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# Principal Learning Update

Board of Education  
January 26, 2010

# AUSD Theory of Action

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If we:

- Recruit, develop, support, and retain strong, learning focused principals at each school;
- Hold them accountable for achieving ambitious goals;
- Allow tiered flexibility on how to meet those goals; and
- Support principals and the community through a service organization,

then,

principals will promote highly-effective instruction, empower their communities, and create a vibrant, collaborative culture so that all students achieve at high levels.

# Principal Course Organizer 2009-2010

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**Course Name:** Instructional Professional Development for Site Administrators

**This course is about:** development of instructional leadership skills to improve student achievement

**Theme:** Equitable and rigorous instruction that engages and meet the needs of all students

**Standards/Expectations:**

- Be the champion for students who are not meeting grade level standards by developing an effective, working single school plan through data analysis, theory of action & research-based practices to formulate goals.
- Develop a professional learning community focused on our diverse community of learners (time and focus)
- Lead data inquiry cycles tied to formative assessments with reteach opportunities & differentiation for all students. Monitor student by student based on data.
- Administrators are in classrooms at least 2 hours per day. Implement your walkthrough tool and provide feedback and coaching support.
- Build a culture of family engagement and partnership.

**Course Questions:**

- What does it mean for me to be an instructional leader for equity given my life experience, identity and role?
- How can I more powerfully understand, interrupt and transform the historical inequity that exists for young people and families in my school?
- How effective are your classroom walkthroughs and teacher feedback for instructional improvement?
- How well does your school plan ensure improved student outcomes? How can I maximize and align my site budgets to my focused efforts?
- How effective have you been in leading data analysis for instructional improvement at your site?
- How does SIM 6-12 and the mathematics initiative K-12 help you focus, lead, and support instructional improvement?
- How do I best leverage the time I have for focused collaboration?

# Principal Course Organizer

## Guiding Principle #3: Administrators have the knowledge, leadership skills, and ability to ensure student success.

August	September	October	November	December	January	February	March	April	May
<p>Summer Passport</p> <p>●<b>BAYCES:</b> School Teams-Leading for Equity</p> <p>●<b>Math Initiative:</b> overview of year, roles &amp; responsibilities of principals for instruction, assessment &amp; implementation of effective teaching &amp; learning practices for math</p>	<p>●<b>BAYCES</b> Aligning Values, Vision &amp; Action; tuning SSPs, connecting to summer institute</p> <p>●<b>Math Initiative:</b> Assessments</p>	<p>●<b>SIM (6-12)</b> What instructional leadership looks like; dealing with system change</p> <p>●<b>BAYCES</b> Instructional Leadership: taking stock of teacher skill and capacity; tuning SSPs, eye on instruction</p> <p>●<b>Math Initiative:</b> Math content</p>	<p>●<b>BAYCES</b> Hard and Soft Power and Leadership, being the change, the work of leaders for equity</p> <p>●<b>Math Initiative:</b> Summary data, math content-decomposition</p>	<p>●<b>BAYCES</b> Establishing our Equity challenge and leadership goals, culturally responsive classrooms, schools, systems, building principal capacity to lead diverse communities</p>	<p>●<b>SIM (K-12)</b> Linking SIM to effective instruction and teacher feedback; “Widget Effect”</p> <p>●<b>BAYCES</b> Checking in on SSPs, coaching for educational equity as part of leadership responsibilities</p> <p>●<b>Math Initiative:</b> trimester data analysis</p>	<p>●<b>BAYCES</b> Leading with deliberate intention; leading from inside-out; reproduction v. transformation</p> <p>●<b>BAYCES</b> Site Team Institute</p> <p>●<b>Math Initiative:</b></p> <p>●<b>Master Scheduling</b></p>	<p>●<b>BAYCES</b> Importance of culture; equity centered professional learning communities</p> <p>●<b>Math Initiative:</b> trimester data analysis</p>	<p>●<b>BAYCES</b> Facilitating difficult conversations; holistic meeting design, experiential learning cycle</p> <p>●<b>BAYCES</b> Site Team Institute</p> <p>●<b>Math Initiative:</b></p>	<p>●<b>SIM (6-12)</b> Analyzing progress of each school's instructional focus, implementation of SIM, state of instruction; planning for 10-11</p> <p>●<b>BAYCES</b> Role of Allies in leading for equity; protocols to support progress on our equity leadership goals; SSP planning</p> <p>●<b>Math Initiative:</b> trimester data analysis</p> <p>●<b>Master Scheduling</b></p>

# Summer Passport

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BAYCES	SIM	Math	Technical
2-day seminar focused on leadership for equity; learn key approaches and strategies for raising and addressing equity issues	Teacher training	Overview of the year, roles and responsibilities, sharing theories of action, intervention plans	<ul style="list-style-type: none"><li>• Human Resources</li><li>• Business Services</li><li>• Special Education</li><li>• Technology Services</li><li>• Measures</li><li>• Compliance</li><li>• School planning</li></ul>

# Bay Area Coalition for Equitable Schools (BAYCES)

## Leading for Educational Equity

Provides site administrators opportunities to

- share best practices
- provide critical feedback and support
- apply new knowledge
- build skills and increase collective capacity to achieve results in their respective site
- for principal leadership coaching (9 principals)

Through deepening our learning and work around

- the achievement gap
- systemic inequity
- facilitative leadership
- instructional conversations.

*Example: Vision for powerful teaching and learning; Effective Coaching:  
Six Helping Interventions*

# Strategic Instruction Model (SIM)

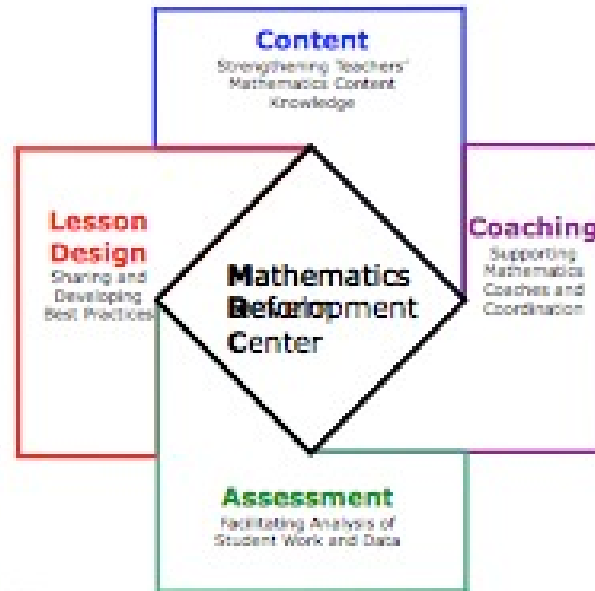
Three Principal Sessions focused on leading and supporting SIM implementation in classrooms:

- Content Enhancement Routines
- Fusion Reading
- Learning Strategies (Special Education)
- Becoming a self-sustaining model through building a cadre of AUSD professional developers from our teacher leaders

*Example: The Widget Effect: ingrained systems and policies that determine the quality & effectiveness of the teachers in our schools.*

# Mathematics Initiative – SIMI II

## Theory of Action



*Monthly professional development sessions focused on what the mathematics content and instructional practices look like as well as deepening how we use our mathematics achievement data for instructional support for students.*

*Example: decomposition*



# Inquiry by Design-NEW!

## Current Pilot at Chipman, Lincoln, and Island

- Inquiry-based English language arts units of study
- Procedural tools: writer's notebooks & independent reading
- Complements SIM
- Instruction for students on reading difficult texts and writing about difficult texts

*Examples: writer's notebook, peer learning labs*

# Looking towards 2010-11

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BAYCES	Math SIMI II	IBD	SIM
Year 2 Common agreements, school plans reflect equity, instructional improvement	Year 2 Expansion of math coaching	Year 2 •Expand to all grade 6-8 ELA teachers •Pilot for 9 <sup>th</sup> grade English teachers	Year 3 Sustainability plan for own AUSD coaches