

Workshop # 246236

Remote Check-in code: TLA2023

Wi-Fi: Region One Guest
Password: willacy1912

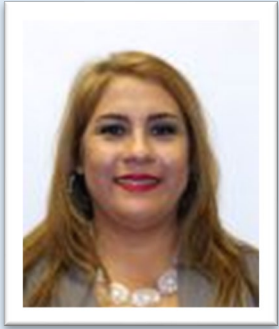
WORKSHOP RESOURCES:
<https://tinyurl.com/2t34j72w>



Transformational Leadership Academy

Day 2: February 21, 2023

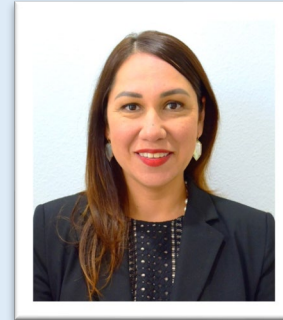




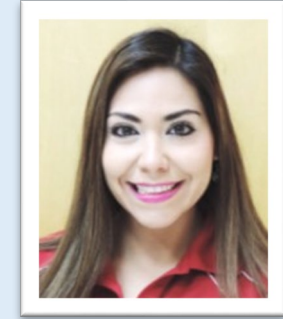
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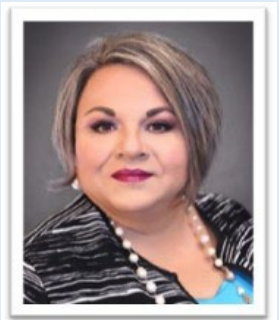


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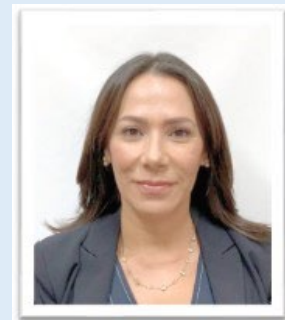
Meet Our **CENTER FOR EXCELLENCE & SCHOOL TURNAROUND** Team!



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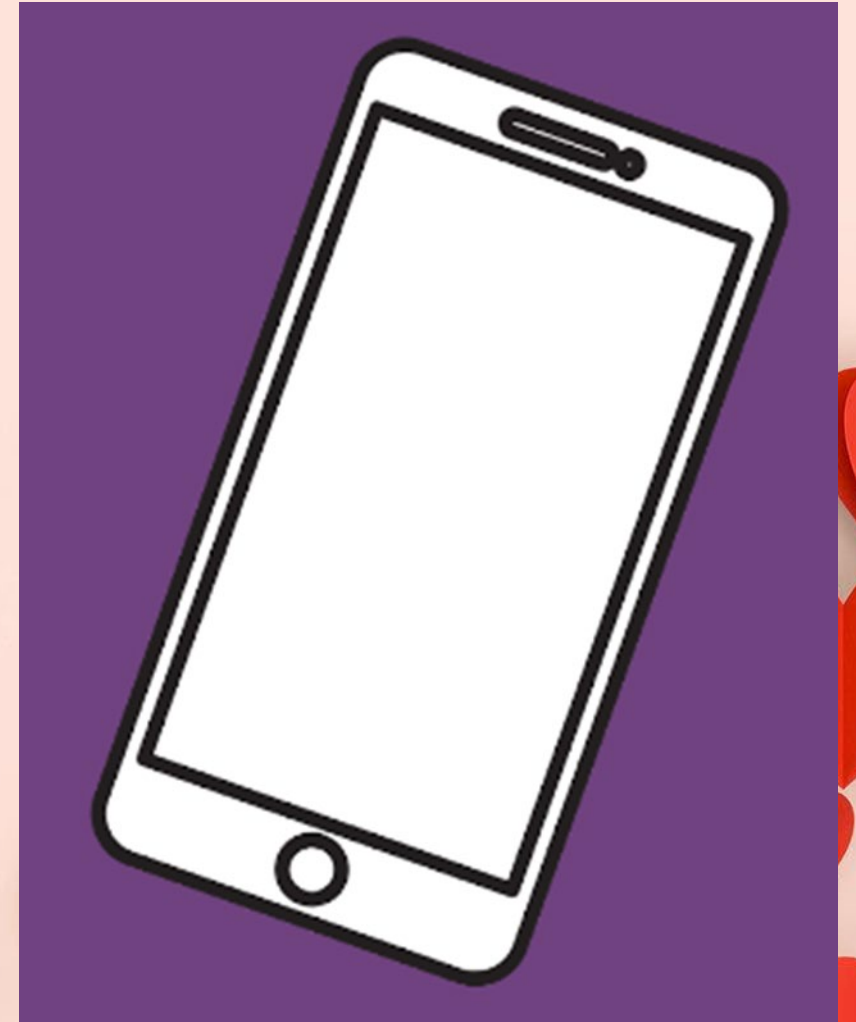
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Welcome & Introductions

Find a picture on your phone that brings you joy.

**(Re)Introduce yourself, share the picture + your story with your partner.
Each time the music pauses, find a new partner!**



Resources



[TLA Google Folder](https://tinyurl.com/2t34j72w)

<https://tinyurl.com/2t34j72w>



Agenda



- I. Transformational Leadership Day 1 Overview
- II. Implementation Showcase
- III. Review of Breakthrough Principals
- IV. Lever 2: Action I
 - A. Self Reflection
 - B. Team Assessment
- V. Strategic Calendaring
- VI. Principal Strategic and Tactical Planning
- VII. Strengthening PLCs
 - A. Lever 4: Actions I and II



Norms



Be an engaged participant.



Be an active listener.



Practice two-way confidentiality.



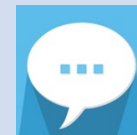
Be open to new ideas & new implementation.



Camera on



Unmute to comment or ask questions



Or post comments/questions in the chat



Day 1 Review

- I. Transformational Leadership Academy Overview
- II. Understanding Turnaround Leader Competencies
 - A. Leading Turnaround
 - B. Turnaround Leader Actions
 - C. Turnaround Leader Competencies
- III. Breakthrough Principals
 - A. Transformational Leadership Framework
- IV. Coaching Approach: The Continuum of Self-Reflection



IMPLEMENTATION

Showcase

Table Group/Zoom room: Participants will share one implementation practice related to Turnaround Leader Actions and Competencies, Breakthrough Principals, and/or the Continuum of Self- Reflection covered on Day 1.

Which idea/practice(s) did you implement?

How did you introduce the practice or refine the practice back on campus/district?

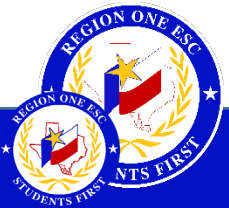
How well (or not well) did it go?

Lessons Learned from the implementation or tip(s) you would suggest someone wanting to implement.

Whole Group\Zoom Room: One person per table will share out with the whole group. Participants will engage in active listening, ask questions around the idea/practices implemented and reflect on the practices.

BREAKTHROUGH PRINCIPALS

A Step-By-Step Guide To
Building Stronger Schools





Learning & Teaching

- 1) Aligned Curriculum
- 2) Classroom Practices and Instruction
- 3) Data
- 4) Student-Centered Differentiation



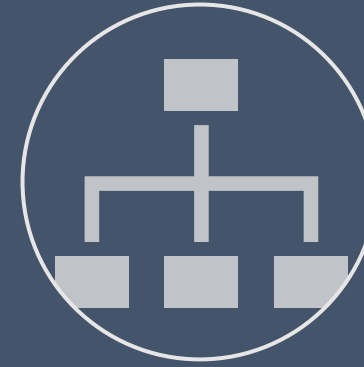
School Culture

- 1) Shared Mission and Values
- 2) Relationships
- 3) Family & Community Engagement



Talent Management

- 1) Recruitment and Onboarding
- 2) Instructional Leadership Team
- 3) Performance Monitoring and Evaluation
- 4) Professional Learning & Collaboration



Planning and Operations

- 1) Goal Setting and Action Planning
- 2) Time Management
- 3) Budget
- 4) Community and District Relations



Personal Leadership

- 1) Belief-Based and Goal-Driven Leadership
- 2) Equity-Focused Leadership
- 3) Interpersonal Leadership
- 4) Adaptive Leadership
- 5) Resilient Leadership



Transformational Leadership Framework



ILT Roles, Expectations, and Supports

Solo Self-Assessment



LEVER 2: Instructional Leadership Team TALENT MANAGEMENT
ACTION 1: Instructional Leadership Team Roles, Expectations, and Supports

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	<p>Define the roles and responsibilities for the instructional leadership team: supporting and leading teacher team meetings, leading data-driven instruction cycles, conducting teacher observations, providing feedback, and completing final evaluations.</p> <p>Assess the alignment of the current instructional leadership team members to the school's vision, mission, approach to instruction, and culture, and take immediate steps to remove or replace any members who are unwilling or unable to carry out the current expectations.</p> <p>Model effective team meeting protocols and processes for looking at student outcomes and planning responsive strategies.</p> <p>Create monitoring systems to track the work of instructional leadership team members and their teams, looking at consistency and quality of implementation.</p> <p>Ensure that the processes and roles of the instructional leadership team are clear to all members of the staff.</p>	<p>Instructional leadership team roles and responsibilities are clear and transparent.</p> <p>Identified instructional leadership team members have an individualized development plan based on their strength and growth areas.</p> <p>Instructional leadership team members take part in regular learning walks during which they are looking for the implementation of specific practices.</p> <p>Instructional leadership team meetings focus on student work and formative data.</p> <p>Staff understand the roles and responsibilities of the instructional leadership team.</p>
STAGE 2	<p>Design year-long professional learning for the instructional leadership team members to build consistency in their assessment of teacher practice.</p> <p>Build capacity of instructional leadership team members to conduct observations and provide effective feedback.</p> <p>Develop reporting systems so that instructional leadership team members can share feedback, input, and concerns of the teams they are leading.</p> <p>Create clarity around decision making, especially letting staff know when a decision will be yours or made by consensus.</p> <p>Develop a succession plan for essential roles on the instructional leadership team.</p>	<p>The instructional leadership team consistently models and enforces schoolwide philosophy, core values, responsibility, and efficacy.</p> <p>Instructional leadership team members conduct observations and provide effective coaching and feedback.</p> <p>Instructional leadership team members have clear and consistent ways in which to share the concerns, challenges, and successes of the teams they are leading.</p> <p>Instructional leadership team members use consistent protocols and processes to lead their departmental or grade-level teams.</p>
STAGE 3	<p>Build systems for distributed leadership through which members of the instructional leadership team manage</p>	<p>Instructional leadership is provided by multiple instructional leadership team members using</p>

1. Read each Principal Action
2. Determine highlight actions that are FULLY in place (if there are implementation gaps, do not highlight them)
3. Determine the implementation Stage: (80%) must be highlighted to be considered at that stage. If a stage is not at least 80% highlighted, revert to the prior stage



*2-3 Minutes Total for Solo Reflection





Lever 2: Instructional Leadership Team; Action I: ILT Roles, Expectations, and Supports

Please take some time to reflect on each Principal Action as a TEAM and rate the implementation stage where the TEAM identifies.

 rausucua@esc1.net (not shared) [Switch account](#) 

* Required

Stage 1: Define the roles and responsibilities for the instructional leadership team: supporting and leading teacher team meetings, leading data-driven instruction cycles, conducting teacher observations, providing feedback, and completing final evaluations. *

Assess the alignment of the current instructional leadership team members to the school's vision, mission, approach to instruction, and culture, and take immediate steps to remove or replace any members who are unwilling or unable to carry out the current expectations.

Model effective team meeting protocols and processes for looking at student outcomes and planning responsive strategies.

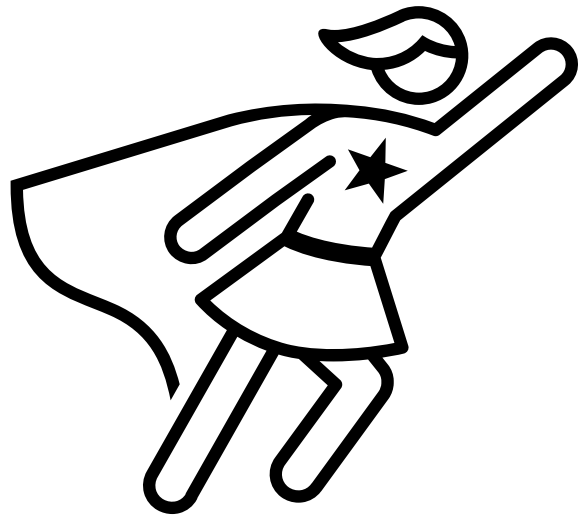
Create monitoring systems to track the work of instructional

ILT Roles, Expectations, and Supports TEAM Assessment

- **Direction: Take 5 minutes to reflect on each Principal Action as a TEAM and rate the implementation stage that the TEAM identifies using the Google Form.** Click on the link [here](#) to access the Google form.
- Let's see our responses.
- Review reflection data, look for trends, and make connections.



Strong School Leadership and Planning



Level 2: Instructional Leadership Team

Action 1: Instructional Leadership Team Roles, Expectations, and Supports

	PRINCIPAL ACTIONS	SCHOOL ACTIONS
STAGE 1	<p>Define the roles and responsibilities for the instructional leadership team: supporting and leading teacher team meetings, leading data driven instruction cycles, conducting teacher observations, providing feedback, and completing final evaluations.</p> <p>Assess the alignment of the current instructional leadership team members to the school's vision, mission, approach to instruction, and culture, and take immediate steps to remove or replace any members who are unwilling or unable to carry out the current expectations.</p> <p>Model effective team meeting protocols and processes for looking at student outcomes and planning responsive strategies.</p> <p>Create monitoring systems to track the work of instructional leadership team members and their teams, looking at consistency and quality of implementation.</p> <p>Ensure that the processes and roles of the instructional leadership team are clear to all members of the staff.</p>	<p>Instructional leadership team roles and responsibilities are clear and transparent.</p> <p>Identified instructional leadership team members have an individualized development plan based on their strength and growth areas.</p> <p>Instructional leadership team members take part in regular learning walks during which they are looking for the implementation of specific practices.</p> <p>Instructional leadership team meetings focus on student work and formative data.</p> <p>Staff understand the roles and responsibilities of the instructional leadership team.</p>

Developing Others

Know Your Staff Stages

CLASSROOM VISITATION SCHEDULE

GROUPS

A	B	C
PETTIS	HARLESS	TAYLOR
THALMAN	CRITES	DOAN
HESS	CUNNINGHAM	GRANT
PRPICH	STINGER	MAURITZ
BLIND	KNOX	MENDYK
DAWSON	ROBY	ELISON
TBA 1	HICKS	OWEN
BADER	HABERMAN	CARR
BENZ	THACKER	TBA 2
KOTTKEY	ALLEN	TBA 3
CLARK	ALLEN	KRISTENSEN
LARSEN	COURAUD	JOHNSON
SANDER		WATERMAN
		TODD
		NOVA

**If you have
an administrative
team, 'share
the load.'**

Evenly distribute
Unaware, Conscious,
Action, and Refinement
teachers among the
administrators



Managing your Time



Weekly Schedule	Suggested Time	Post it Note
School Culture Student and Parent Issues (start of day, lunchtime, and dismissal)	Varies based on Campus Schedule	Green
Meetings (team, faculty, PD, feedback)	Team-60 minutes Leadership-60 minutes Faculty -60 minutes Feedback-20/30/60 minutes Professional Development-60 minutes	Yellow
Observations	Observations- three to four 15 minute observations every hour	Pink
Uninterrupted Work Time (early morning, very late afternoon, evenings or weekends)	Work Time-Three blocks of 2-3 hours	Turquoise
Leave free at least 30% of your time		

Bambrick-Santoyo,
2012



Your Current Reality



Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00					
6:30					
7:00					
7:30					
8:00		Meet Wilson	Meet Bradley		
8:30		Meet Vargas	Meet Frint		
9:00	Observe Wilson, Vargas,	Meet Jenkins			
9:30	Jenkins				
10:00			Observe Mitzia, Boykin		Observe Hoyt, Settles
10:30			Devin		Palma
11:00					
11:30					
12:00	Observe Henry, Bernales				
12:30	Christian				Meet Bradley
1:00		Meet Henry			Meet Palma
1:30		Meet christian			Meet Settles
2:00		Meet Bernales	Meet Boykin		Meet Hoyt
2:30		Observe Bradley, Frint	Meet Devin		
3:00		Worrell	Meet Mitzia		
3:30					
4:00					
4:30					
5:00					

Virtual colors

Observations

O

Meetings

M

School Culture

SC

Work Time

WT

Bambrick-Santoyo,
2012



School Turnaround

Finding the Time Self-Assessment

<https://forms.gle/Vdo1okfaL4UgBngi9>



1. How many classrooms do you visit in a given week?
2. What percentage of your time is currently devoted to instructional leadership (observation/feedback, PLCs)?
3. What are the biggest improvements you could make to your weekly schedule in order to increase the time you spend on instructional and cultural leadership?

Developing Others

**Planned and
Intentional
Coaching**

CLASSROOM VISITATION SCHEDULE

GROUPS

A	B	C
PETTIS	HARLESS	TAYLOR
THALMAN	CRITES	DOAN
HESS	CUNNINGHAM	GRANT
PRPICH	STINGER	MAURITZ
BLIND	KNOX	MENDYK
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TBA 1	HICKS	OWEN
BADER	HABERMAN	CARR
BENZ	THACKER	TBA 2
KOTTKEY	ALLEN	TBA 3
CLARK	ALLEN	KRISTENSEN
LARSEN	COURAUD	JOHNSON
SANDER		WATERMAN
		TODD
		NOVA
PROVIDE FEEDBACK TO CLASSROOM AIDES	PROVIDE FEEDBACK TO KITCHEN STAFF/CUSTODIAL STAFF	PROVIDE FEEDBACK TO COUNSELORS

SCHEDULE

Week	Admin A	Admin B	Admin C
8/1	A	B	C
8/8	C	A	B
8/15	B	C	A
8/22	A	B	C
8/29	C	A	B
9/5	B	C	A
9/12	A	B	C
9/19	C	A	B
9/26	B	C	A
10/3	A	B	C
10/10	C	A	B
10/17	B	C	A
10/24	A	B	C
10/31	C	A	B
	B	C	A



Developing Others



Observations lead into differentiated support for teachers

CLASSROOM VISITATION SCHEDULE

GROUPS

A	B	C
PETTIS	HARLESS	TAYLOR
THALMAN	CRITES	DOAN
HESS	CUNNINGHAM	GRANT
PRPICH	STINGER	MAURITZ
BLIND	KNOX	MENDYK
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SANDER		WATERMAN
		TODD
		NOVA
PROVIDE FEEDBACK TO CLASSROOM AIDES	PROVIDE FEEDBACK TO KITCHEN STAFF/CUSTODIAL STAFF	PROVIDE FEEDBACK TO COUNSELORS

SCHEDULE

Week	Admin A	Admin B	Admin C
8/1	A	B	C
8/8	C	A	B
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8/22	A	B	C
8/29	C	A	B
9/5	B	C	A
9/12	A	B	C
9/19	C	A	B
9/26	B	C	A
10/3	A	B	C
10/10	C	A	B
10/17	B	C	A
10/24	A	B	C
10/31	C	A	B
	B	C	A

Developing Others: Coaching Days

Monday	Tuesday	Wednesday	Thursday	Friday

Requires Agreements:

- With front office staff
 - "Is there something I can help you with?"
 - "Have you talked to the teacher?"
 - "Could our [Office Admin.] assist you?"
 - "Could a counselor help you?"
- Communication with parents
- Solid agreements with Admin. Team
- Support of Central Office



Drive Student Learning

If a school leader's main role is to drive student learning, then not observing and meeting with teachers means a leader did not do his job today. Despite his best intentions, he was only fighting fires.

Bambrick-Santoyo



Every Minute Matters!

The most important turnaround you can make, and the one that you have the most control over, is changing your own use of time.

Paul Bambrick-Santoyo

Next Steps: Finding the Time

- Lock in Your Schedule
- Defend Your Time from Distractions
- Manage Your Daily and Monthly Tasks



Time Management Accomplishments

Every teacher in the building is observed every week.

Every teacher is getting feedback every week.

Every teacher is getting explicit support on his or her lesson plans via a weekly check-in.

Staff are regularly receiving high-quality professional development.

Interim Assessments are substantively and deeply analyzed.

You or another leader is present to drive student culture at each key moment of the day.

Bambrick-Santoyo, 2012

PICK

ONE

Your **Ideal** Reality

Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00					
6:30					
7:00					
7:30					
8:00		Meet Wilson	Meet Bradley		
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2:30		Observe Bradley, Frint	Meet Devin		
3:00		Worrell	Meet Mitzia		
3:30					
4:00					
4:30					
5:00					

Observations

Meetings

School Culture

Work Time

Bambrick-Santoyo,
2012



Finding Time
Reflection
*Team Leadership
and Developing
Others*

Think/Pair/Share


1. Your major learning
2. Major obstacles
3. Ideas to overcome
4. Commitment to Team Leadership and Developing Others

Action 1: Instructional Leadership Team Roles, Expectations, and Supports

Principal Actions:

- Define the roles and responsibilities for the instructional leadership team.





Influence and Impact of a
Campus Principal
on a School System

What does the research say?

Report:

How Principals Affect Students & Schools

- 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

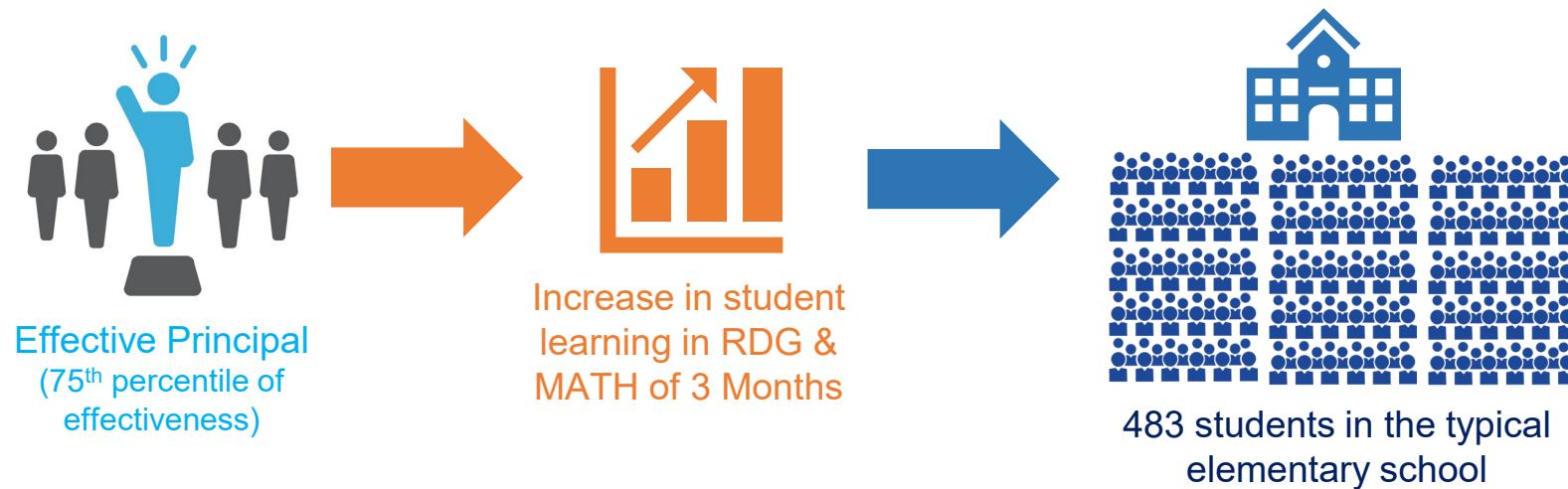
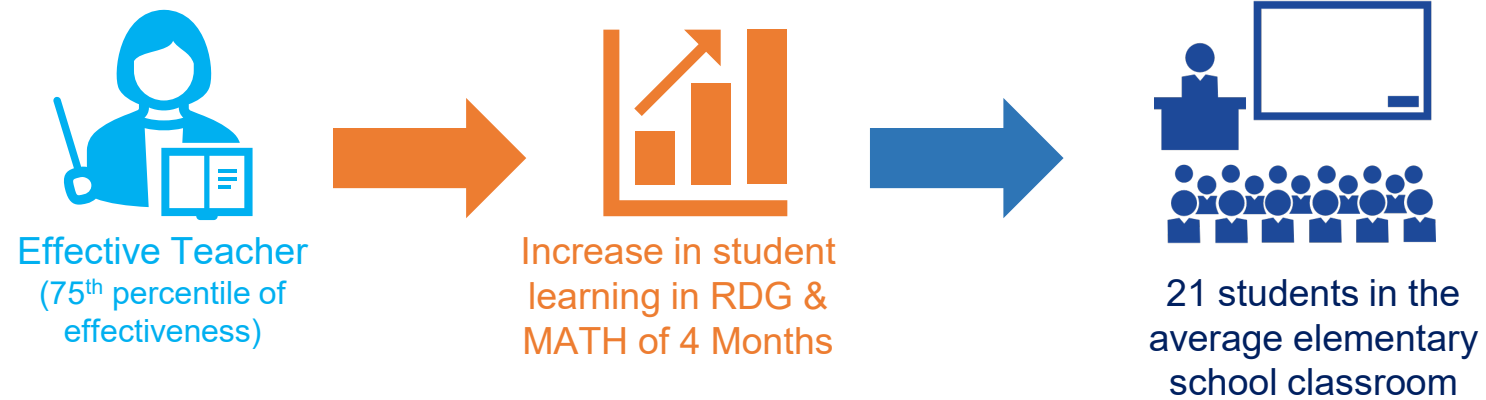
Anna J. Egalite
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CAROLINA AT CHAPEL HILL

February 2021

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

Comparing Teacher & Principal Impact on Student Learning



“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

Level 2: ILT Talent Management

Principal Actions:

- Define the roles and responsibilities for the instructional leadership team, supporting and leading teacher team meetings, leading data-driven instruction cycles, conducting teacher observations, providing feedback, and completing final evaluations.

Texas Elementary School Assistant Principal Job Requirements

Assistant Principals at Texas Elementary School are instructional leaders who build relationships with students, staff, parents and the community.

Teacher Supervision

- Kindergarten teachers (4)
- First grade teachers (5)
- Second grade teachers (6)
- Third grade teachers (5)
- Fourth grade teachers (5)
- Fifth grade teachers (4)
- Math Interventionist (1)
- Reading Specialist (1)
- ESL Specialist (1)
- SPED Co-Teachers/Case Managers (4)
- Life Skills (2)

See the last page of this job description for which teachers each Assistant Principal is assigned to for supervision for the 2019-2020 School Year.

Paraprofessional Supervision (10)

- Kindergarten aides (2)
- Computer lab aide (1)
- ESL aides (3)
- SPED aides (3)
- Literacy aide (1)

See last page of job description for which paraprofessionals each Assistant Principal is assigned to for supervision for the 2019-2020 School Year.

1

Leadership Meetings

- Attend all scheduled leadership meetings (these meetings will occur weekly on Fridays from 1-3 for the 2019-2020 SY)
- Prepare data reports (including assessment data, teacher data points, discipline, attendance, and student progress) for all meetings for those teachers and grade levels to which you are assigned
- Prepare information or presentations as requested by the principal

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 area within the grade levels that they are assigned.)
 - Ensure data is turned around in 48 hours or less
 - Choose 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

Staffing

- Attend job fairs to recruit quality candidates utilizing the campus recruitment criteria
- Assist with and conduct interviews for all positions
- Check references of candidates within 48 hours of interview

3

Instruction

Assistant Principals (APs) are required to maintain a calendar that reflects core leadership tasks as outlined below. APs and Principal will utilize Outlook and will share calendars with each other.

Instructional Coaching/Observation/Feedback and T-TESS

Teachers

- Conduct all observation and feedback for your designated teachers
 - Observation/Feedback cycles should occur weekly utilizing the Campus Coaching Framework
 - APs will use the campus Action Step tracker to track teacher growth week over week and to document progress related to implementation
- T-TESS Formal observations
- T-TESS Walkthrough observations (formal and informal)
- T-TESS conferences (formative and summative)
- T-TESS: Goal Setting/Goal Approval/Monitor/Progress/Evaluation of Goals at end of year
- Oversee the development and implementation for teacher improvement plans
- Maintain documentation as needed

Paraprofessional Evaluations

- Conduct summative evaluations for paraprofessionals assigned to you
- Maintain documentation as needed

Professional Growth

- APs will choose 1 area of interest for professional growth
- During BOY goal setting, APs will work with Principal to:
 - Identify reading material related to topic
 - Determine how learnings from this area for growth can be implemented into the AP's current work
 - Select one to two professional learning experiences (i.e. conferences, professional development sessions, webinars, etc.) related to the topic

New Teacher Academy

- Plan and conduct in-service and new teacher orientation, including campus PBIS procedures on New Teacher Institute Day
- Assign teacher mentors to teachers with 0-3 years of experience
- Hold monthly meetings with new teachers and their mentors with specified topics

ARDS, 504, and LPAC

- Work with case managers and department chairs in order to:
 - Complete teacher input forms
 - Participate in the respective meeting
 - Implement accommodations

2

Student Management

- Meet with individual teams of teachers to convey expectations for meaningful instruction to enhance student participation and
- Communicate criteria for what constitutes an office referral
- Meet with student body at the start of the year to review expectations
- Process all discipline referrals within 1.5 days
- Contact parents for discipline referrals
- Set up parent conferences, as needed, to discuss behavioral concerns/celebrations
- Consult with principal for questionable referrals and the disciplinary actions related to the questionable referral.
- Process bus referrals
- Monitor classrooms with subs attentively

General Operations

Program Supervision or Responsibilities

- LPAC/ TELPAS administration
- Response to Intervention coordinator
- Attendance, homebound, and truancy point of contact
- Coordinator of 9-week awards for attendance and academic achievement
- Placement review committee chair
- Member of the Site-Based Decision Making Committee (ALL APs)
- Assist with the development and progress monitoring of the Campus Improvement Plan (ALL APs)

School Climate

- Assist principal with motivational ideas for staff and students
- Conduct culture walkthroughs during assigned week
- Maintain positive relations with all stakeholders by engaging in campus and community events (APs will be assigned to various events throughout the school year)
- Reinforce school vision and mission
- Adhere to all school and district policies
- Money handling is the responsibility of the secretaries

General

- Reward Parties (attendance, behavior, academic) – establish plan to organize, set up, clean up
 - Any type of celebrations must be school wide
- Establish and monitor duty schedules
- Identify updates that may be needed to the staff/student handbooks and bring updates to SDMC
- Contribute information, as requested, for the monthly newsletter (this will likely be a teacher "about-out" and a short write up for the "In Case You Missed It..." section)
- Duties (Refer to Student Culture Routine Plans for more detail)

4

- Breakfast: Cafeteria: actively monitor by circulating among all tables and greeting students
- Gymnasium: actively monitor by circulating the gym and greeting students
- Transitions: actively monitor assigned common areas, assess noise level, reinforce campus transition procedures for students, ensure that students are moving to class quickly and foster a positive culture in the hallways
- Lunch: actively monitor all tables, help with lunch lines, assess noise level, address students walking around
- Dismissal: actively monitor students loading buses, actively monitor students in the cafeteria/gym after all zones are called
 - Know bus numbers, create bus arrival/departure schedule, create car rider system
 - Coordinate student assemblies for your designated grade level by communicating the plan to grade level teachers, establishing a transition plan to the designated area, and supervising throughout the assembly
 - Phone Calls and E-mails: return all phone calls and e-mails within 1 business day
 - Late Duty: Cover late duty on weeks assigned making sure all kids are picked up and all tutorials/clubs students set on 5:15 bus
 - Fire Drills/Fire Marshalls: conduct monthly drills
 - Disaster (drop or shelter in place) Drill in September
 - Assist principal with table top exercises, such as an intruder drill
 - Appraisal: The AP is expected to know the contents of the appraisal given by the principal and strive toward the exemplary ratings
 - APs are expected to keep a calendar of events for grade level
 - AP offices are to be presentable at all times
 - Personal business days and leaving the building early/late must have prior Principal approval
 - All other duties as assigned by the principal

Thank you in advance for your superior commitment to providing academic excellence in a nurturing environment.

Please note that some roles and responsibilities may be subject to change given campus needs. Should an Assistant Principal's job responsibilities change, the principal will hold a face-to-face conference with the Assistant Principal and document the change in writing.

Principal Signature:

Assistant Principal Signature:


Date:

(Teachers assigned for supervision can be found on the next page.)

5

Teachers Assigned for Supervision (2019-2020)				
Grade	Teacher Name	Supervisor	0-3 Yrs	New to Campus
Kindergarten			No	No
Kindergarten			No	No
Kindergarten			No	No
Kindergarten			Yes	No
1st Grade			No	No
1st Grade			No	Yes
1st Grade			No	No
1st Grade			No	No
1st Grade			No	No
1st Grade			No	No
2nd Grade			No	No
2nd Grade			No	No
2nd Grade			No	No
2nd Grade			No	No
2nd Grade			No	No
2nd Grade			No	No
2nd Grade			Yes	Yes
2nd Grade			Yes	Yes
3rd Grade			Yes	No
3rd Grade			No	No
3rd Grade			No	No
3rd Grade			No	No
3rd Grade			No	No
3rd Grade			Yes	No
4th Grade			Yes	No
4th Grade			No	No
4th Grade			No	No
4th Grade			No	No
4th Grade			No	No
4th Grade			No	No
5th Grade			No	No
5th Grade			Yes	No
5th Grade			No	No
5th Grade			No	No
5th Grade			No	No
Music			No	No
PE			No	No
Art			No	No
VACANT - Ancillary				
interventionist (Math)			No	Yes
Reading Specialist			No	No
ESL Specialist			No	No
SPED			Yes	No
SPED			No	No

6



Defining the Roles and Responsibilities for the Instructional Leadership Team

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



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

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

Daily Focus

Day	Focus
Monday	Strategic One-on-One w manager Priority Work Time
Tuesday	Student ARD meeting Assistant Principal One-on-Ones
Wednesday	Ms. C (RLA Assistant Principal) One-On-One Budget Meeting
Thursday	Logistics meeting 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 - One-on-One w/ manager - Budget Meeting	- One-On-One with Ms. H (Assistant Principal – Math) - One-on-One with Ms. C (Assistant Principal – RLA) - Meeting w/ Student's mom	- Budget Meeting - One-on-One with Ms. C (Special Education Coordinator) - Aggressive Monitoring PD	- One-One-One with Ms. K (Counselor) - Leadership Team Update - Meeting w/ D.P. - Meeting w/ J.Z. - Tactical Meeting (Logistics)	

Birthdays

Monday	Tuesday	Wednesday	Thursday	Friday
		Mr. K		

People Out

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

Important Events

Monday	Tuesday	Wednesday	Thursday	Friday
Dinner w/S.P. Book Fair!	Meeting w/O.R. Student ARD Book Fair! Picture Day	8 th grade Art Field Lesson Book Fair!	Austin Public Library field lesson Lockdown Drill Student parent Meeting 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

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



Daily Focus

Strategic Prep

Daily Focus

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



Daily Activities by Category *Tactical Prep*

Meetings

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

Birthdays

Monday	Tuesday	Wednesday	Thursday	Friday
		Mr. K		

People Out

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

Important Events

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



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

Priority 1 <ul style="list-style-type: none"> • 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) 	Priority 2 <ul style="list-style-type: none"> •
Priority 3 <ul style="list-style-type: none"> • 	Priority 4 <ul style="list-style-type: none"> •
Priority 5 <ul style="list-style-type: none"> • 	Priority 6 <ul style="list-style-type: none"> •

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?

*(Lever 4: Action 1- Ongoing Professional
Learning (PLCs))*



Lever 2: Action 1

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

Stage 0 - Absence of Actions

Stage 1 - Initial Practices

Stage 2 - Somewhat Started

Stage 3 - Fully Implemented

Define the roles and responsibilities for the instructional leadership team:

Supporting and leading teacher team meetings, leading data-driven instruction cycles, conducting teacher observations, providing feedback, and completing final evaluations.

How can these
Action 1: Principal Actions
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

Priority 1 <ul style="list-style-type: none"> • 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) 	Priority 2 <ul style="list-style-type: none"> •
Priority 3 <ul style="list-style-type: none"> • 	Priority 4 <ul style="list-style-type: none"> •
Priority 5 <ul style="list-style-type: none"> • 	Priority 6 <ul style="list-style-type: none"> •

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.

workshop time

****15-20 minutes of**





Strengthening Professional Learning Communities

Presented by: Patrica Gomez, CIA

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

Grow TO glow

Exit Ticket



TLA Day 2 Exit Ticket

February 21st, 2023

Discuss a plan to implement an idea/strategy that will help you move to the next stage in the Principal Actions of Lever 2, Action 1. Use your self reflective stage activity to guide your next action steps.

- Stage 0 to Stage 1,
- Stage 1 to Stage 2,
- Stage 2 to Stage 3,
- Stage 3 to Stage 4.



Short answer

Short answer text



Required

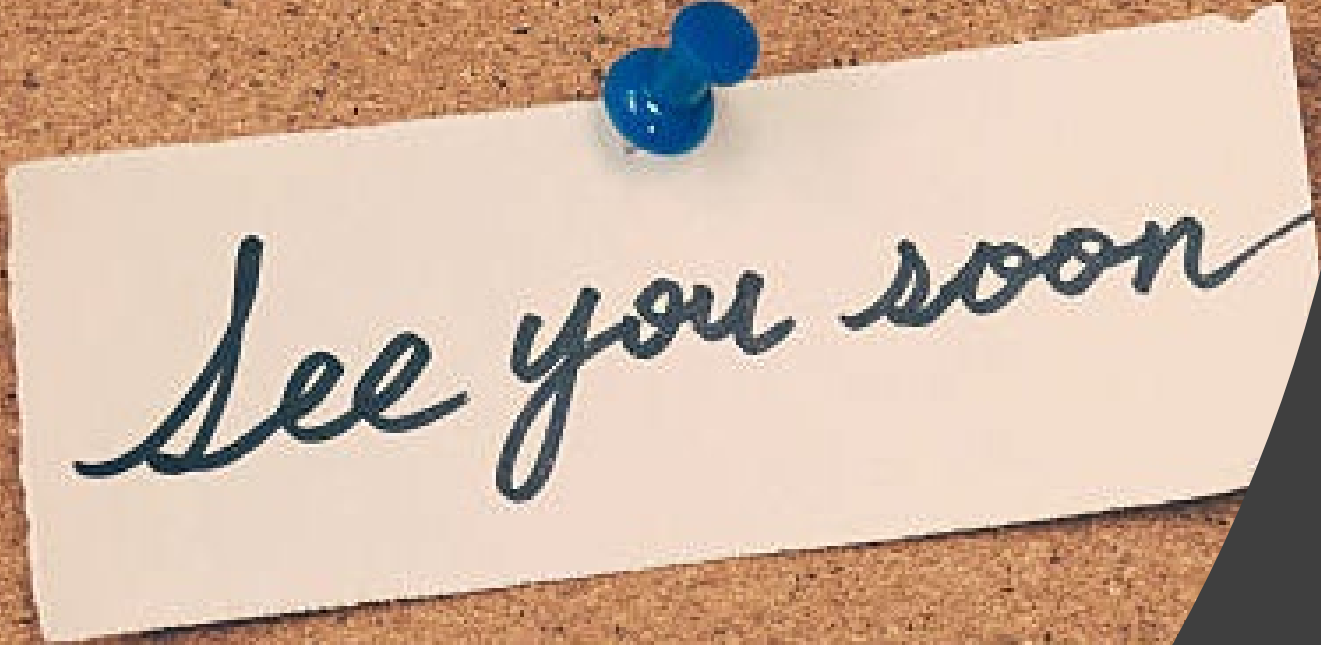


What are some glows from today's session? What did you like? Glow can be about the academy, presenters, content, activities, networks, snacks, etc.

Long answer text

What is an area of growth/improvement you would like to see from the presenters or content for TLA Day 2? How can we make your learning experience a better one?

Long answer text



See you soon

TLA Day #3:
Wednesday,
March 28th,
2023



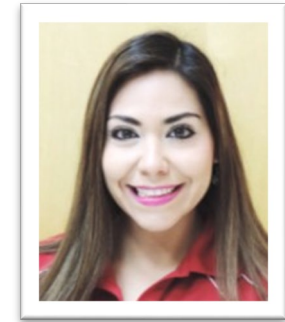
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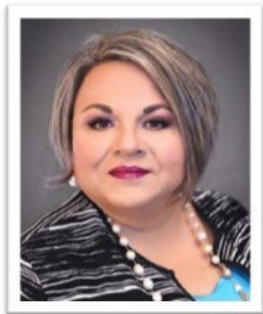


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Meet Our **CENTER FOR EXCELLENCE & SCHOOL TURNAROUND** Team!



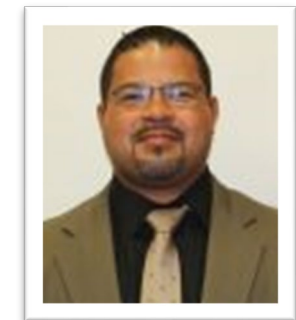
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