




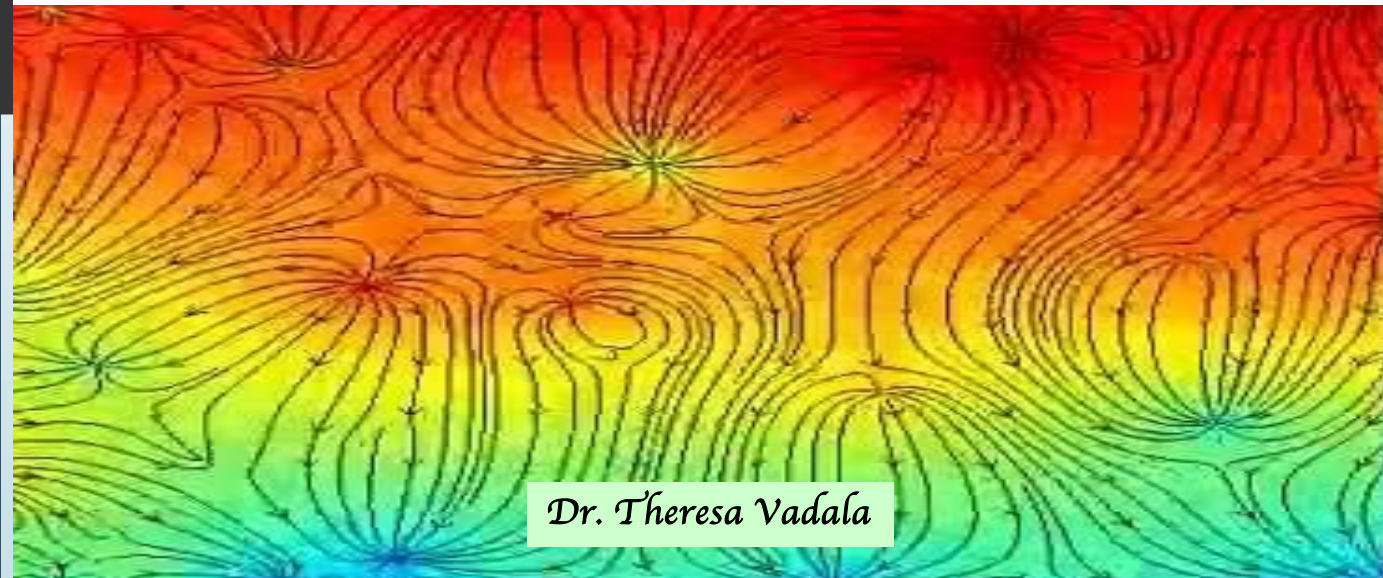
# The Empowered Educator

*"Effectively exert influence where it will make the most difference."*

Influence is the capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself.



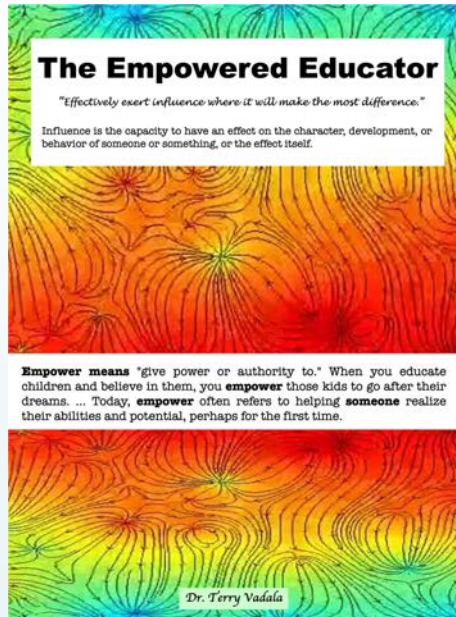
**Empower means** "give power or authority to." When you educate children and believe in them, you **empower** those kids to go after their dreams. ... Today, **empower** often refers to helping **someone** realize their abilities and potential, perhaps for the first time.



Dr. Theresa Vadala



**The Empowered Educator**  
**Theresa Vadala, Ed. D**  
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**Applying New Knowledge:  
Learning & Transfer**

# Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

<p align="center"><b>PRESCHOOL Module 5</b></p> <p><b>CDA Subject Area 5: Managing an effective program operation</b></p> <p>Title: CDA PROG.OP 5.A The Empowered Educator</p>	<p align="center"><b>3 Hours</b></p>	<p align="center"><b>0.3 CEUs</b></p>
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**Dr. Theresa Vadala**  
(Instructor & Curriculum Designer)





**Thank you for choosing  
Child Care Training Consultants, LLC.,  
for your CDA Training Needs!**

**Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

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### **Child Care Training Consultants LLC., Goal**

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

### **Mission Statement**

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

### **Vision**

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



### **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of the training organization Child Care Training Consultants, LLC., (CCTC).

### **Business Description**

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.



## The Empowered Educator

### Introduction

Empowered teachers access a natural progression of specific implementation strategies and classroom behaviors to guide learning and engage students. Teachers who are empowered optimize student growth and progressions that lead to effective and sustainable implementation. Empowered teachers have a better understanding of how to guide students using data targets for optimal student growth and sustainability.

Empowered teachers also offer students a safe and orderly environment, an environment where teachers can make decisions that matter in both their classrooms and their schools. When leaders enter the room of an empowered teacher, both children and the teacher are engaged. Leaders can feel the energy when entering the room of an empowered teacher. This is the environment where authentic learning is taking place. The truth behind teacher empowerment is that empowerment is cultivated. Leaders cannot impose empowerment on teachers. Proactive teachers must reach and embrace empowerment, in doing so; teachers embrace student recognition, expect clear ground rules, and attain high expectations for students and themselves.

When given the opportunity to lead, teachers are vested and desire to see their work as a success. As administrators relinquish control to the teachers and show trust, teachers become more creative and more willing to take risks. The teacher will try new approaches to instruction, provide more assistance to their students, and attain more flexibility. By providing a variety of experiences and granting more freedom and independence, teachers become empowered and are more likely to be committed to the school's vision. The empowered educator becomes a visionary, is more enthusiastic and celebrates successes as a natural progression.



## Agenda

### **Part 1: The Empowerment Theory**

- Knowledge of professional community
- Knowledge of education policy
- Knowledge of subject area

### **Part 2: The Empowered Educator**

- Leaders who seek to Empower Teachers
- Barriers to Leaders Resistance to Empower Teachers

### **Part 3: Strategies to Empowering Teachers**

- Establish a Shared Vision
- Share Opportunities for Collaboration
- Develop Common Goals and Objectives
- Implement an Evaluation Plan
- Design a Professional Growth Plan
- The Importance of Empowering Teachers
- Sustaining Empowered Teachers

Review





## Learning Objectives

### Part 1: The Empowerment Theory

**Participants will be able to:**

1. Identify the knowledge of a professional community, knowledge of education policy, and knowledge of subject areas.

### Part 2: The Empowered Educator

**Participants will be able to:**

2. Identify 3 concepts on how leaders can empower teachers and 2 barriers as to why leaders may build resistance to empower teachers.

### Part 3: Strategies to Empowering Teachers

**Participants will be able to:**

3. Describe 5 strategies to
  - Establish a Shared Vision
  - Share Opportunities for Collaboration
  - Develop Common Goals and Objectives
  - Implement an Evaluation Plan
  - Design a Professional Growth Plan,

the importance of empowering teachers and sustaining empowered teachers.



## Learning Outcomes

### Part 1: The Empowerment Theory

**Participants will be able to** identify the 3-5 concepts on the knowledge of a professional community, knowledge of education policy, and knowledge of subject areas.

### Part 2: The Empowered Educator

**Participants will be able to:**

- Identify how leaders can empower teachers and barriers as to why leaders may build resistance to empower teachers

### Part 3: Strategies to Empowering Teachers

**Participants will be able to:**

Identify the strategies to

- Establish a Shared Vision
- Share Opportunities for Collaboration
- Develop Common Goals and Objectives
- Implement an Evaluation Plan
- Design a Professional Growth Plan,



## Part 1: A - The Empowerment Theory

The Empowerment Theory suggests a process by which individuals gain control over their personality, cognition, and motivation. This is an individual's sense of control or the belief that one can influence important aspects of one's environment. It includes a critical understanding of the setting and a sense of having the motivation to exert self-control. Empowerment theory refers to principles and a framework for organizing knowledge, whereas empowerment suggests goals, aims and strategies for change implementation.

Most studies of educational empowerment focus on psychological empowerment as a goal for leaders and teachers. Empowerment is an individual's sense of control or of having the motivation to exert control of a setting. An individual who possesses the empowerment theory has a critical understanding of his or her surroundings with the belief to influence important aspects of one's environment.

**Knowledge of the Teaching Profession.** Knowledge that empowers teachers is attained in three overlapping broad categories. The first category is 1) knowledge of professional community, 2) knowledge of education policy, and 3) knowledge of subject area. Empowered teachers possess these essential types of knowledge.

**1) Knowledge of the professional community.** Teachers who were more involved in outside professional programs outside their classroom encountered a sense of accomplishment. Out-of-classroom experiences were defined as essential for building their capacity and more effective in the classrooms. Interacting with other educational leaders and educators and having a strong resource base was found empowering. Teachers who extend their knowledge beyond the classroom begin to recognize their own expertise and potential with their own practice.



**2) Knowledge of education policy.** Educators who are connected with education related policies were found to be more alert and participate in policy discussions within their schools. This broadens teachers' awareness regarding textbook selection and curriculum selection, curriculum guidelines, knowledge of curriculum policy at state and national levels prompts teachers to become more actively involved in instructional activity. The result of knowledge of education policy empowers teachers by enabling them to be proactive in the classroom setting.

**3) Knowledge of subject area.** Teachers who obtained knowledge of subject matter had a higher rate of improved decision-making in the classroom. Understanding of the subject matter allowed teachers to convey ideas in a diverse and more creative way. Empowerment does involve power and self-direction.

### **Benefits for Empowered Educators**

- ▶ Benefits of empowered educators include
- ▶ Opportunity for Advancement
- ▶ Access to Information
- ▶ Access to Support
- ▶ Access to Resources
- ▶ Formal Power
- ▶ Informal Power



## **Part 2: A - The Empowered Educator**

Empowered teachers offer students a safe environment and orderly environment, an environment where teachers feel they can make decisions that matter in both their classrooms and their schools. When leaders enter the room of an empowered teacher, both children and the teacher are engaged. You can feel the energy of the room as soon as you enter. This is the environment where authentic learning is taking place. The truth behind teacher empowerment is that it is cultivated. Leaders cannot impose empowerment on teachers. Proactive teachers must reach and embrace empowerment; In doing so, teachers embrace student recognition, expect clear ground rules, and attain high expectations through use of commitment statements.

When given the opportunity to lead, teachers are vested and want to see their work be successful. As administrators relinquish control to the teachers and show trust, teachers become more creative and more willing to take risks. The teacher will try new approaches to instruction, provide more assistance to their students, and be more flexible. By providing teachers experiences and granting them more freedom and independence teachers are more likely to be committed to the school's vision.

As empowered educators help improve one's teaching, ones work life is small, yet significant ways that make a teacher's work life easier on a daily basis. Therefore, leaders must create a clear and compelling shared vision for teachers and the school community. The vision must contain elements of creating a safe environment for teachers. Teachers must feel they can make decisions that matter within their classrooms and school.



## The Empowered Educator

Teachers who work in an environment predisposed to empowering members of the community, naturally, feel more empowered. Qualities of an empowering environment include:

- (1) Inspired leadership share their vision
- (2) Clarity of role and expectations,
- (3) Political support and sanctions for work,
- (4) Socio-emotional peer support with a sense of community to include families
- (5) Access to strategic information and resources

**Inspired leadership share their vision.** Inspired leadership share their vision with colleagues, families and the community. During regular meetings, effective leaders inform both good news and challenging news with employees. In doing so, leaders build a trust with employees and when unpleasant surprises occur. Employees are better equipped to work as a team to handle them. Model conduct in an ethical way and model traits you want others to practice.



## Part 3: B - Leaders who Seek to Empower Teachers

Teachers cannot expect their school leader to give empowerment to them. It is not a gift that comes in a box. Being empowered in classrooms is the same as being empowered in our lives. It is a decision that requires our attention. If one wants it, one can achieve it, however it requires action from the teacher. Leaders who seek to empower teachers must have the following in place:

- Clearly define their vision
- Establish procedures for exploring problems
- Provide resources for professional and personal development
- Filter mandates and present expectations in alignment with their vision
- Model, support, and promote time spent in activities outside of school
- Encourage teachers to seek professional partnerships and relationships

### **Clearly Define the Vision**

Clarity of vision is essential to teacher empowerment. Leaders must be able to articulate the vision clearly and consistently at any given moment. When teachers know exactly what the vision is for their school and their students, they are able to bring forth ideas that support it. Leaders and teachers must be able to internalize the vision.

### **Establish Procedures for Exploring Problems**

Leaders who want to empower their teachers give teachers clear paths and directions on how to explore problems and devise solutions. Putting a rule in place as simple as, “Every problem must be accompanied with two solution ideas before the problem will be discussed” will shift people from “problem/complaint” mode to “solution/help” mode.



## **Part 2: C - Barriers to Leaders Resistance to Empower Teachers**

Establishing a consistent process to instructional methodologies is key to maintaining teacher effectiveness. Organizational change is a common obstacle to teacher effectiveness and teachers' must be prepared to assume additional workloads. Internalizing instructional routines takes time, however, is accomplished with ongoing leadership support.

The pressures on leaders today are overwhelming. Leaders must deal with federal and state accountability systems, assessments, parents and community are accountable for performance. Leaders who don't have supportive environments, who are not visionaries or have little induction and professional development are not often empowered to make major decisions or empower others.





## Part 3: Strategies to Empowering Teachers

Strategies to empowering teachers begin with five main principles. Establish a vision-based action plan for individuals that address their self-care goals, intellectual and creative pursuits, interpersonal feelings, and to stimulate self-awareness include five-principles:

**Principle 1: Establish a Shared Vision**

**Principle 2: Share Opportunities for Collaboration**

**Principle 3: Develop Common Goals and Objectives**

**Principle 4: Implement an Evaluation Plan**

**Principle 5: Design a Professional Growth Plan**





## Principle 1: Establish a Shared Vision

Establishing a shared vision is the basic description of what an organization is doing to accomplish their mission. The vision describes the mental picture of what an organization wants to achieve over a period of time. The vision statement is written in an easy, inspirational manner. A clear vision is one that employees can repeat at any given time. When a vision is clear and concise, employees are able to adapt to both change in an organization or change in new leaders. The first step to creating a vision is to dream what or how you would like your organization to look like. To create a vision as an individual or organization, answering a few questions helps identify core values; “What does a success look like to you?” “What does an effective program consist of?” and “What does a quality program look like?”

**Core Beliefs.** Core beliefs are the way we see other people, the world, the future, and ourselves. Core beliefs are strong, rigid beliefs often unquestioned – they are truths we believe that are just accepted.

**Identify Core Beliefs.** Creating a shared vision is a slow process and requires staff and other stakeholders to identify and share their core beliefs. Core beliefs are the way we see other people, the world, the future, and ourselves. Core beliefs are strong, rigid beliefs often unquestioned – they are truths that are just accepted. Negative core beliefs can set up a negative pattern individuals' bond to and repeat throughout life. Yet others identify with self-interest core beliefs – “what’s in it for me?” Other core beliefs include “*Not good enough*” in which individuals feel they do not fit in, become afraid, feeling of uselessness, experience little self-worth, feel nobody likes them or believe they will fail in life.



## How to Identify Core Beliefs

Core beliefs are the guiding principles that dictate your behavior and action. They are our internal beliefs. Core beliefs are the way we see other people, the world, the future, and ourselves. Core beliefs are strong, rigid beliefs often unquestioned – they are truths we believe that are just accepted. Answering the following questions helps individuals identify core beliefs. “How do I view myself?” “How do I view others?” “How do I view the world?” and “How do I view the future?” To identify core beliefs, use “I” statements to when answering the following questions, then summarize your core beliefs and list common themes.





## Positive Contact with Parents

Before writing your vision statement use the themes from the core beliefs you have previously identified. Consider your target group, stakeholders, organizational needs, product, values, and desired outcomes.

### **Communicating the Vision**

A vision must be shared with others to inspire and clarify the focus of work for your organization/self. Plans to keep stakeholders up to date on the progress of the project include agendas, regularly scheduled meetings, minutes, and follow up meetings. Determine what information needs to be reported to which stakeholders, by what method and how frequently. Regularly update any material changes, commitments, or implementation actions. To keep open communication, be sure office staff are aware of monitoring reports in the event of external monitors visiting the site. Regularly report on the process of stakeholder engagement, stakeholders who are directly engaged, and other interested parties. Additionally, translate information reported to stakeholders into local languages and easily understandable formats.

### **Benefits of Sharing your Vision**

- ▶ Communication
- ▶ Teamwork
- ▶ Commitment
- ▶ Positive Attitudes
- ▶ Effective Learning Community



## Principle 2: Share Opportunities for Collaboration

Providing opportunities for collaboration include identifying key stakeholders, stakeholder involvement and a communication plan. Every project has stakeholders. People of interests or concern dealing with and fostering good communication with key stakeholders are essential. Stakeholder involvement begins with the leader, specialist, or facilitator who form a committee. The primary task of the committee is to identify issues and trends in the project development process. Issues and trends help the committee determine how students' needs are met, understanding how students learn, students' current experience, and availability of resources (Northeastern University, 2011). Committee members also identify scheduling issues, methods of assessments, and professional development. Although committee members play a crucial role in the project management process, the selection of members is equally important.

**Communication Plan:** Communication plans should aim to convey simple messages based on logistical principles such as why, what, when, who, and how. Once the stakeholders are in place, the leader's next step is to define an effective communication plan. Some questions to think about are: "How is the information going to be disseminated?" "What will help move the project forward?" and "What will be discussed with stakeholders?" Plans to keep stakeholders up to date on the progress of the project include agendas, regularly scheduled meetings, minutes, and follow up meetings. Keep in mind, emails are often overlooked and may not promote an effective method of communication. Effective communication includes verbal mention of next meeting during current meeting, notice on teachers' bulletin board, note/agenda in teachers' boxes, and an email as an included method.



## **Principle 2: Share Opportunities for Collaboration**

### **Reporting Strategies**

Determine the type of information that will be reported to stakeholders, the method and frequency. Update any resource changes, commitments or implementation actions regularly. Have monitoring results available, primarily reports of any external monitors. Regularly report on the process of stakeholder engagement and to other interested parties. Translate information reported to stakeholders into local languages and easily and understandable formats.





### Principle 3: Develop Common Goals and Objectives

Goals are defined as the purpose toward which an endeavor or effort is directed or aimed. Goals are generalized and broader than objectives. Goals may be intangible and directed at achieving non-measurable things. The time frame for goals also takes longer to achieve. Goals are not necessarily measurable.

#### EXAMPLES:

- ▶ My goal is to translate 10 trainings into Spanish.
- ▶ My goal is to write a business plan.
- ▶ My goal is further my education.

#### What are Objectives?

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Objectives are specific, measurable steps that can be taken to meet the goal based on Bloom's Taxonomy.

Bloom's Taxonomy was developed in the 1950's and is still used today to categorize ways of learning and thinking. A revised model was developed in the 1990's to better-fit educational practices of the 21st century. The nouns have been changed to verbs, as the taxonomy is an active process of thinking. Blooms taxonomy provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking. In the 1990s, Lorin Anderson (former student of Bloom) revisited the taxonomy and as a result, a number of changes were made. According to Anderson (1990), objectives are specific, measurable, attainable, relevant, and have a time frame. A team of educational psychologists identified four domains of educational activities or learning. The four domains include:

- ▶ Factual
- ▶ Conceptual
- ▶ Procedural
- ▶ Metacognitive



## **Principle 4: Implement an Evaluation Plan**

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about programs, activities, characteristics, and outcomes. The purpose of an evaluation is to make judgments, to improve its effectiveness, and to inform program stakeholders. Evaluation falls into two broad categories: formative and summative.

Formative evaluations are conducted during the program development and implementation. Formative evaluations are used to check students' progress and help teachers and students consider additional learning opportunities.

Types of formative assessment include informal observation, worksheets, pop quizzes, journals and diagnostic tests that enable the teacher to assess how students are performing and how well the particular lesson plan is working.

Summative assessments are to evaluate student learning at the end of an instructional unit. Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.





## **Principle 4: Implement an Evaluation Plan**

Evaluation is making a judgment amount, number, or value of something. Evaluations help to draw conclusions about five main aspects of the intervention:

1. Relevance
2. Effectiveness
3. Efficiency
4. Impact
5. Sustainability

Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis. The following five steps can help you develop an effective evaluation section for your project.

Step 1: Determine what is to be evaluated:

Identify evaluation activities related to each project objective.

Step 2: Determine what type of evaluation is appropriate:

Identify the type of evaluation: Formative or summative

Step 3: Determine who will conduct the evaluation:

The project staff or an external evaluator.

Step 4: Establish an evaluation budget:

As a general rule, small projects devote 3 – 5%; large, multi-year, complex projects devote up to 10%.

Step 5: Describe the products of the evaluation: At a minimum it is part of the final project report, but a separate evaluation report may be a project deliverable.



## Principle 5: Design a Professional Growth Plan

A professional development plan generally applies to skills and knowledge attained for both individual growth and career progression. Whether you're looking to advance in a particular position or focus in on your goal for a new one, creating a development plan will help individuals reach their goal.

**Conduct a Self-Assessment** - Decide what you want to change or improve.

**Identify Support** - Make a list of resources that will help you to make those changes: Books, online courses, continued education, informational interviews and people.

**Create Goals and Action Steps** - Schedule a specific amount of time each day towards using those resources to achieve your individual development goals.

**Monitor Your Progress** - Track your progress by taking notes or journaling. This will keep you focused and encouraged. Take time to celebrate all successes, big and small.

**Training** – If there are areas that require improvement, training is a great option. Some employers may offer tuition assistance and/or paid time off to pursue learning opportunities.

**Change in Job Design** – Aspects of your job are reviewed, and suggestions are made as to how the job might be redesigned to increase efficiency.

**Delegation of Special Projects** - Assigning a critical task to an employee is a definite sign of respect and value. The more important a project is deemed, the greater the implied confidence, because of its impact if it succeeds or fails.

When developing a professional growth plan think about the following:

- Think about your leadership skills, strengths and areas for potential growth.
- Think about the general strategies that you might pursue to fulfill your goal. Ask yourself, “What are your educational goals? What are your professional goals?”
- List the areas of you need to develop. Make a list of 3-5 strategies you will follow in pursuit of your goals.
- What is your target date?
- What is your preferred date of completion?”



## What are your action steps?

### **Step 1 Decide they will be different than the “norm,” the expectation, or the media hype**

— Empowered teachers make decisions. To be empowered means to consciously decide what you listen to, how you perform, whether or not you honor yourself. You must decide how you show up in the world every day and what you allow in your life. Empowered teachers begin by making a decision to embrace the power to live and teach on their terms.

### **Step 2 Clearly define what they believe great teaching is**

— After making their decision to live and teach on their terms, teachers need to know what their terms are. Quite often I've heard teachers say, “This is not right for kids.” But when I inquire, “How would you do it?” They are unable to answer. Empowered teachers know and can articulate their beliefs about what makes great teaching and have the ability to change it when necessary.

### **Step 3 Are pro-active in their personal and professional development**

— Empowered teachers realize that they bring more to the table than knowledge. They bring passion, interests, curiosity, adventure, relationships and much more. They actively seek to develop themselves personally so they can authentically reach their students. Additionally, empowered teachers realize that in order to know, articulate, and act according to their professional beliefs, they must continually work on their craft. Empowered teachers love to learn.



**Step 4 Filter information against their beliefs and hold fast to their beliefs** — Why do teachers say, “Just show me what you want me to do”? It comes from their frustration with programs, standards, mandates, etc. But empowered teachers are different. When they hear of the “next thing” they measure it against their beliefs. They decide what to embrace, how to incorporate it into their style, what to leave out, and what they have to do in order to get along. “Get along,” may sound like they give in, but an empowered decision to “go along” is different than blindly following along. These decisions can only be made by teachers who are clear in their beliefs.

**Step 5 Focus and devote time and attention to specific goals and objectives** — Success is important to empowered teachers. Teachers are rewarded by growth in their students. They recognize that by devoting deep attention to one aspect of their teaching, they grow in all areas.

**Step 6 Share with their colleagues** — Just as the administrator knows the power of the “Master Mind,” empowered teachers find increased success and joy in collaborating with the teacher next door and teachers globally. Collaboration naturally inspires a sense of community within an organization; employees feel part of a family. Collaboration allows for employees to learn from one another.



## Part 3: B - The Importance of Empowering Teachers

Teachers will learn the importance of being empowered and effectively exert influence where it will make the most difference. When teachers are empowered, they will learn to gain control over their lives, participate with others to achieve their goals, and gain access to resources. They gain a sense of increased ownership and share their innovations to be celebrated.





## Part 3: C - Sustaining Empowered Teachers

### Differentiate Professional Development

The amount of professional development teachers participate in make a difference in teacher competence. Collaborative activities that include networking with teachers outside the school are found more effective in promoting teachers' competence. Differentiated professional development provides teachers with a series of topics that meet their specific needs. Teachers' strengths and weaknesses vary and differentiated instruction provides specific activities needed for teachers' to be better-prepared and more effective teachers.

### Ongoing Mentoring

Monitoring is the systematic and routine collection of information from projects and or action plan. Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation. Monitoring helps:

- ▶ To learn from experiences to improve practices and activities in the future;
- ▶ To have internal and external accountability of the resources used and the results obtained;
- ▶ To make informed decisions
- ▶ To promote empowerment

Ongoing monitoring is effective when provided longer than year one of a teachers' teaching career. Ongoing monitoring must take place through year two and three of a teachers' teaching career to be effective. Leaders who provide ongoing monitoring are encouraged to provide ongoing monitoring. Through ongoing monitoring professional development is encouraged.



## Review

### Part 1: The Empowerment Theory

- Identify the 3-5 concepts on the knowledge of a professional community, knowledge of education policy, and knowledge of subject areas.

### Part 2: The Empowered Educator

- Identify how leaders can empower teachers and barriers as to why leaders may build resistance to empower teachers

### Part 3: Strategies to Empowering Teachers

- Identify the strategies to
  - Establish a Shared Vision
  - Share Opportunities for Collaboration
  - Develop Common Goals and Objectives
  - Implement an Evaluation Plan
  - Design a Professional Growth Plan



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