

## TOPICAL LEADERSHIP SEMINARS

**Topical Leadership Seminars** provide opportunities for school-based administrators to define instructional leadership and explore ways of identifying and using a broad range of instructional methods and strategies to support student learning.

Leaders are coached on what to expect as teachers participate in QTL. They learn about:

- *Indicators they should observe in professional practice as a result of teacher training;*
- *The vocabulary that is being introduced to their teachers in QTL;*
- *How to build and engage in the conversation of change;*
- *How they can target specific areas for support;*
- *Ways to encourage teachers and support their use of the strategies;*
- *Potential areas for special support to further the impact of training.*

Sessions are provided for the principal, as well as for emerging leadership in the school and system to promote deeper levels of engagement and support for sustained impact.



**Outcome:**

Principals are established as the instructional leader of the initiative and have ownership of the outcomes.

**Outcome:**

Teachers see principals as clearly supporting the work they are being asked to do; this builds relationship and trust.

**Outcome:**

Principal interactions support the direction of the change and communicate the clear direction and alignment with the training.

**Outcome:**

Leadership in the change initiative is shared; teachers are engaged at a higher level; clarity is supported as “many voices” are informed and supportive of what has to be done.

**Outcome:**

Principals recognize, support and encourage successful, effective teaching and learning strategies.

**Outcome:**

With the culture of the school positively impacted, faculty move toward deeper development of a Professional Learning Community (PLC).

**Outcome:**

Principals gain broader and deeper understanding of the basic skills and tools of teaching and learning.

**Outcome:**

Principals recognize effective application of these skills as they are used in the classroom.

**Outcome:**

Leaders establish a stronger foundation to link interaction of the school with district support. This is based on development of explicit needs and clear direction to support high quality teaching.