

# Effective Schools Framework Institute:

## Day 3-Lever 1

Workshop # **243881**  
Remote Check-In Available at 8:45am  
Remote Check-In Code: **ESF2023**

Wi-Fi: Region One Guest  
Password: willacy1912



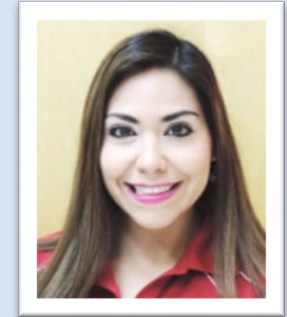
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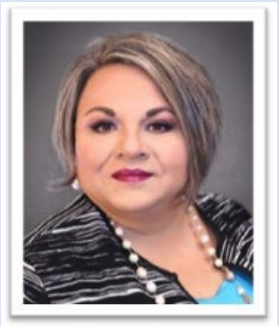


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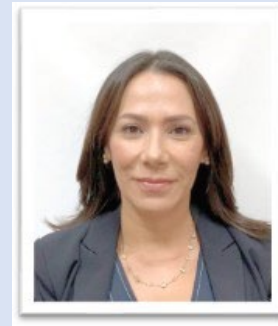
## Meet Our Team!



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# Day 3 Participant Resources



Effective Schools Framework Institute  
Day 3 Participant  
Notes Catcher



Folders

- Artifact Review
- PLCs
- Tactical and Strategic Planning

Files

- Download \_ESF participant da...
- EA Success Criteria.pdf
- ESF Day3 2023 What is Your L...

|                                       |  |
|---------------------------------------|--|
| 1. Implementation Showcase            |  |
| 2. Artifact Review                    |  |
| 3. Principal Plan, Protect and Attend |  |

[https://drive.google.com/drive/folders/1MwFn6QxH2EhEynARh8sfqeLzV-0rxlgi?usp=share\\_link](https://drive.google.com/drive/folders/1MwFn6QxH2EhEynARh8sfqeLzV-0rxlgi?usp=share_link)

\*Make a copy if you want a digital note catcher.



# NORMS

Be an engaged participant

Be an active listener

Be BOLD and specific

Be open to new ideas and new implementation

Practice two-way confidentiality



# ESF Institute Day 3 Agenda



Welcome/Leadership Story

Implementation Showcase

- High Expectations
- Classroom Management Framework
- Adult Learning

II. Lever 1-Strong Leadership and Planning

- Lever 1 Reflection
- Artifact Review Protocol
- Sharing

III. Key Practice #1

- Principal Strategic and Tactical Planning
- Workshop Time

IV. Key Practice #4

- Strengthening Professional Learning Communities

V. Closing/Exit Ticket

# Effective Schools Framework Academy Day 3

## January 27th, 2023

### What is Your Leadership Story?



# Hello

## It's nice to meet you!



[https://docs.google.com/presentation/d/1UfM5froCpKXN5NxK1oKfH0FP7\\_C3HSTG3rG0MF8AK8I/edit#slide=id.g9aeb2ea248\\_2\\_12](https://docs.google.com/presentation/d/1UfM5froCpKXN5NxK1oKfH0FP7_C3HSTG3rG0MF8AK8I/edit#slide=id.g9aeb2ea248_2_12)



# What is Your Leadership Story?



[What is Your Leadership Story? - Google Slides](#)

Name:

Years as a Leader:

Current Position:

Greatest Success (One Word)

Picture describing your motivation

Name: *Francene Phoenix*

Years as a Leader:

21 years as an Educator

4 yrs Active Duty/6 yrs  
Active Reserves



Current Position:

Effective Schools Lead

Office of School Improvement,  
Accountability and Compliance



Greatest Success (One Word)

*Family*  
is  
EVERYTHING

Picture describing your motivation



## Share three takeaways from the ESF Institute Day 2?

Culture/Climate...Tailoring Classroom Management Issues...as well as PLC Agendas

Culture vs climate. Effectiveness. Professional learning

Loved the Teacher Peer Observation Checklist, PLC ideas, and all activities during the day.

Difference between school culture and climate

Patience - talk from the field

PLC Agendas - more focused agenda

I learned how to be more intentional in my PLC agendas, how to teach adult learners, and how to better a better leader.

1. PLC Agenda revision
2. Adult Learning Facilitation
3. Have patience

Having a purposeful PLC Agenda, Cognizant of Adult Learning, Culture & Climate specific

Patience, Trust, and Consistency

Making it relevant to teachers, PLC agendas, and culture v. Climate

Classroom Management, High Expectations, Team Dynamics

Asset-based Language

Commitment, planning, positive school culture

Adult learning, plc agendas and high expectations for all





# Feedback from Day 2 Survey

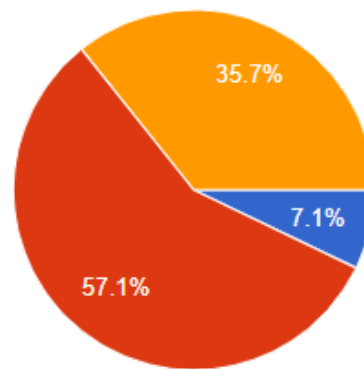
## Share three takeaways from the ESF Institute Day 2?



Two things I commit to implementing by our next session; December 7th: 1st Option



14 responses

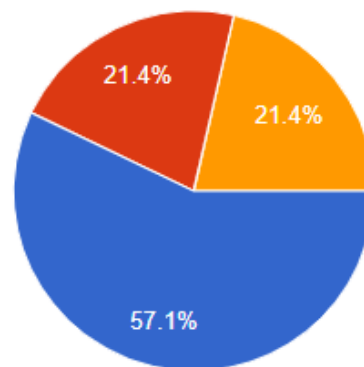


- 2.1 Adult Learning Facilitation
- 3.1 Positive School Culture
- 5.1 Effective Classroom Routines

Two things I commit to implementing by our next session; December 7th: 2nd Option



14 responses



- 2.1 Adult Learning Facilitation
- 3.1 Positive School Culture
- 5.1 Effective Classroom Routines

# Our Day 2-Recap

- 20 Observable Behaviors to promote positive classroom climate
- Create a shared framework for classroom management
- 6 Critical Principles of Adult Learning



# Implementation Showcase

**Small Group (2-3)** : Participants will share 1 implementation practice related to the Effective Schools Key Practices covered on Day two that enable improvement efforts.

- Which Key Practice(s) you implemented?
- How did you introduce the practice or refine the practice back on campus/district?
- How well (or not well) did it go?
- Lessons Learned from the implementation or Tip(s) you would suggest someone wanting to implement.

8-10 mins

**Whole Group:** One person per group will share out with the whole group.

5-8 mins

Participants will engage in active listening , ask questions around the Key practice implemented and reflect on the practices.



# Make Note

**Effective Schools Framework Institute**  
Day 3 Participant  
Notes Catcher



|                                       |  |
|---------------------------------------|--|
| 1. Implementation Showcase            |  |
| 2. Artifact Review                    |  |
| 3. Principal Plan, Protect and Attend |  |



# Focus on Lever 1: Strong Leadership and Planning in Action

## 1.1 In Action

Essential Action 1.1 is focused on ensuring clear roles and responsibilities for school leadership. Our video and resources highlight this action by showing how effective schools create clear protocols and processes for leadership team meetings.



# Connection before Content: Reflection Challenge



# Lever 1: Strong Leadership and Planning

## SELF-REFLECTION





## Lever 1: Strong Leadership and Planning

Please take some time to reflect on each key practice and rate where you might fall.

alongoria@esc1.net (not shared) Switch account

\* Required

1. Develop campus\district instructional leaders (principal, assistant principal, counselors, and teacher leaders) with clear roles and responsibilities



- Not yet started
- Somewhat started
- Fully Implemented

# Lever 1: Strong Leadership and Planning SELF-REFLECTION

## Directions:

You have 5-7 minutes to work silent solo to reflect on Lever 1 Key Practices(5)

1. Click on the link [here](#) for the Google form.
2. Let's see our responses.
3. Review reflection data, look for trends and make connections.





# Artifact Review Group Activity



# Artifact Review Protocol- Group Activity



- **Number off and divide into 4 Groups**
- **Delve into Google Folder Resources –Artifact Review.**
- **Group # is the number of artifacts to review.**
- **Assign a Scribe and Presenter(s).**
- **Each group will have 15-20 minutes to elaborate using the sentence starters and guiding questions on chart paper.**
- **Each presenter(s) will have 5-7 minutes to share about their artifact.**

Team #

Name of Artifact: \_\_\_\_\_

1. Attributes that make this artifact strong are...
2. This artifact can support a campus leader to become more effective because...
3. This artifact may be impactful if utilized because...
4. Explain how this artifact may be refined?
5. Other connections we made are...

SHARE

# Make Note

**Effective Schools Framework Institute**  
Day 3 Participant  
Notes Catcher



|                                       |  |
|---------------------------------------|--|
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# Key Practice #1

## Campus instructional leaders:

- Have clear, written and transparent roles/responsibilities
- Core tasks that are scheduled on weekly calendars





Influence and Impact of a  
**Campus Principal**  
on a School System

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**What does the research say?**

# Report:

## How Principals Affect Students & Schools

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- Report commissioned by the Wallace Foundation & released February 2021
- Synthesized studies involving over 22,000 principals



RESEARCH REPORT

## How Principals Affect Students and Schools

*A Systematic Synthesis of Two Decades of Research*

Jason A. Grissom  
VANDERBILT UNIVERSITY

Anna J. Egalite  
NORTH CAROLINA STATE  
UNIVERSITY

Constance A. Lindsay  
UNIVERSITY OF NORTH  
CAROLINA AT CHAPEL HILL

February 2021

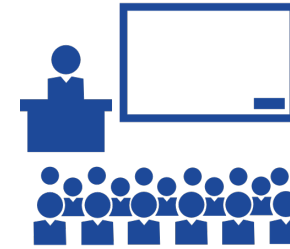
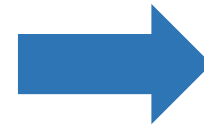
# Comparing Teacher & Principal Impact on Student Learning



Effective  
Teacher  
(75<sup>th</sup> percentile of effectiveness)



Increase in  
student learning  
in RDG & MATH  
of 4 Months



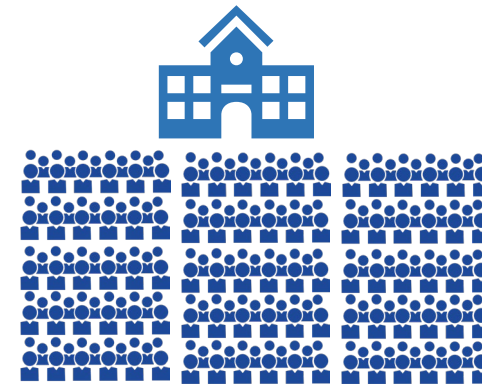
21 students in the  
average elementary  
school classroom



Effective  
Principal  
(75<sup>th</sup> percentile of effectiveness)



Increase in  
student learning  
in RDG & MATH  
of 3 Months



483 students in the  
typical elementary school





“An effective principal’s impact is **stronger and broader** than previously thought, making it ‘difficult to envision’ a higher return on investment in K-12 education than the cultivation of **high-quality school leadership.**”

[How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research | The Wallace Foundation](#)





# **Setting the Foundation:** Creating Instructional Leadership Roles and Responsibilities for Campus Optimal Performance





# Instructional Leadership Roles & Responsibilities

## *Student Achievement*

- Lead weekly data meetings for assigned content area/grade level (Note: Principal Smith will facilitate all Interim Assessment Data Meetings. Assistant Principals will facilitate Weekly Data Meetings for the content areas within the grade levels that they are assigned.)
  - Ensure data is turned around in 48 hours or less
  - Utilize the Weekly Data Meeting Protocol and campus agenda when facilitating weekly data meetings
  - Input action items and the follow-up plan into the Campus WDM Action Step Tracker
  - Upload meeting minutes to the common drive within 48 hours of the WDM
- ★ Attend any other PLCs, ILT, & Staff Meetings as scheduled for assigned content area/grade level
- Work with team leads to vet assessment items
- Work with assigned content/grade level team to establish student data-tracking systems and student goal-setting systems
  - Classroom tracking systems
  - Hallway/Grade Level
- Establish communication plan to inform parents of:
  - Student progress every three weeks
  - When students are off track with regard to goal progress
  - When students make marked improvement
- Set up parent conferences, as needed, to discuss academic concerns/celebrations
- Monitor teacher gradebooks
  - 3 grades per week
- Review all student data making recommendations for interventions as applicable (district assessments, STAAR, etc.)
- Know how to use DMAC
- Set up Honor Roll assemblies every marking period



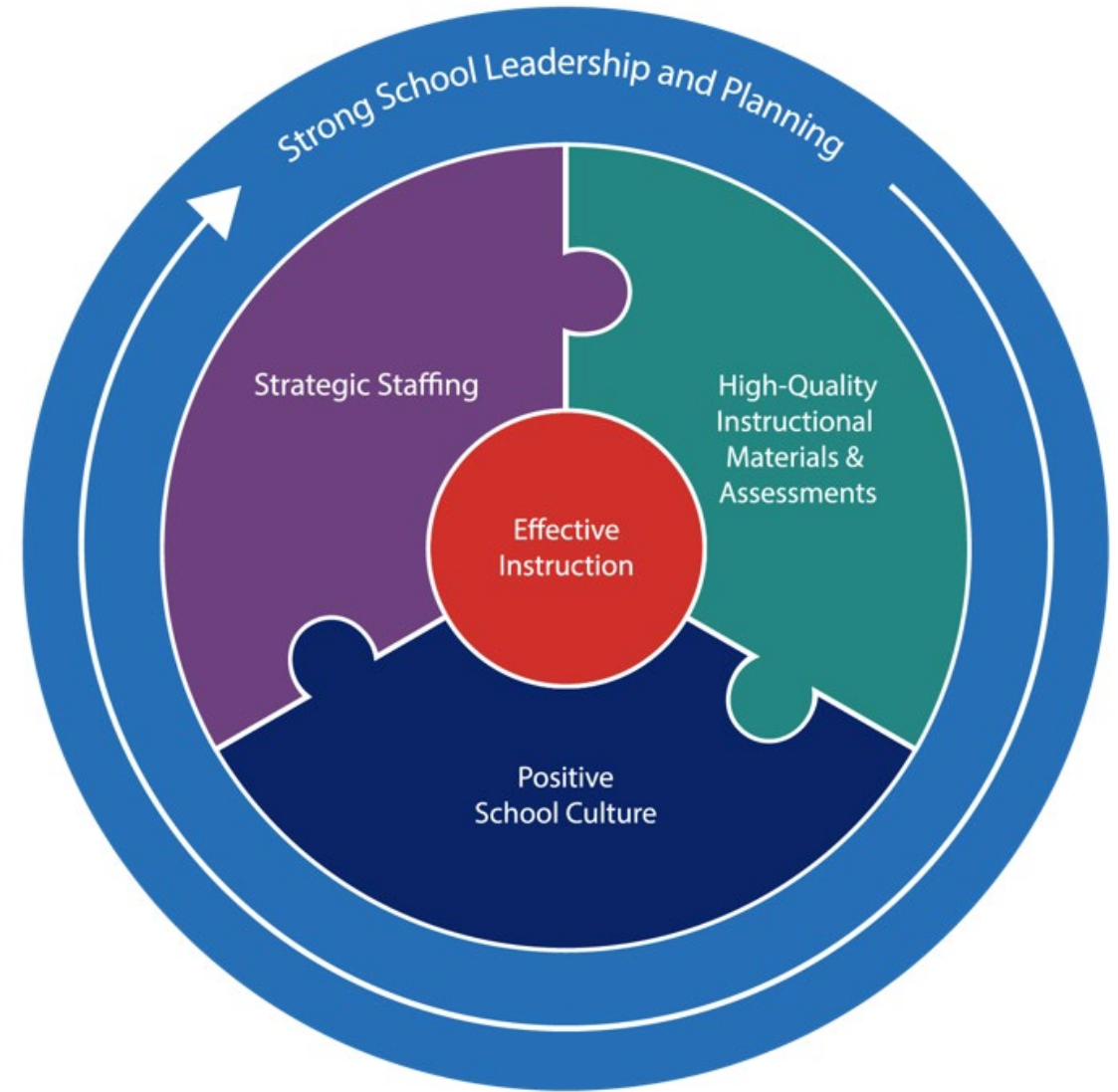
How might leaders  
**PLAN** and **PROTECT**  
their time in order  
to be consistently  
**PRESENT** at the **PLC**?



for Two Writing Teachers

# Effective Schools Framework

- **Key Practice:** Core leadership tasks are scheduled on weekly calendars
  - ✓ **Success Criteria:** Weekly calendars show scheduled time for observations/ feedback of classroom instruction, PLCs, and key data meetings





# 4 Leadership Behaviors of an Effective Principal

- 1) Building a productive school climate
- 2) Managing personnel and resources strategically
- 3) Engaging in instructionally focused interactions with teachers
- 4) **Facilitating productive collaboration and professional learning communities**

What systems of support need to be present to ensure our principals can engage in

*Leadership  
Behaviors*  
of Effective Principals?

*(#4 - Facilitating PLCs)*

BEING A PRINCIPAL  
IS EASY.

IT'S LIKE RIDING A BIKE

EXCEPT THE BIKE IS ON FIRE.  
YOU'RE ON FIRE.  
EVERYTHING IS ON FIRE.



# Principal's Strategic & Tactical Weekly Plan

## PRINCIPAL'S Weekly Worksheet – November 12-16, 2018

### By the end of this week,

- All Reading/Language Arts teachers are executing Quarter 2 data plan and meet student goals on weekly assessment
- Support plan for 6th grade is built and in place
- Leader calendars and planned actions for the next two weeks reflect a focus on driving data on priority courses

### Priorities – Arc O and 1

|   |  |
|---|--|
| <b>Achievement:</b> <ul style="list-style-type: none"> <li>Audit weekly actions and time on calendars in Leadership Team Strategic meeting</li> <li>Complete preparation for aggressive monitoring PD</li> <li>Observe Ms. Y one time for culture</li> <li>Observe 2 / 4 RLA teachers with Assistant Principal 1 (RLA)</li> <li>Ms. H One-on-One: review Ms. Y's intellectual prep plan and progress</li> </ul> | <b>Culture:</b> <ul style="list-style-type: none"> <li>Number of students in 6<sup>th</sup> grade lunch detention each day:<br/>M: Tu: W: Th: F:</li> <li>Build support and coaching plan for 6<sup>th</sup> grade</li> <li>Finalize Mr. F joining discipline committee</li> <li>Work with D.D. to prep facilitation/timing of discipline committee</li> </ul> |
| <b>Special Education:</b> <ul style="list-style-type: none"> <li>Ensure Ms. R has at least two people in mind for long-term sub while on leave</li> <li>Watch teacher coaching video and debrief/next steps with Ms. C</li> <li>Support plan for Student</li> </ul>   | <b>Hiring and Retention:</b> <ul style="list-style-type: none"> <li>Construct three different scenarios for next year's assistant principal structure</li> <li>Determine process for successor interviews</li> <li>Email/follow up with J.Z. on candidates for December processing</li> </ul>  |
| <b>Leave Coverage:</b> <ul style="list-style-type: none"> <li>Send 11/5 and 11/12 Strategic to manager</li> <li>Playlists: Discipline data, withdrawal, suspension/warning, time off</li> <li>Build Q2 PD plan</li> <li>Delegate other duties to leadership team in One-on-Ones/Logistics meeting</li> <li>Create draft of Ms. C coverage plan</li> </ul>   | <b>Personal:</b> <ul style="list-style-type: none"> <li>Doctor's appt</li> <li>S.P's birthday!</li> <li>Dinner for A.R.</li> </ul>   |

### Daily Focus

| Day       | Focus   |
|-----------|---|
| Monday    | Strategic One-on-One w manager<br>Priority Work Time                  |
| Tuesday   | Student ARD meeting<br>Assistant Principal One-on-Ones                |
| Wednesday | Ms. C (RLA Assistant Principal) One-On-One<br>Budget Meeting          |
| Thursday  | Logistics meeting<br>Ms. R (Special Education coordinator) One-on-One |
| Friday    | Meeting w/J.H.  |

### Parent-Teacher Conferences

### Tactical (Logistics) Prep

### Logistics To-Dos from Task List, Annual Plan Project Plan, To-Doist, Etc... that MUST GET DONE THIS WEEK

- Create Quarter 2 adult joy tracker
- Write down thoughts from incident with Student
- Complete birthdays
- Finish all prep for budget meeting
- Prep staff holiday celebrations
- Review MAP Testing and Interim Assessment schedule

### Meetings

| Monday  | Tuesday   | Wednesday   | Thursday   | Friday |
|---|---|---|--|--------|
| - Strategic Meeting w/ Leadership Team<br>- One-on-One w/ manager<br>- Budget Meeting | - One-On-One with Ms. H (Assistant Principal – Math)<br>- One-on-One with Ms. C (Assistant Principal – RLA)<br>- Meeting w/ Student's mom | - Budget Meeting<br>- One-on-One with Ms. C (Special Education Coordinator)<br>- Aggressive Monitoring PD | - One-One-One with Ms. K (Counselor)<br>- Leadership Team Update<br>- Meeting w/ D.P.<br>- Meeting w/ J.Z.<br>- Tactical Meeting (Logistics) |        |

### Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         | Mr. K     |          |        |

### People Out

| Monday                               | Tuesday                          | Wednesday       | Thursday | Friday |
|--------------------------------------|----------------------------------|-----------------|----------|--------|
| Ms. N<br>Ms. J<br>Ms. R @ 2<br>Ms. P | - Ms. H at district math meeting | Ms. M in @ 9 am |          |        |

### Important Events

| Monday                      | Tuesday  | Wednesday  | Thursday  | Friday               |
|-----------------------------|--|--|---|----------------------|
| Dinner w/S.P.<br>Book Fair! | Meeting w/O.R.<br>Student ARD<br>Book Fair!<br>Picture Day | 8 <sup>th</sup> grade Art Field Lesson<br>Book Fair! | Austin Public Library field lesson<br>Lockdown Drill<br>Student parent Meeting<br>Dinner for A.R. | Dr. J Meeting w/J.M. |

| November 12 - November 16 |    |    |    |    |    |    | March 2021 |    |    |    |    |    |    | April 2021 |    |    |    |    |    |    |
|---------------------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| 12                        | 13 | 14 | 15 | 16 | 17 | 18 | S          | M  | T  | W  | T  | F  | S  | S          | M  | T  | W  | T  | F  | S  |
|                           |    |    |    |    |    |    | 1          | 2  | 3  | 4  | 5  | 6  | 7  | 8          | 9  | 10 | 11 | 12 | 13 | 14 |
|                           |    |    |    |    |    |    | 15         | 16 | 17 | 18 | 19 | 20 | 21 | 22         | 23 | 24 | 25 | 26 | 27 | 28 |
|                           |    |    |    |    |    |    | 29         | 30 | 31 |    |    |    |    | 25         | 26 | 27 | 28 | 29 | 30 |    |

|       | 12 Monday  | 13 Tuesday                 | 14 Wednesday   | 15 Thursday  | 16 Friday  |
|-------|--|----------------------------|--|--|--|
| 7 AM  | Morning Arrival Duty                                   | Morning Arrival Duty       | Morning Arrival Duty                                   | Morning Arrival Duty                                       | Morning Arrival Duty   |
| 8 AM  |  | Meet with AT's mom         | Flex   | Review AP's Weekly Data Meeting prep                       | Check on ML's<br>Flex  |
| 9 AM  | Leadership Team Strategic Meeting Rm. 43               | Observations of Classrooms | MSGB Meeting   | Observations of Classrooms                                 | Co-observe Ms. G with KH & debrief                                       |
| 10 AM | One-On-One with PS                                     |                            |  |  | Complete next week's PP & worksheet                                      |
| 11 AM | One-on-One Coaching Prep                               | Work Time for Data Plan    | One-On-One with AT (SpEd Coordinator)                  | One-On-One with LR (AP)                                    | Meeting w/ JH re: compliance   |
| 12 PM | Lunch Duty   | One-on-One with KH (AP)    | Lunch Duty   | Flex   | Lunch Duty   |
| 1 PM  | District Budget Meeting                                | Complete MSGB meeting prep | One-on-One with DD (Counselor)                         | Observe RLA Weekly Data Meeting                            | Prep Staff Appreciation<br>Teaching candidate follow-up emails and calls |
| 2 PM  |  | One-On-One with HC         | Review MAP schedule                                    | Prep initial feedback for Leadership team tactical meeting | AP hiring structure work   |
| 3 PM  | Dismissal Duty   | Dismissal Duty             | Dismissal Duty   | Dismissal Duty   | Dismissal Duty   |
| 4 PM  | Emails, return phone calls, adjust to-dos for tomorrow | RM ARD                     | Emails, return phone calls, adjust to-dos for tomorrow | Emails, return phone calls, adjust to-dos for tomorrow     | Emails, return phone calls, adjust to-dos for tomorrow                   |
| 5 PM  |  |                            |  |  |  |

# Outcomes for the Week

## *Strategic Prep*

### *Strategic Prep*

By the end of this week,

- All Reading/Language Arts teachers are executing Quarter 2 data plan and meet student goals on weekly assessment
- Support plan for 6th grade is built and in place
- Leader calendars and planned actions for the next two weeks reflect a focus on driving data on priority courses



# Priorities for the Week

## *Strategic Prep*

### Priorities

|  |   |
|--|---|
| <p><b>Priority #1: Achievement</b></p> <ul style="list-style-type: none"> <li>● Audit weekly actions and time on calendars in Leadership Team Strategic meeting</li> <li>● Complete preparation for aggressive monitoring PD</li> <li>● Observe Ms. Y one time for culture</li> <li>● Observe 2 / 4 RLA teachers with Assistant Principal 1 (RLA)</li> <li>● Ms. H One-on-One: review Ms. Y's intellectual prep plan and progress</li> </ul> | <p><b>Priority #2: Culture</b></p> <ul style="list-style-type: none"> <li>● Number of students in 6<sup>th</sup> grade lunch detention each day:<br/>M:    Tu:    W:    Th:    F:</li> <li>● Build support and coaching plan for 6<sup>th</sup> grade and assign times and responsibilities (11/26)</li> <li>● Finalize Mr. F joining discipline committee</li> <li>● Work with D.D. to prep facilitation/timing of discipline committee</li> </ul> |
| <p><b>Priority #3: Special Education</b></p> <ul style="list-style-type: none"> <li>● Ensure Ms. R has at least two people in mind for long-term sub while on leave</li> <li>● Watch teacher coaching video and debrief/next steps with Ms. C</li> <li>● Support plan for <i>Student</i></li> </ul>  | <p><b>Priority #4: Hiring and Retention</b></p> <ul style="list-style-type: none"> <li>● Construct three different scenarios for next year's assistant principal structure</li> <li>● Determine process for successor interviews</li> <li>● Email/follow up with J.Z. on candidates for December processing</li> </ul>  |
| <p><b>Priority #5: Leave Coverage</b></p> <ul style="list-style-type: none"> <li>● Send 11/5 and 11/12 Strategic to manager</li> <li>● Playlists: Discipline data, withdrawal, suspension/warning, time off</li> <li>● Build Q2 PD plan</li> <li>● Delegate other duties to leadership team in One-on-Ones/Logistics meeting</li> <li>● Create draft of Ms. C coverage plan</li> </ul>   | <p><b>Priority #6: Personal</b></p> <ul style="list-style-type: none"> <li>● Doctor's appt</li> <li>● S.P's birthday!</li> <li>● Dinner for A.R.</li> </ul>   |



# Daily Focus

## *Strategic Prep*

### *Daily Focus*

| Day       | Focus   |
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# Daily Activities by Category *Tactical Prep*

## Meetings

| Monday  | Tuesday  | Wednesday   | Thursday   | Friday |
|---|--|---|--|--------|
| <ul style="list-style-type: none"> <li>- Strategic Meeting w/ Leadership Team</li> <li>- One-on-One w/ manager</li> <li>- Budget Meeting</li> </ul> | <ul style="list-style-type: none"> <li>- One-On-One with Ms. H (Assistant Principal – Math)</li> <li>- One-on-One with Ms. C (Assistant Principal – RLA)</li> <li>- Meeting w/ <i>Student's</i> mom</li> </ul> | <ul style="list-style-type: none"> <li>- Budget Meeting</li> <li>- One-on-One with - Ms. C (Special Education Coordinator)</li> <li>- Aggressive Monitoring PD</li> </ul> | <ul style="list-style-type: none"> <li>- One-One-One with Ms. K (Counselor)</li> <li>- Leadership Team Update</li> <li>- Meeting w/ D.P.</li> <li>- Meeting w/ J.Z.</li> <li>- Tactical Meeting (Logistics)</li> </ul> |        |

## Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         | Mr. K     |          |        |

## People Out

| Monday                               | Tuesday                                 | Wednesday       | Thursday | Friday |
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| Ms. N<br>Ms. J<br>Ms. R @ 2<br>Ms. P | - Ms. <u>H</u> at district math meeting | Ms. M in @ 9 am |          |        |

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|-----------------------------|---|--|--|----------------------|
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# Principal's Strategic & Tactical Weekly Plan Template

## PRINCIPAL'S Weekly Worksheet – [Date Range]

### Strategic Prep

By the end of this week,

- Set bite-sized weekly goals

### Priorities

|  |   |
|--|---|
| <b>Priority 1</b> <ul style="list-style-type: none"> <li>• Insert the over-arching “to-dos” for the week here. Weekly to-dos may be broader than smaller, daily tasks. (Logistical tasks go under “Tactical prep” in the next page)</li> </ul> | <b>Priority 2</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Priority 3</b> <ul style="list-style-type: none"> <li>•</li> </ul>  | <b>Priority 4</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
| <b>Priority 5</b> <ul style="list-style-type: none"> <li>•</li> </ul>  | <b>Priority 6</b> <ul style="list-style-type: none"> <li>•</li> </ul> |

### Daily Focus

| Day       | Focus   |
|-----------|---|
| Monday    | Write a “daily focus” for each day here. This may include the most important events or meetings of the day, or an overall goal to accomplish. |
| Tuesday   |   |
| Wednesday |   |
| Thursday  |   |
| Friday    |   |

### Tactical Prep

Tactical To-Dos from Task List, Annual Plan Project Plan, etc.... that MUST GET DONE THIS WEEK

- Write down all tactical/logistical items that must be completed during the week.

### Meetings

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

### Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

### Staff Members Out

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

### Important Events

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

What systems of support  
need to be present to  
ensure our principals can  
engage in

# Leadership Behaviors of Effective Principals?

*(#4 - Facilitating PLCs)*

## ESF 1.1

Are core leadership tasks  
scheduled on weekly calendars?  
Are leaders engaged in strategic  
and tactical weekly planning?

- 1 - Not Yet Started
- 2- Somewhat Started
- 3- Fully Implemented



Clear, written, and transparent roles and responsibilities and core instructional leadership tasks

Core leadership tasks scheduled on weekly calendars; Strategic and tactical weekly action plans

How can these  
ESF Key Practices  
help our leaders  
**PLAN** and **PROTECT**  
their time in order to be **consistently**  
**PRESENT** at **PLCs**?





PRINCIPAL's Weekly Worksheet – [Date Range]

Strategic Prep



By the end of this week,

- Set bite-sized weekly goals

Priorities

|  |   |
|--|---|
| <b>Priority 1</b> <ul style="list-style-type: none"> <li>• Insert the over-arching “to-dos” for the week here. Weekly to-dos may be broader than smaller, daily tasks. (Logistical tasks go under “Tactical prep” in the next page)</li> </ul> | <b>Priority 2</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
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| <b>Priority 5</b> <ul style="list-style-type: none"> <li>•</li> </ul>  | <b>Priority 6</b> <ul style="list-style-type: none"> <li>•</li> </ul> |

Daily Focus

| Day       | Focus   |
|-----------|---|
| Monday    | Write a “daily focus” for each day here. This may include the most important events or meetings of the day, or an overall goal to accomplish. |
| Tuesday   |   |
| Wednesday |   |
| Thursday  |   |
| Friday    |   |

Tactical Prep

Tactical To-Dos from Task List, Annual Plan Project Plan, To-Doist, Etc.... that MUST GET DONE THIS WEEK

- Write down all tactical/logistical items that must be completed during the week.

Meetings

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

Birthdays

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

Staff Members Out

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

Important Events

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |





## Time Considerations

### STRATEGIC PREP

- *Look at your calendar to the upcoming weeks.*
1. What are some goals to accomplish by the end of the week?
  2. How will they be prioritized?
  3. What will the daily focus be?

### TACTICAL PREP

- *Write down all tactical/logistical items that must be completed*
1. Fill in meetings, birthdays, staff members that will be out and important events
  2. Refer to sample prep if needed
  3. Add other items tailored to you.

**\*\*15-20 minutes of workshop time**



# Make Note

**Effective Schools Framework Institute**  
Day 3 Participant  
Notes Catcher



|                                       |  |
|---------------------------------------|--|
| 1. Implementation Showcase            |  |
| 2. Artifact Review                    |  |
| 3. Principal Plan, Protect and Attend |  |





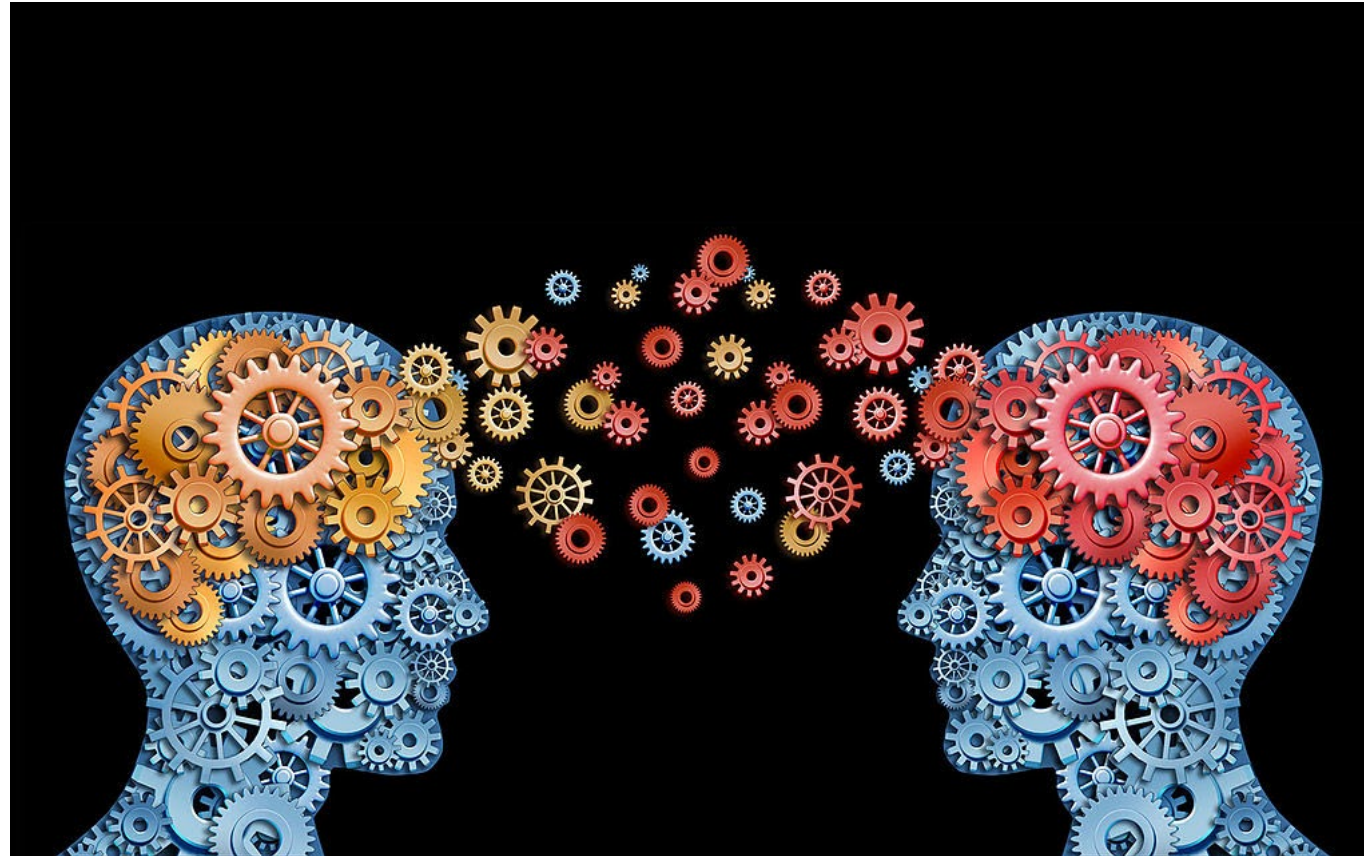
# Strengthening Professional Learning Communities

Presented by: Patrica Gomez, CIA

## Key Practice #3:

Campus instructional leaders use consistent written protocols to lead their department, grade level teams, or other areas of responsibilities.

# Let's share out



# Make Note

**Effective Schools Framework Institute**  
Day 3 Participant  
Notes Catcher



|                                       |  |
|---------------------------------------|--|
| 1. Implementation Showcase            |  |
| 2. Artifact Review                    |  |
| 3. Principal Plan, Protect and Attend |  |



# Closing Survey



<https://forms.gle/nRAMHfnaGQjEGTv28>



## ESF Day3 Exit Ticket

January 27th, 2023

...

As we conclude our 3 Day ESF Institute, please reflect on which of the following Key Practices you able to leverage that created the biggest impact in your District/Campus?

- 4.1 Lesson Internalization
- 5.1 Productive Struggle
- 5.3 Corrective Instruction Action Plan
- 2.1 Adult Learning Facilitation
- 3.1 Positive School Culture
- 5.1 Effective Classroom Routines
- 1.1 Strong School Leadership and Planning

Please provide a summary based on your reflection.

Short answer text

What are some overall glows from our ESF Academy? What did you like the most?

Long answer text

What are some glows from today's session? What did you like? Glow can be about today's presenters, content, activities, networks, snacks, etc.

Long answer text

What are some overall growths from our ESF Academy? What did you like the least?

Long answer text

# Upcoming sessions





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