

Leadership Development Module Content

The following table gives you an overview of each module's intended outcome and three learning goals. Use it to select the modules that best meet the needs of your leadership team and its work in supporting quality instruction at your school.

MODULE	OUTCOME	LEARNING GOALS
Leadership Teams & Quality Instruction (starting point for all) Length: 180 minutes	Your leadership team will be prepared to advocate for quality instruction at your school.	1. Build awareness of what quality instruction means and looks like 2. Analyze how to promote quality instruction 3. Explore practices that help the team stay focused on quality instruction
Using Data Effectively Length: 120 minutes	Your leadership team will be prepared to guide your school in using data to improve instruction.	1. Develop an understanding of how the use of multiple data sources can improve instruction 2. Analyze data to trace the causes of—and find solutions to—low achievement 3. Articulate how the team can support teachers' use of data to improve instruction
Common Formative Assessments Length: 120 minutes	Your leadership team will gain the knowledge and skills it needs to help teachers use common formative assessments.	1. Develop a shared understanding of key common formative assessment concepts and skills 2. Assess the capacity of a group of teachers to create and use common formative assessments 3. Identify how the team can support a group of teachers in implementing common formative assessments
Professional Development Length: 120 minutes	Your leadership team will gain the knowledge and skills to foster professional learning that improves instruction.	1. Develop a common understanding of the key features of quality professional development 2. Examine the goals of quality professional development and the strategies needed to achieve them 3. Create a professional learning action plan
Instructional Expertise Length: 120 minutes	Your leadership team will be able to identify and use instructional expertise to improve teaching and learning.	1. Develop a common understanding of instructional expertise 2. Examine how to use instructional expertise to address teachers' needs 3. Identify how staff with instructional expertise can share their knowledge with peers
Implementing New Programs Length: 120 minutes	Your leadership team will contribute to the successful implementation of new programs at your school.	1. Build a shared understanding of how the implementation process works 2. Explore how teachers can move through each phase of the implementation process 3. Identify how the team can advocate for new program implementation
Aligning Curriculum Length: 120 minutes	Your leadership team will be prepared to support curriculum alignment at your school.	1. Build a shared understanding of curriculum alignment 2. Explore how to assess school curriculum alignment efforts 3. Create a plan to support curriculum alignment at the school

Teacher Development Strategy Content

The following table gives you an overview of each strategy's Featured Video. You can use this information to select which strategies you – as an individual or a team – want to explore as part of your instructional improvement efforts.

ELEMENT OF QUALITY INSTRUCTION	STRATEGY	FEATURED VIDEO		
		Title	Running Time	Content Area
Rigorous and Relevant Content	Building Content Vocabulary	<i>Using a Warm-Up to Review Content</i>	7:35	Science
	Connecting Content to Students' Lives	<i>Supply and Demand Made Relevant</i>	7:36	Math
	Generating Real-World Connections	<i>Grounding Content</i>	6:42	Science
	Making Inferences	<i>Preparing Students to Read: Word and Inference Walls</i>	6:35	ELA
	Posing a Challenge	<i>Challenging Students to Discover Pythagoras</i>	8:50	Math
	Writing for Different Purposes	<i>Understanding Author's Purpose</i>	10:56	ELA
Active and Exploratory Instruction	Analyzing Data	<i>Analyzing Data in Small Groups</i>	6:27	Science
	Categorizing Ideas	<i>Moving Beyond Brainstorming</i>	9:18	ELA
	Conducting Investigations	<i>Exploring Predictions</i>	6:27	Science
	Cooperative Learning	<i>The Big Brain: A Cooperative Learning Protocol</i>	8:09	Math
	Facilitating Student-Centered Discussion	<i>Facilitating Academic Discourse</i>	8:39	Science
	Hands-On Learning	<i>Fraction Manipulatives</i>	10:46	Math
	Promoting Inquiry	<i>Inquiry-Based Discussion</i>	9:33	ELA
	Teaching as Facilitation	<i>Facilitating Peer Learning</i>	10:15	Math
	Using Models	<i>Building a 3-D Model</i>	7:33	Science
	Writing with Detail	<i>A Descriptive Writing Experience</i>	7:14	ELA
Authentic and Student-Centered Assessment	Checking for Understanding	<i>Show Your Cards!</i>	4:59	Science
	Guiding Self-Assessment	<i>Guided Groups</i>	5:44	ELA
	Reviewing Homework	<i>Student-to-Student Assessment</i>	10:49	Math
	Structuring Peer- Assessment	<i>Peer Conferencing</i>	6:16	ELA
	Using Rubrics	<i>Quality Evidence Rubrics</i>	4:41	Math
Support Structures to Help All Students Succeed	Differentiating Instruction	<i>The Workshop Model</i>	10:07	ELA
	Scaffolding a Lesson	<i>Preparing for Mineral Identification</i>	11:54	Science
	Using Multiple Approaches	<i>One Problem, Many Approaches</i>	9:30	Math