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Soggetti	Language arts (Early childhood) Literacy programs - Planning School principals Electronic books.
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Cover""; ""Contents""; ""Acknowledgments""; ""Introduction""; ""Chapter 1 - What Every School Leader Needs to Know about How Young Children Learn""; ""Young Children Learn . . . Differently""; ""Play: A Window into Childrena€s Thinking""; ""Young Children Learn Language Through Social Interaction and Intellectual Play""; ""Language: The Early Framework for Later Thinking""; ""The Intellectual Behavior of Young Children""; ""Early Literacy: Ita€™s More than Sounds and Letters""; ""Chapter Summary""; ""Questions for Discussion""; ""Chapter 2 - What We Know Makes the Difference"" ""Transforming the Culture: The Role of the School Leader""""Assessing the Program: One Size Does not Fit All""; ""Recognizing the Effect of Teacher Perception: Think They will or Think They Wona€™t , Youa€™re Right!""; ""Developing the Early Dispositions to be Readers and Writers and Critical Thinkers""; ""Creating the Conditions for Literacy: Six Ts for Exemplary Teaching""; ""Developing an Inclusive Literate Community: Providing One-on-One Support Through Multiage Buddies""; ""Strategizing for a More Flexible Curriculum""; ""Defining theTeacher a€™s Role""

""Developing Literate Rich Environments at School""""Building Partnerships with Parents""; ""Early Identification Processes""; ""Chapter Summary""; ""Questions for Discussion""; ""Chapter 3 - Instructional Leadership: The Tools You will Need""; ""Developing a Vision: Changing Cultures""; ""Guiding Principles""; ""Defining Literacy: Three Key Expectations""; ""Assessing Learning: What Counts as Evidence?""; ""Management by Walking around and What to Look For""; ""Planning Models""; ""Reconceptualizing Traditional Unit Plans""; ""Timetables""; ""Communication with Parents""; ""Chapter Summary"" ""Questions for Discussion""""Chapter 4 - Continuous Improvement: Next Steps""; ""Creating Professional Learning Conversations""; ""Setting SMART Goals""; ""Evidence-Based Decision Making""; ""Teacher Professional Development""; ""Chapter Summary""; ""Questions for Discussion""; ""Conclusion""; ""Tools for School Leaders""; ""Must Reads""; ""Glossary""; ""Bibliography""; ""Index""

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Sommario/riassunto

This resource presents an overview of how three-, four-, and five-year-olds learn to read and shows school leaders how to implement and support quality early literacy programs.

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