

# LeadIN Core

## Program Overview

### LeadIN Background

LeadIN enables you to become the leader you are. We bring people together to learn, share, and grow their leadership.

LeadIN is shaped by two core principles -- first, learning is social: we learn best when we share our unique perspectives and experiences with other people; second, practice leads to mastery: practicing what we learn and integrating it in our lives allows us to create and sustain positive habits and continuously grow our abilities, our character and our leadership.

LeadIN fosters a safe and interactive environment where people learn from one another, support each other's growth, and practice their leadership.

### LeadIN Core Overview

LeadIN Core is a community program that brings together professionals of diverse fields, backgrounds, and experiences to learn and mold their unique leadership. Each group is intentionally kept small (between 8 and 12 individuals) to create an intimate and interactive learning environment.

The program starts with a team building event that helps the cohort bond and establish goals and expectations, and is followed by eight weekly Learning Circles. (A learning circle is a highly interactive, participatory structure for collaborative work.) Throughout the eight weeks, participants discover their unique strengths and work toward a personal leadership goal. During each Learning Circle they engage in open dialogue and collective inquiry to deepen their understanding of core leadership principles and identify useful practices that can strengthen their leadership. Between Learning Circles, they apply what they learned by integrating these practices into their daily work.

Each LeadIN Core cohort builds a culture of trust, ownership and collective commitment to the success of all. Participants hear diverse perspectives, share best practices and provide one another with encouragement, support and accountability. They become stronger, more effective leaders by tapping into the diverse collective experience and wisdom of the group.

Throughout LeadIN Core, participants grow their leadership by:

- Discovering their natural strengths and developing a strengths-based mindset
- Identifying and working toward a leadership goal
- Integrating new practices and habits into their lives

# Learning Together Leadin

**Christopher Meidl, Louise Ammentorp**



## **Learning Together Leadin:**

Learning Together, Leading Together Shirley M. Hord, 2004-01-05 Increasingly the education world is recognizing that the development of learning communities is an effective means for improving schools without increasing the budget or adding new programs This indispensable volume offers practical advice gathered from 22 schools elementary middle and high schools that have successfully modeled or are creating professional learning communities Leading and Learning Together Lynda Tredway, Matthew Militello, Joseph Flessa, 2024-12 Leadership coupled with learning is an ongoing process in which everyone has a participatory role in school or district change efforts Providing a useful antidote to the plethora of packaged curriculum and external professional development providers this book focuses on reclaiming agency advocacy and inquiry for leaders and teachers in the places they know best their schools and districts Doing so requires imagination cooperation and transparency As such the authors provide evidence from multiple school and district educators who are cultivating change from within by disrupting and dismantling systems and drawing on internal assets to address equity driven challenges As a result educators can and should become researchers of their own practices This resource offers a set of evidence based principles processes and protocols that increase equitable access and support educators to breathe joy and justice into schools and communities Book Features Educational change reimaged as reinvesting in the collective power of the people closest to the issues Guidance based on evidence from multiple school and district change efforts documented and described by the authors Use of evidence to organize more productive informal and formal professional learning driven by practitioner agency and inquiry Text boxes called Voices From the Field provide stories of practices from practitioner researchers Access to useful and equitable processes and protocols for the professional learning of educators Evidence from school and district leaders underscores the complex work of leading and learning from within and how to do it **Leading Professional Learning Teams** Susan E. Sather, 2009-09-01 As a high school principal it is crucial to have tools and models that have teeth that will make an impact on student achievement and also improve collegiality and collaboration among teachers This is a wonderful faculty book study choice for any school looking to have teams of teachers focused on data and how to incorporate best practices in their classrooms Steve Knobl Principal Gulf High School New Port Richey FL Strengthen teacher expertise and expand instructional leadership through focused professional learning teams Although a generous amount of research describes professional learning teams PLTs as a positive structure for developing a vision of school change through informed data based decision making little guidance exists for schools wanting to create and sustain this type of team initiative Leading Professional Learning Teams provides a field tested model for implementing PLTs that strengthen teacher collaboration in professional learning communities improve instruction and increase student achievement Developed in partnership between educators Education Northwest formerly known as the Northwest Regional Educational Laboratory and six high needs schools this guide shows a professional learning team in action Each chapter highlights four

important elements to help ensure alignment with educators objectives Action Steps for starting up a PLT Voices From the Field School leaders offering insights from actual PLTs Tools Resources with information about PLTs plus at a glance road maps for each step of the implementation process Leadership Team Discussion Discussion suggestions for implementation leaders Written for school leaders who are new to PLTs and those who want to fine tune their efforts this resource is an invaluable tool for correlating staff development with your school s improvement goals      **Professional Development** Sally J. Zepeda,2013-10-02 This top selling book will serve as the compass and road map to your school s professional development journey A comprehensive and authoritative resource you will go to again and again this book helps guide principals directors of professional development school district committees and other leaders in creating an effective professional development program that moves ideas from knowledge to action Topics include Learning Communities Job Embedded Learning Coaching Teacher Study Groups Critical Friends Lesson Study Portfolios And more Additionally this book features helpful case studies useful forms and templates sample agendas and other invaluable resources for professional development The second edition contains the following enhancements Expanded coverage of job embedded learning which is a cost effective way for administrators to enhance professional development with their staff More information on the theoretical grounding of professional development with applications that can be readily adapted for use in schools Updated references and figures to reflect newly published literature on the topics covered User friendly tabs so you can find and return to your favorite sections time after time      **Learning to Lead in the Secondary School** Mark Brundrett,Ian Terrell,2004 Learning to Lead in the Secondary School is designed to meet the needs of subject leaders and heads of department in secondary schools offering practical advice and guidance to teachers taking on these demanding roles This highly informative book is structured around six sections that address all of the key areas in leading a department including becoming a subject leader managing effective teaching and learning leading and managing people the strategic direction and development of a department the deployment of staff and resources managing personal performance and development This guide will be invaluable to middle managers in schools subject leaders and heads of departments It will be of interest to teachers and managers at all levels and will also be useful to those undertaking research or further qualifications in educational leadership and management      *Leading and Managing Schools* Helen O'Sullivan,John West-Burnham,2011-04-11 School leadership and management are fundamental components of school improvement This is the first study of its kind to relate the principles of effective leadership to the broad spectrum of school life in Ireland A key resource for school leaders in their personal and professional study this book critically appraises issues in leading and managing schools The editors bring together an array of renowned scholars to inform and stimulate the debate on the future of leadership development in Irish schools Each author explores different perspectives and sets a framework for rethinking school leadership and management and an agenda for future research The book includes in depth discussions of a broad spectrum of issues encountered by practitioners such as justice and equality as

cornerstones of any educational system and the challenges they pose for those in leadership positions principles of good governance the key positions of accountability and leadership of change Inspiring and informative in its style the authors bring together a range of perspectives on every aspect of school leadership and management from well known contributors such as Michael Fullan Ciaran Sugrue and Marty Linsky creating a unique and rich canvas Focusing on national and international perspectives this book adds to the growing canon of international studies of school leadership With a unique Irish perspective on Leadership and Management this book provides an authoritative reference point for practitioners scholars and students of educational leadership and management as well as for policy makers in Ireland It is also extremely useful for practitioners scholars and students nationally and internationally

Jsl Vol 16-N5 JOURNAL OF SCHOOL LEADERSHIP,2007-01-15 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement

Collaborative Curriculum Design for Sustainable Innovation and Teacher Learning Jules Pieters,Joke Voogt,Natalie Pareja Roblin,2019-09-19 This open access book provides insight into what it takes to actively involve teachers in the curriculum design process It examines different aspects of teacher involvement in collaborative curriculum design with specific attention to its implications for sustainable curriculum innovation and teacher learning Divided into six sections the book starts out by introducing the notion of collaborative curriculum design and discusses its historical and theoretical foundations It describes various approaches commonly adopted to actively involve teachers in the co design of curriculum materials Sections two and three provide examples of what key phases in the curriculum design process such as needs analysis design and development and implementation look like across various collaborative curriculum design projects Section four reports on the impact of collaborative curriculum design on student learning teacher practices teacher professional growth and institutional change Building on the research evidence about the outcomes of collaborative curriculum design section five focuses on sustainability scaling up and curriculum leadership issues which are key to the continuation and further evolution of curriculum innovations Future perspectives are addressed in section six with emphasis on the infrastructure of a sustainable curriculum innovation

Leadership Strategies for Teachers Eunice M. Merideth,2006-06-23 This practical handbook shows you how to expand your leadership skills with strategies for improving student achievement extending your learning and collaborating for school improvement

*Impactful Practices for Early Childhood Teacher Educators* Christopher Meidl,Louise Ammentorp,2019-10-08 The goal of

this edited volume is to share ideas and examples of impactful practices useful for teacher educators in Early Childhood Education degree programs associate bachelor and graduate level as well as teacher educators in other settings Impactful practice is defined as course or assignment design pedagogy or innovation in teaching instruction or assessment that has been found to be transformative for the individuals participating in that learning This book intends to provide the reader with multiple examples of effective and innovative practices when teaching preservice or inservice teachers Chapters will describe in class activities and program level initiatives on a variety of important topics The chapters are written by expert practitioners who have successfully implemented these practices Chapters contain resources sample assignments syllabi and student work

**Leadership in Education** Clive A. J. Dimmock, 2011 The Leadership for Learning series explores the connections between educational leadership policy curriculum human resources and accountability Each book in the series approaches its subject matter through a three fold structure of process themes and impact Series Editors Clive Dimmock Mark Brundrett and Les Bell Leadership Capacity Building and School Improvement provides a fresh and original perspective on the most important issues confronting today s practitioners and academics in the field of educational leadership New and exciting concepts are introduced such as the research eng

Research Anthology on Facilitating New Educational Practices Through Communities of Learning Management Association, Information Resources, 2020-10-30 With the future of education being disrupted and the onset of day to day uncertainties and challenges that have to be solved quickly teachers are now turning to professional development communities support communities where they can share and learn about effective practices to use in the classroom While transitioning to blended or online learning and keeping up with the technological advances in education these communities provide an essential backbone for teachers to rely on for support and updated knowledge on what educational practices are being utilized how they are working and what solutions have been found for the ever changing climate of education Research on the benefits and use of these communities as well as on the latest educational practices is essential in teacher development and student learning in the current culture of a rapidly changing educational environment The Research Anthology on Facilitating New Educational Practices Through Communities of Learning contains hand selected previously published research that provides information on the communities of learning that teachers are currently involved in to seek the latest educational practices The chapters cover the context of these communities the benefits and an overview of how this support is a necessary tool in today s practices of teaching and learning While highlighting topics such as learning communities teacher development mentoring and virtual communities this book is essential for inservice and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students who are interested in how communities of practice tie into professional development teacher learning and the online shift in teaching

**Dyslexia, Literacy and Inclusion** Sean MacBlain, Louise Long, Jill Dunn, 2015-03-23 This book is about raising standards in literacy for children with dyslexia by putting the child at the centre

of everything you do focusing on wellbeing and recognising the role that adults have to play in ensuring all children reach their potential Concentrating on children in primary schools and early years settings the book looks at Early intervention Pupil voice Working as a team New literacies Child centred identification assessment and provision Challenges for the inclusive school Suitable for all those working with children with dyslexia this book contains strategies that can be easily adopted to academically and emotionally benefit the children you are working with

**Mastering Theories of Educational Leadership and Management** Donnie Adams, 2018-10-08 The field of Educational Leadership and Management originated and grew to maturity in the Western societies of the USA UK and Australia However since the mid 1990s scholars in east Asia have asserted the need to ground leadership theories and practices in the local contexts in which school leaders practice Mastering Theories of Educational Leadership and Management is one of the first volumes published which seeks to do this The edited chapters illustrate and elaborate how perspectives on key concepts and theories of educational leadership are being interpreted and enacted in East Asian societies By doing so the book makes a valuable contribution which will hopefully reduce the gap between theories as explained by Western scholars and practices as enacted in East Asian societies

Professor Dr Philip Hallinger *Lead with Me* Anita Pankake, Chuey Abrego, 2017-06-27 Lead With Me 2nd Edition provides courageous principals with the tools for partnering with teachers in the student learning and improvement process This practical guide explains the skills teacher leaders need and offers advice for principals who wish to engage teachers in learning these skills Packed with stories and examples from educators in the field this second edition explores how to Build mutual trust and accountability with teachers and faculty Encourage and facilitate professional development Carefully manage the distribution of power and authority by involving faculty members in decision making The revised second edition provides a variety of helpful tools PowerPoint presentations reflection questions activities for professional learning sessions and annotated lists of additional resources that can be downloaded as eResources [www.routledge.com/books/details/9781138785588](http://www.routledge.com/books/details/9781138785588)

[Creating a Culture for High-Performing Schools](#) Cletus R. Bulach, Frederick C. Lunenburg, Les Potter, 2008-08-28 A high performing school is described as one where student achievement is high and student and teacher absenteeism is low Student behavior is such that teachers seldom have to control them or tell them what to do This results in greater time on task higher teacher morale low teacher absenteeism and improved parental support One other distinctive feature of a high performing school is that the student peer group is a positive force and not a negative force The end result is a school culture where faculty and students trust and care about each other and there is a cooperative attitude

**Visions from Professional Development School Partners** Michael Cosenza, Marilyn Buchanan, 2018-01-01 Rich clinical preparation combined with progressive experiences in professional development school PDS settings are proposed to bring about systemic and impactful transformation of educator preparation and professional growth in order to improve and enhance P 12 student learning In this book diverse authors describe their efforts to forge PDS partnerships to develop and

deliver high quality training and practical experiences for candidates and simultaneously provide professional development for experienced practitioners in ways that mirror recommendations found in authoritative reports and literature The authors collective wisdom is vividly captured in the multi voiced chapters that are collaborations between cooperating teachers school administrators county and district level administrators university supervisors and instructional faculty The contexts authors write about are recognizable and the accomplishments they experienced and challenges faced will resonate with institutions courageously undertaking change or renewal The book will be invaluable to school and university faculty and administrators as they transition to a partnering model of clinical preparation for teacher candidates it will help stakeholders decide if their schools and institutions are ready to commit to a partnership and highlight the benefits they stand to gain but realistically address challenges that may be faced by administrators and faculties as well as teacher candidates in the PDS enterprise

**Data Dynamics** Edie L. Holcombe, 2011-10-27 How is your school data performing for you Examine the ways your school can better use student achievement data nonacademic student data staff data and parent community data to identify areas for improvement This book will help administrators and leaders with school improvement planning and implementation and teachers will find that good data can be used to plan instruction and monitor and motivate students

*The Changing Nature of Instructional Leadership in the 21st Century* Alan R. Shoho, Bruce G. Barnett, Autumn K. Tooms, 2012-12-01 This third book in the Information Age book series International Research on School Leadership focuses on the changing nature of instructional leadership in the 21st century Our goal is to examine instructional leadership from multiple educational and international perspectives Unlike many leadership books that focus on conceptualizations and personal narratives the seven chapters provide empirical evidence of how instructional leadership is evolving in the 21st century From the effective schools research of the 1980s to today's relentless calls for improved student performance attention has focused on the instructional leadership roles and responsibilities of school principals headteachers and educational system leaders The emphasis on student performance has gone global as evidenced by highly publicized international studies such as the Trends in International Math and Science Studies TIMSS and the Program for International Student Assessment PISA comparing student achievement in different countries These developments have had substantial effects on school leaders especially building level principals and headteachers Rather than being the only ones overseeing school improvement aimed at increasing student learning many school administrators are distributing leadership responsibilities to other administrators and teachers on their campuses To fully understand instructional leadership in the 21st century the book examines three important dimensions of instructional leadership 1 the current context for turning around low performing schools increasing teacher effectiveness and providing equitable outcomes for all students 2 international perspectives of instructional leadership development particularly the value of teacher coaching and leadership development for aspiring and practicing school leaders in a developing country and 3 the obstacles instructional leaders



confront as they deal with fiscal constraints political pressure diverse student populations and high stakes standards based reforms

**Formative Classroom Walkthroughs** Connie M. Moss, Susan M. Brookhart, 2015-01-21 Revolutionize the walkthrough to focus on the endgame of teaching student learning Authors Connie M Moss and Susan M Brookhart present the proven practice of formative walkthroughs that ask and answer questions that are specific to what the student is learning and doing Learn the value of having the observer examine the lesson from the student s point of view and seek evidence of seven key learning components A worthwhile lesson A learning target A performance of understanding Look fors or success criteria Formative feedback Student self assessment Effective questioning Drawing upon their research and extensive work with K 12 teachers and administrators Moss and Brookhart delve into the learning target theory of action that debuted in Learning Targets Helping Students Aim for Understanding in Today s Lesson and show you how to develop a schoolwide collaborative culture that enhances the learning of teachers administrators coaches and students They present detailed examples of how formative walkthroughs work across grade levels and subject areas and provide useful templates that administrators and coaches can use to get started now Grounded in the beliefs that schools improve when educators improve and that the best evidence of improvement comes from what we see students doing to learn in every lesson every day Formative Classroom Walkthroughs offers a path to improvement that makes sense and makes a difference

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