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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>           ""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""         </p> <p>           ""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 theTeachera           €s Role""         </p> <p>           ""Developing Literate Rich Environments at School""""Building         </p>

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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