

Leading the Core
Principals' Convening
October 24-25, 2017

STUDENT
ACHIEVEMENT
PARTNERS

This document is intended to name crucial steps for principals in a systemic approach to creating a standards-aligned school. It lists the actions that a principal will need to take and actions of teachers that the principal will attend to. In addition to these steps, there is background learning required; this document is not intended to capture the learning, but rather, the actionable steps that would occur as a result of the necessary learning.

In preparation for the *Leading the Core*, please consider the “current state” for your teachers, your school and your work as principal and instructional leader. For each category, review the Considerations and rank the Progress in your school. Please make note of evidence that supports your Progress rank.

Please bring this completed document with you to the convening, as you will use it for reflection and action planning, as well as to focus and drive your learning opportunities during the weekend.

Critical Moves for Instructional Leadership

A. Structures and Resources				
Consideration	Progress			How do I know?
1. All teachers have a copy of the standards.	Not in place	In progress	In place	
2. All teachers have time during the week to collaboratively plan, evaluate student work, and learn together.	Not in place	In progress	In place	

3. Formal and informal feedback on instructional practice is anchored in transparent tools aligned to the expectation of the standards.	Not in place	In progress	In place	
4. School leaders have access to ongoing learning opportunities about the standards and the shifts so that they can appropriately and meaningfully support teachers.	Not in place	In progress	In place	

Please note any questions you have or clarification you need regarding the considerations in this category.

B. Culture and Climate				
Consideration	Ranking			Evidence
1. The principal regularly speaks to teachers, students and families about the importance of learning.	Not in place	In progress	In place	
2. The principal and teachers provide opportunity and structures to engage families in their students' learning.	Not in place	In progress	In place	
3. The entire school community holds and communicates high expectations for students and each other.	Not in place	In progress	In place	
4. The principal and teachers create a culture of citing evidence,	Not in place	In progress	In place	

particularly student work and student achievement data, when making decisions.				
5. Teachers feel safe encouraged to try new things and take risks to improve their instruction.	Not in place	In progress	In place	
Please note any questions you have or clarification you need regarding the considerations in this category.				
C. Developing and Activating Teacher Leaders				
Consideration	Ranking			Evidence
1. Teacher expertise is valued and highlighted.	Not in place	In progress	In place	
2. Teachers have opportunities to serve and grow in instructional leadership roles, both with peers and among administrators.	Not in place	In progress	In place	
3. Teachers engage in professional learning experiences that mirror desired classroom practices.	Not in place	In progress	In place	
4. Teacher leaders give input on content and help design and deliver relevant professional learning to support standards-aligned instruction for all students.	Not in place	In progress	In place	
Please note any questions you have or clarification you need regarding the considerations in this category.				

D. Facilitating a Teaching and Learning Cycle				
Consideration	Ranking			Evidence
1. Teachers are supported in inquiry. Time is allocated to plan, teach, monitor, and adjust based on evidence of student learning.	Not in place	In progress	In place	
2. Teachers engage in productive and learning-focused PLCs where they deepen their understanding of the standards and corresponding shifts in practice.	Not in place	In progress	In place	
3. There is time and structure for analysis of student work achievement data.	Not in place	In progress	In place	
4. There are strategic and targeted RtI systems in place, and they are connected to the teaching and learning cycle	Not in place	In progress	In place	
Please note any questions you have or clarification you need regarding the considerations in this category.				

Synthesizing your results:

- I. **Non-negotiables:** As you consider your leadership style, school culture, community and stakeholders, and other relevant information, which items above would you consider “non-negotiable” for you and your work? Include your reasoning for selecting the considerations you did.
- II. **Prioritization:** As you consider your leadership style, school culture, community and stakeholders, and how you ranked your progress on each category and consideration, what do you see as your priority work for this school year? Include your reasoning for this decision.
- III. **Necessary learning:** As you consider your leadership style, school culture, community and stakeholders, and how you ranked your progress on each category and consideration, what learning do you need to be able to move forward on your priority items? Include your reasoning.