

Principal as Instructional Leader

Syllabus & Course of Study

2019-2020 School Year



Course Description:

School administrators navigate the dynamic complexities and subtleties of their schools every day. They promote, facilitate, and lead efforts to achieve both tangible and intangible results throughout the school community. Their roles are crucial for school and student success. This course will provide district and school administrators with the depth of learning and coaching skills needed to bring the critical functions of instructional leadership to life. Participants will focus on the following topics in the workshops throughout the year:

- Developing into a successful instructional leader
- Understanding effective observation and feedback practices
- Aligning instruction to educator effectiveness tools
- Expanding skills and strategies for working with adult learners
- Prepping and supporting teacher practice that leads to student learning
- Creating an instructional leadership plan to propel the work forward

Each of these areas will be explored so that Arizona leaders have the knowledge, skills, and dispositions to create a school culture that empowers teachers to take charge of their professional learning and growth and build their capacity to address instructional practices that lead to student success.

Learning Outcomes:

1. Participants will be able to describe how to set the stage, message, and create the optimal environment that values instructional leadership and reflective practice as the key to learning – for both teachers and students.
2. Participants will strengthen observation and feedback skills by identifying and employing rigorous feedback that empowers teachers, connects teacher practice to student learning, and strengthens school culture.
3. Participants will develop the skills necessary to accurately evaluate, assess and refine instructional leadership practices at various intervals throughout the year.
4. Participants will be able to distinguish between effective and non-effective professional learning conversations and develop necessary knowledge and skills to lead teachers to engage in meaningful dialogue.
5. Participants will evaluate and assess the impact of their instructional leadership practices through a summative lens.
6. Participants will develop an instructional leadership plan that addresses the heart of capacity-building: reflective practice- teaching teachers how to think differently about their profession.

Days 1 & 2 Onsite (September 26-27, 2019)

Topic:

“Well-intentioned” Instructional Leadership vs. “Highly-effective Instructional Leadership” – (2 days)

*Reflect on current practices and understanding of instructional leadership practices.

*Let’s understand the research that founds instructional leadership work.

- *Define reflective practice and connect it to excellence in the classroom.
- *Explore the Reflective Cycle Tool that grounds our work.
- *Utilize the Continuum of Self-Reflection as an assessment and planning tool through use of video-taped classroom visits and common scenarios.
- *Distinguish between various communication and expectation pathways.
- * How do we set the stage for instructional leadership work to be effective?
- *Take a deep dive into 4 of the most common mistakes we make as instructional leaders- mistakes that inadvertently create roadblocks
 - Lack of alignment of initiatives, curriculum, best practices, etc.
 - Leadership roles and PLC's are poorly-defined
 - Expectations are not communicated clearly or often
 - Measures of instructional leadership success (formative assessment practices at the leadership level) are non-existent
- *Initiate work on our instructional leadership plans.
- *Generate next step goals.

Day 3 VIRTUAL (November 4, 2019)

1 hour	Topic:	<p>Check-in – Assessing our Impact</p> <ul style="list-style-type: none"> *Revisit previous learning and discuss common pitfalls of instructional leadership work. *What does it look like to assess our instructional leadership impact during the year and adjust our actions? Let's talk formative data collection for instructional leadership practices & purposes.
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Days 4 & 5 Onsite (January 23-24, 2020)

Topic:	<p>Day 1 – Observation & Feedback Practices</p> <ul style="list-style-type: none"> *Reflect on the start of the school year – How did we set the stage? What was successful? What needs revision/revising? How do we know? *Let's assess our current observation & feedback practices- how is it going? Bring a "problem of practice" to the table and let's unpack it together throughout the day. *Establish "look-fors" that go beyond our "look-for" lists – identify how to recognize student learning and teacher focus. * Analyze feedback scripts to determine what effective feedback looks like/sounds like. *Demonstrate the art of observation & feedback through video"visits" to a variety of classrooms and connect learning back to days 1 &2. *Practice coaching conversations through the Consultancy Protocol.
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Day 2 – Professional Learning Communities

- *What do successful PLC's look like/sound like? Let's create a crystal-clear vision for elementary, middle, and secondary schools. (*hint: they all look slightly different*)
- *How do PLC's fit into our instructional leadership responsibilities?
- *What steps do we need to take to guide our teachers to understand the purpose of PLC's and be intentional in their conversations?
- *How do we evaluate the effectiveness of the PLC's in our buildings?
- *Continue work on our instructional leadership plans.
- *Generate next step goals.

Day 6 VIRTUAL (February 3, 2020)

1 hour	Topic:	Check-in on Instructional Leadership Plans <ul style="list-style-type: none">*Before this day, participants will be sent a survey link to identify “aha’s” and “yikes” from the past couple of months.*In the virtual session, participants will be led to share and reflect on their learning. They will be guided to think critically about results from formative assessment practices and asked to identify a new goal that will guide their work.*We will also briefly revisit previous learning and discuss common pitfalls of instructional leadership work.
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Day 7 Onsite (February 28, 2020)

	Topic:	Summative Measures of Success: How do we know our work has been effective this year? <ul style="list-style-type: none">*Revisit each school's instructional leadership plan.*Delve into the language of summative assessment – what data have we collected this year? How do we use that data to evaluate our progress?*Take a deep dive into celebration – How do we use celebration as the power-house/follow-up tool to our instructional leadership practices? What does meaningful celebration look like/sound like when aligned to our work?*Where do we go next? Take Culture of Reflective Practice Assessment.
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Day 8 VIRTUAL (March 30, 2020)

1 hour

Topic:

Check-in – Celebration & Calibration

*Before this day, participants will be sent a survey link to identify learning from the year – including success stories and “aha’s!”

*Participants will be asked to develop a leadership statement that summarizes their learning.

*We will also briefly revisit previous learning and discuss common pitfalls of instructional leadership work.

Required Texts:

The Principal Influence: A framework for developing leadership capacity in Principals (ASCD, 2016).

Creating a Culture of Reflective Practice: Capacity-building for school-wide success (ASCD, 2017).