direct, Systematic, Explicit Instruction (Input);
- 4) Increase skills for providing support for teacher growth through walk-throughs and talk-throughs.

Today's Agenda

- Looking ahead: focus for Leadership Academy for remainder of 2010 – 2011
- Looking back: Reconnecting with previous content
- Learning together:
 - Direct, Systematic, Explicit Instruction (Input), Supporting Classroom Structures & Student Engagement Strategies
- Developing a leadership support plan
- Rehearsing Feedback Strategies
- Closure

Essential Leadership Question



- **How do you help your staff move past knowledge to application?**

Looking Ahead

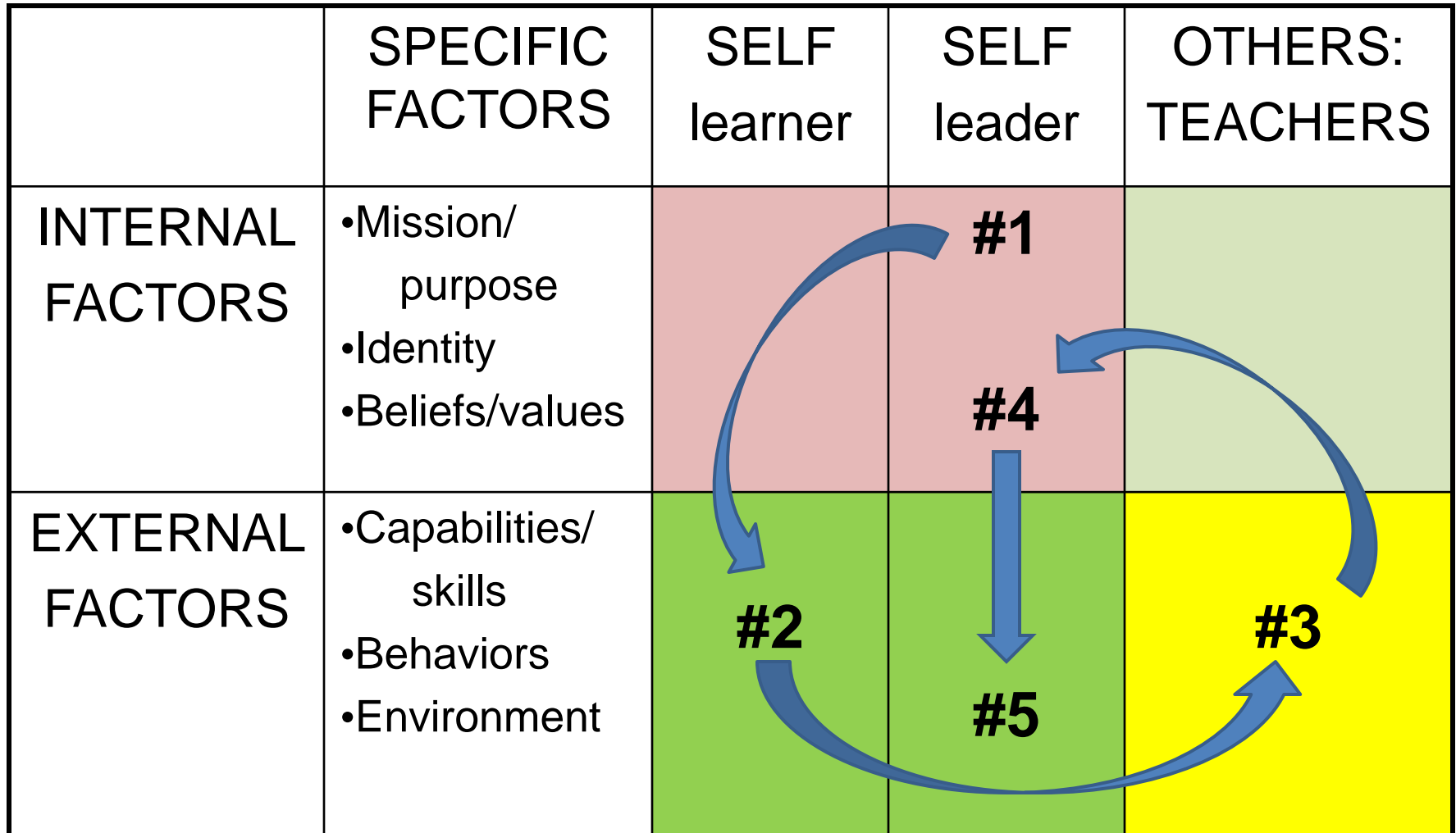
- **What the remaining Leadership workshops will be:**
 - Focused opportunities for deepening knowledge for direct instruction, classroom structures and student engagement strategies that support student achievement.
 - Focused strategies and materials to support you in assisting your teachers to move to application
- **Why:**
 - You asked for it!
 - And because helping teachers move to application is challenging.

Looking Ahead cont'd:

- **How it will look:**

- Each month we will focus on:
 - 1) one element of instruction
 - 2) a few classroom structures
 - 3) selected active student responding strategies
- We will provide materials to support you
 - 1) A power point to use in presenting concepts to staff
 - 2) Suggested activities to support the presentation
- You will plan and rehearse strategies for supporting teachers

Levels of Change Model



An Instructional Leader wears many hats:

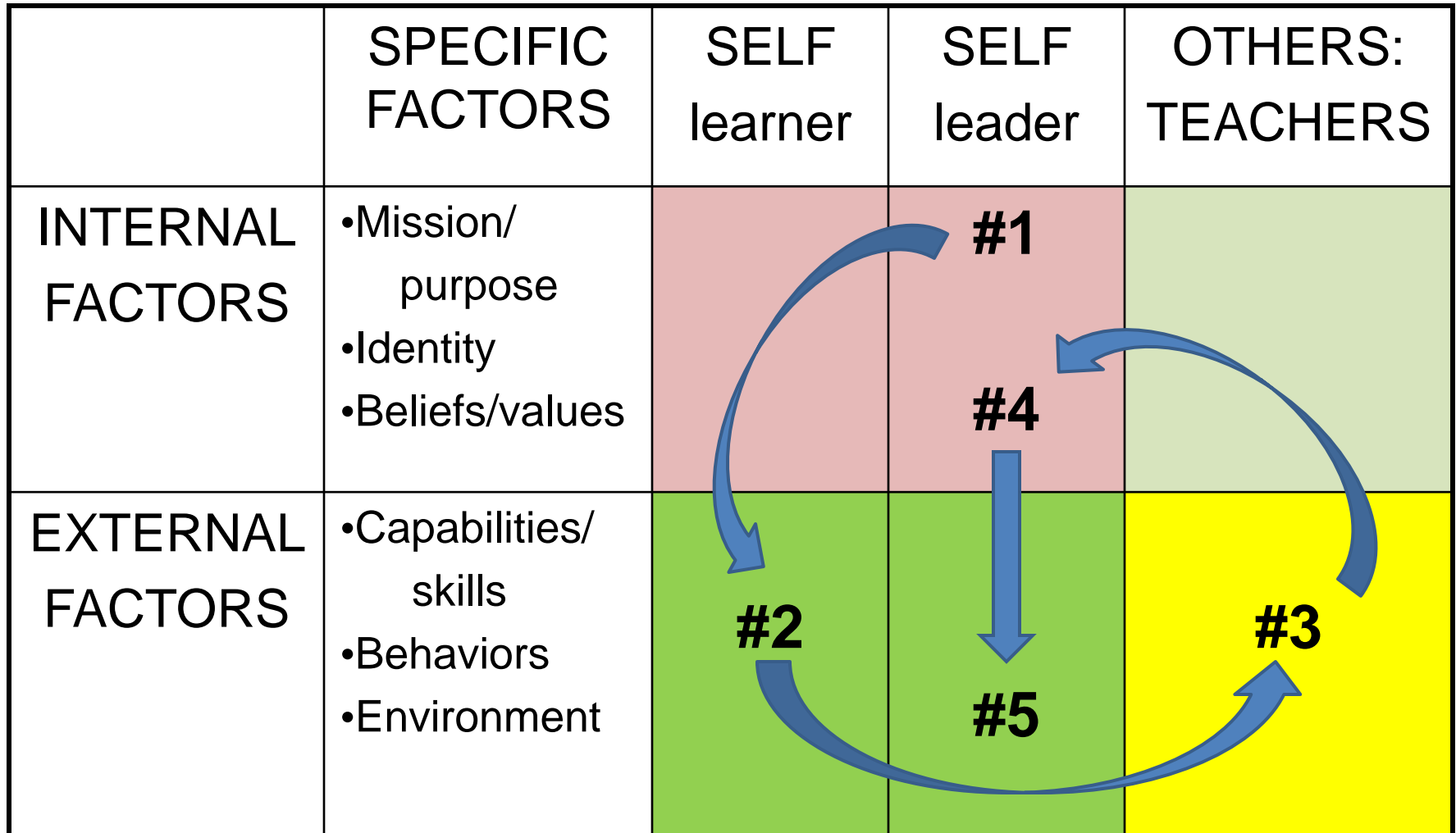
- Facilitator – Convener
- Evaluator
- Lead Learner
- Consultant – Teacher – Expert-Presenter
- Collaborator
- Coach



The hat we choose to wear in a situation depends on our intention and the capabilities of the teachers.



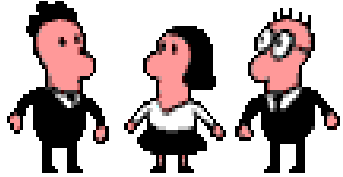
Levels of Change Model



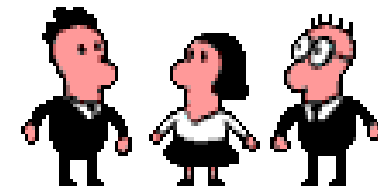
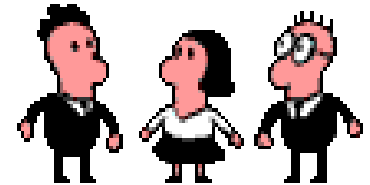
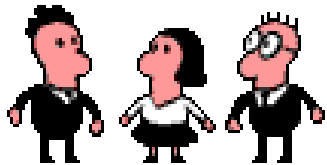
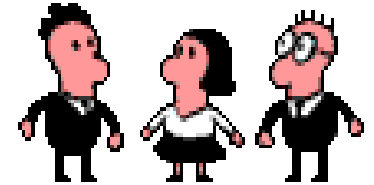
Remembering What We Learned About :

- The first step in the Learning Cycle:
Anticipatory Set,**
- Classroom structures to support delivering
Anticipatory Sets,**
- Student response strategies that support
using Anticipatory Sets,**
- The importance of using Data and
Reflective/Mediative Questions when
providing feedback.**

Stir the Classroom



- ♥ Form groups as directed
- ♥ Groups circle the room
- ♥ Number off 1 to 4
- ♥ Listen for your question
- ♥ Dialogue about the question (topic) & wait for further instruction.



1. What do you remember about Anticipatory Sets? How did you use it or what did you do with the information?

2. What do you remember about using an Attention Signal? How did you use it or what did you do with the information?

3. What do you remember about visual and verbal synectics, K-W-L and Paired Verbal Fluency and how did you use the information on these student response strategies?

**So let's begin deepening our
learning on
the next
Step
in
the
learning
cycle...**