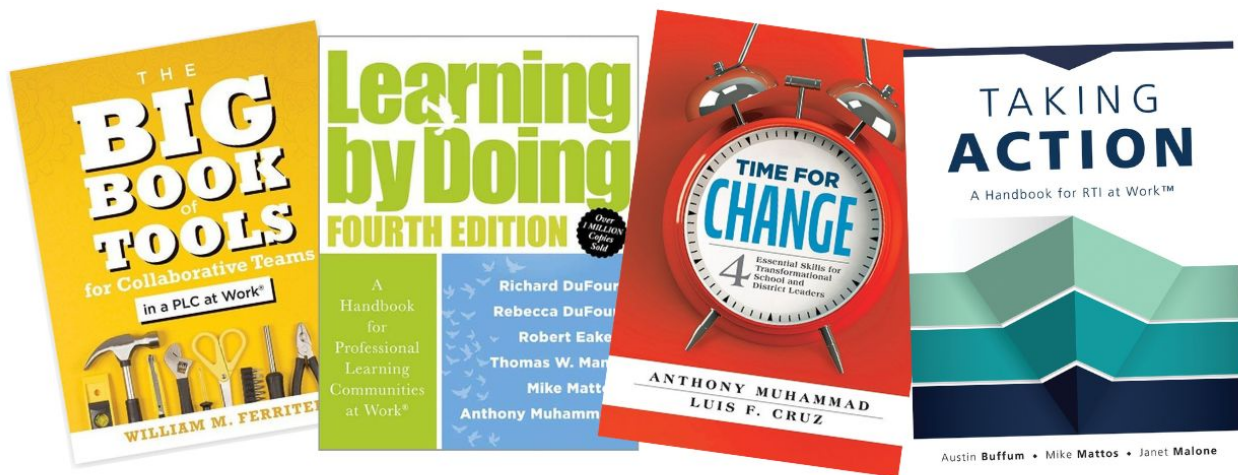


Principal PLAYBOOK

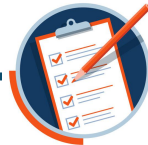


“Effective instructional leadership teams are powerful levers for making change in schools. These teams typically include the principal, assistant principal, instructional coaches, teacher leaders, and other school leaders and can provide a systematic way for schools to execute their most important priorities. Effective instructional leadership teams are intentional in many ways, including how and why they are organized, facilitated, and supported. When these components are purposely woven together, the complex fabric of an effective meeting and team is truly present.”

Josh Stricker

AGENDA

- Welcome and Introductions
- Community Building
- Instructional Leadership Team Assessment
- Campus Culture & Climate Data Reflections
- Revisiting PLCs & Next Steps
- SMART Goals & Action Planning: Developing T-PESS Goals
- Leadership Reflections



Name: _____

Learning Outcomes

- Engage in community building activities as a learning community.
- Assess the current performance level of your Instructional Leadership Team and develop specific next steps.
- Implement the systems and structures for high-quality professional learning communities.
- Review campus climate and culture data and establish campus instructional priorities for 23-24.
- Develop a strategic and integrated professional learning plan for 23-24.
- Utilize the SMART Goals and Action Planning framework to develop T-PESS goals.
- Reflect as a campus leader.



Collective Commitments

- We promise to create and maintain a respectful space to share ideas.
- We promise to be prepared and stay engaged.
- We promise to provide opportunities for all to ask questions, ask for help, and contribute ideas free of judgment.
- We promise to fully support each other's efforts to improve learning for all.
- We promise to be flexible and open to new ideas or a different way of doing things.
- We promise to honor our collective commitments and candidly discuss our concerns when we feel a member is not living up to those commitments.



What collective commitment will you focus on today?



Access the Resources
<https://s.risd.org/Leadership>

Community Building



The psychological state of an organization's employees is typically related to their overall productivity. Having good relationships with the people you spend many hours with each workday can improve your morale, which can have a positive effect on your professional output. Find a partner and select a "Getting to Know You" card to start a conversation.



Assessing Your Instructional Leadership Team



Membership in the ILT is one of the principal's most important strategic decisions. The Instructional Leadership Team is the primary mechanism for implementing distributive leadership within a school, expanding the impact of the vision and goals for student outcomes beyond the principal to other stakeholders (Principal Action Resource, 2018).

1. Individually complete the Building a School Leadership Team chart.
2. Have a conversation at your table group about balance using the "Ask" questions below each characteristic type.
3. What are some strategic moves you need to make to ensure you have a high functioning leadership team?

Position Power	Expertise
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Ask: Are enough key players on board so that those left out cannot easily block progress?	Ask: Are the various points of view—in terms of discipline, work experience, and so on—relevant to the task at hand adequately represented so that informed, intelligent decisions will be made?
Credibility	Leadership
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Ask: Does the group have enough people with good reputations that its recommendations and decisions will be taken seriously?	Ask: Does the group include enough proven leaders to be able to drive the change process?



Community Building



Markin states, "The need for connection is true for all successful teams, whether you are leading the district finance department or a school principal leading your school team." Find a partner and select an "Exploring Values" card to start a conversation.



Revisiting PLCs & Next Steps



- Review the 22-23 PLC Building the Foundations for your campus.
- Review the PLC Alignment and T-TESS and PLC at Work Alignment documents.
- Reflect and record your progress and next steps.
- Discuss as a table group.
- Add your reflection to the learning community poster.

BUILDING THE FOUNDATION: FIVE ESSENTIAL ELEMENTS
 Belkner Learning Community - Principal/IST Reflection & Planning Document

Elements	Guiding Questions	Our Current Reality: Where Are We Now? What is Our Evidence?	Desired Reality: Where do we want to be?	Next Steps: How do we get there?
Focus on Learning	<ul style="list-style-type: none"> • To what extent do staff members believe all students can learn at high levels? • To what extent do staff members expect all students to learn at high levels? 			
Collaborative Culture				
Clearly Define What Every Student Needs to Learn	What do we expect our students to learn?			

Texas Teacher Evaluation & Support System (T-TESS) & PLC AT WORK™ Alignment

By Paula Rogers
 Solution Tree Associate
 University of Virginia—Partners in Leadership Excellence
 For More Information
 888-859-1622 | www.SolutionTree.com

What did you accomplish and what are you celebrating?



What was your role in PLCs during the 22-23 school year? What was the impact?



What next steps are you taking next year to continue the work?



Community Building



John Maxwell states, "Integrity is important in building relationships. And is the foundation upon which many other qualities for success are built, such as respect, dignity, and trust." Find a partner and select an "Exploring Values" card to start a conversation.



SMART Goal Action Planning & T-PESS Goal Setting



The effect size of goal setting is 0.42. Use this guide to develop your T-PESS goals. If you have concern areas in academics or culture and climate, please (1) create a goal to address it or (2) be prepared to discuss how you will strategically address this.

SMART Goals and Action Planning Worksheet

Current Reality	Desired Reality (Our SMART Goal)	Possible Causes for Gap Between Goal and Reality?	Action Plan and Tools for Monitoring														
<p>What is the data showing as the greatest area of need?</p> <p>What specific skills and concepts must we focus on?</p>	<p>What specifically will students do?</p> <p>To what extent and by when?</p> <p>As measured by what?</p> <p>Example: By June 2004, 90 percent of our students will write a well-developed persuasive essay attaining a score of 3 as measured by our district writing rubric.</p>	<p>Is the curriculum we teach truly aligned to the standards?</p> <p>Are we ordering and prioritizing our instruction effectively?</p> <p>Are we using formative assessment data to monitor the learning of every student? Is that information being used to adjust instruction on an ongoing basis? Are students familiar with assessment vocabulary and format?</p> <p>Are we using effective teaching strategies?</p> <p>Are the tools and materials we use effective in delivering our instruction?</p> <p>Are we meeting the needs of our struggling students by providing additional time and support?</p>	<p>What is our step-by-step plan to accomplish this goal? What tools can we use (or create) to check whether students are making progress (in other words, is our plan working)?</p> <table border="1"> <thead> <tr> <th>Action Steps</th> <th>Evidence of Success or Completion</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	Action Steps	Evidence of Success or Completion												
Action Steps	Evidence of Success or Completion																

Common Formative Assessment © 2012 by Solution Tree Press • solution-tree.com
Visit go.solution-tree.com/assessment to download this page.

Campus Professional Learning Plan

There must be alignment between the DIP, CIP, and your professional learning plan. Reflect on the information presented at the Connects Conference last week and start to map out your plan. You can use the BLC Campus Professional Learning template located at <https://s.risd.org/BLCPLtemplate> if you need a planning structure.

The RISD Foundation



Mission Statement

True North Goal

Every student, teacher and leader will meet and/or exceed their academic growth goals.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Values

Beliefs:

- *To ensure the academic success for all students, we believe...*
- *In creating a safe learning environment that empowers every student in RISD to take risks, be creative, find acceptance, and grow,*
- *That education is an effective tool that can prepare every student in RISD for life after high school, including teaching life skills.*
- *Every student in RISD will have the capability and desire to learn and rise to the level of expectations for individual success.*

Goals

1. **Individual Growth:** We will design and implement systems that provide the necessary structure, support and tools to ensure that staff and students achieve individual growth.
2. Staff Recruitment and Retention RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.
3. We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff
4. We will create opportunities to ensure engagement with community members in RISD.
5. We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action

