

The Increasing Way for Teachers Capacity and Enhancing Leadership Qualities

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ABSTRACT: Building Teachers' Capacity, is a professional development model built on the premise that reflective teachers are effective teachers, and provides a guide to developing a culture of reflective practice in schools. Using the research-based Continuum of Self-Reflection, administrators, instructional coaches, and teacher leaders can determine the current location of all stakeholders on the continuum and target teacher-leadership activities, transformational feedback, and strategic coaching to move them forward. Hall and Simeral have also created a version of the Continuum of Self-Reflection that teachers can implement individually to take charge of their own professional growth.

I.INTRODUCTION

Data collection and use is the process of gathering information about students and the teaching and learning systems used in classrooms, buildings, and districts and reviewing the data in a systematic way to inform ongoing decision making. From administrators monitoring AYP and discipline systems to teachers tracking RTI and student understanding, data collection and use is critical to monitoring progress and making sound educational choices and adjustments at all levels.[1]

Effective instructional leadership is grounded in building the capacity of individual leaders and leadership teams to generate schoolwide and systemic growth that positively influences student outcomes. Supporting leaders' capacity with opportunities for professional learning and reflective practice is as important as the work to support individual teachers' ongoing improvement and effectiveness in the classroom.

Professional learning communities PLCs are small groups of educators—teachers, specialists, and administrators—that meet regularly, and work between meetings, to accomplish shared goals to increase teacher knowledge and skills and student motivation and achievement. PLCs involve teachers working collaboratively to reflect on practice. They examine evidence about the relationship between teacher practices and student outcomes. Research has shown that PLCs increase collaboration among educators, develop shared language and standards of practice, and improve school climate and culture.[2]

II.DISCUSSION

Co-teaching, sometimes referred to as collaborative or team teaching, is when two educators work together to teach students in the same classroom. These teachers are often, but not always, a general educator and a specialist working together to meet the needs of students with diverse needs. The teachers plan, organize, instruct, and assess students as a team.

School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students.

School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn.[3]

Global competence, or global fluency, is the set of dispositions, knowledge, and skills needed to live and work in a diverse, interconnected world. These competencies include attitudes that embrace an openness, respect, and appreciation for diversity; the valuing of multiple perspectives, empathy, and social responsibility; knowledge of global issues and current events, global interdependence, world history, culture, and geography; and the ability to communicate across cultural and linguistic boundaries, collaborate with people from diverse backgrounds, think critically and analytically, problem-solve, and take action on issues of global importance.[4]



III.CONCLUSION AND SCOPE

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The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities. Inclusion classes often require a special assistant to the classroom teacher. In a fully inclusive school or classroom, all of the children follow the same schedules; everyone is involved in the same field trips, extracurricular activities, and assemblies.

Educational programs for students who, because they have a disability of some kind, require special instructional help to reach their potential. This may include specially trained teachers, innovative technology or instructional materials, access to a resource room, or even external placement. The term sometimes (but not usually) includes programs for those considered gifted.[5]

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