1.2 Graphic Organizer and Reflection Questions

PART ONE: Qualities, Skills and Responsibilities of the School Principal as an Instructional Leader

1. Complete the readings, videos or podcasts assigned in this module. DO NOT SKIP THIS STEP!
2. **Record what you believe to be the qualities, skills, and responsibilities** of the school principal for a) curriculum; b) instruction; and c) assessment in the first column. List a minimum of 4 and no more than 6 qualities/responsibilities for each area. Write an explanation for EACH quality, citing sources for EACH.
3. **Code each quality, skill, and responsibility** in Column 2, based on your current "skill level". See codes below.

Codes: L – low level of skill S – some expertise M – moderate level of skill SH – somewhat highly skilled H –highly skilled

List the qualities, skills, and responsibilities of the school principal, as an instructional leader, regarding the BIG THREE! Cite all sources	**Current Skill Level CODE (key above)**	**What is your plan to move to highly skilled? Be very specific. I should have a sense for your current role and where you work in your response.**
CURRICULUM		
Adopting curriculum that is impactful for the students, not accessibility or organized for the liking of the teacher (DeWitt, 2020).	SH	I have been on multiple teams for choosing different core curriculum. The experience that I focus on the most was when I was an instructional coach. I had spent hours talking with teachers within our own school and from other schools about curriculum. What I found was that teachers were deciding on a curriculum that was more fitting for them, than the idea of student impact. To advance my qualities, skills, and responsibilities to highly skilled is to get into deeper conversations with teachers while guiding them to choices that support a more collaborative culture. I want to also talk with the business manager and superintendent to better understand how the budge for curriculum works.
Managing the budget (Bartoletti & Connelly, 2013). Invest not spend (Groeschel, 2021).	L	
Find relevant content that is connected to real world (Baeder, PhD., 2019).	SH	
Provide access to complex text (Baeder, PhD., 2019).	M	
Collaborative Culture (DeWitt, 2020).	M	
Conversations (DeWitt, 2020).	M	
INSTRUCTION		
Shape a vision of academic success for all students (Bartoletti & Connelly, 2013).	SH	I feel that to build my abilities in instruction to be a higher skilled leader would be to focus on and combine DeWitt's ideas of Collaborative Culture and Conversations and Proximity (DeWitt, 2020). Teachers need to feel like they have a voice and choice in their craft. I want to hold teachers to higher expectations just as we do with our students. Supporting teachers when something doesn't go quite right. Highlighting successes
Cultivating leadership in others (Bartoletti & Connelly, 2013).	S	
Collaborative Culture (DeWitt, 2020).	M	
Conversations and Proximity (DeWitt, 2020).	SH	
Support that it is ok to be wrong (Groeschel, 2021), and the students can struggle productively (Baeder, PhD., 2019).	S	
Being explicit with expectations (Baeder, PhD., 2019).	M	

		and failures will guide the collaborative culture, conversations, and our vision of academic success for all students.
ASSESSMENT		
Limit rubrics to a few key rubrics (Baeder, PhD., 2019).	L	I believe out of the BIG three that I feel I will need the most work to become highly skilled is within the assessment section. In most of the districts I have taught in assessments have always been associated with data. The word data seems to have a negative connotation, even as the current idea of "owning your data" has become a new slogan. As an instructional leader I want to establish that collaborative culture where data is seen as a way to overcome barriers; push for the belief that assessments should be ongoing throughout a lesson, chapter, or unit; show the importance of the teacher sharing their rubrics with the students so they know what is to be expected; and lastly going over evaluative words and definitions so as a collective group we can work as a larger team as students move between teachers and grade levels.
Shared knowledge of evaluative words and definitions (Baeder, PhD., 2019).	L	
Collective evidence (DeWitt, 2020).	S	
PLCs guide program logic impact (DeWitt, 2020).	S	
Collaborative Culture (DeWitt, 2020).	L	
Organizational Management (Bartoletti & Connelly, 2013).	S	
Strong efficacy beliefs (Bartoletti & Connelly, 2013).	SH	

Baeder, PhD., J. (2019, November 15). *Roundtable Cassandra Erkens*. The Principal Center. Retrieved October 30, 2021, from https://www.principalcenter.com/roundtable-cassandra-erkens/.

Bartoletti, J. A., & Connelly, G. (2013, February 25). Leadership Matters: What the Research Says About the Importance of Principal Leadership. Alexandria, VA.

DeWitt, P. M. (2020). *Instructional leadership creating practice out of theory*. SAGE Publications.

Groeschel, C. (2021, March 17). *3 ways to change how you think | master class*. YouTube. Retrieved October 30, 2021, from https://www.youtube.com/watch?v=w8hdSC1FrVI.

PART TWO: Reflection

Consider your current school building or one where you have recently worked. Answer each question using formal academic writing, specific details, and personal insights as an instructional leader in training! If you use a source from the module, cite it using APA style.

1. Setting the structure of the day to support instruction is essential. A leader cannot set an expectation for quality instruction, yet not give teachers the time and space to collaborate and plan. Is the master schedule constructed in a manner that supports teacher collaboration, planning, and professional development? Explain your yes or no answer fully.
    - Yes, the current master schedule is constructed in a manner that supports teacher collaboration and planning. We also have time set during each early out Wednesday for professional development. The struggle with collaboration, planning, and professional development is not the time set for it as much as it is the lower expectations that encompass them. If teachers feel they have something better to do, or just don't want to attend, they do this without any repercussions. I agree with DeWitt collaboration, planning, and professional development should be done with "collected efficacy, conversations, a collaborative culture, and collected evidence" (DeWitt, 2020). Bringing these points to the forefront for teachers, I believe, would display how important that time is and the luxury we have that it is already placed in our schedules.

2. It is important for the faculty and administration to have a common goal or focus. The goal should be specific to instruction and not just about raising test scores. Does the school have a specific goal for quality instruction? How can the team create learning experiences where students demonstrate the capacity to successfully complete authentic, complex, and rigorous tasks that require active exploration, higher order thinking, and application of what they have learned? Explain your yes or no answer fully.
   - In my school we do not have a common goal or focus. I was expecting to look at last year's data together as a staff to gauge to lead us in a direction of instruction this year. The main comment I keep hearing this year is, "just follow the curriculum to the 'T'. Do this with fidelity. The students will learn everything they need as long as you follow the curriculum." As a teacher and future instructional leader, those comments scare me. I have also had raw data withheld from me by the title teacher. If I'm expected to provide quality instruction, shouldn't I know the skills my students need so I can build upon the ones they already have as a foundation? In order to have a common goal or focus in my school, I feel teachers need to let their guard down and collaborate. "It is neither teacher alone nor principal alone who improve schools, but teachers and principals working together" (Bartoletti & Connelly, 2013).

3. A well-written professional development (PD) plan is aligned to campus goals, allows for classroom implementation, and provides opportunity for teacher reflection. The plan should include first semester PD topics allowing for adjustments based on walk-through data, student work, and teacher feedback. Teachers should know if PD is to occur weekly, biweekly, or monthly. Setting a consistent place and time for professional learning will help prevent confusion and allow the focus to be on quality instruction. Is there a professional development plan for the building? If so, copy and paste it here and rate the plan for how engaged you and your colleagues will be in these sessions. If there is no PD plan, reflect on how this may negatively impact goal setting and achievement. Explain your yes or no answer fully.

Date	Grade Level	Topic	Product
Aug. 25	K-12	**One Point Rubrics & CR-B's SBG Journey**	-
September 1	K-8 Math	Numeracy Project Refresher with Diane Royer 2:10-3:00	-
	K-12	**Professional Learning Communities Relaunch**	-

September 8	K-12	**Individual or PLC Level Work Time** First in Math Refresher at 2:30	**Belief Statements Due to Brianna**
September 15	K-12	**Share & Provide Feedback on One Point Rubrics in PLCs**	**Draft One Point Rubric**
September 22	K-12	**What is Essentiality?**	**Definition of Essential Learning**
	1st & 2nd Yr Teachers	Mentoring Meeting at 3:30	-
September 24	PK-12	**Iowa Personal Professional Development Plans Due to Amanda or Brianna**	**IPDP**
September 29	K-12 Social Studies	Defining Our Needs	**Needs Assessment (SS Only)**
	All Others	PLC Work TIme	-
October 1-2	*Selected	Iowa World Languages Conference, Online	**Let Brianna know if interested.***
October 4	*Selected	Iowa Council for Social Studies Conference in West Des Moines	**Let Brianna know if interested.***
October 6	6-12 Math	Essential Standards with Brianna	Essential Standards Draft (Math Only)
	3-5 ELA	MyView Refresher	Implementation Plan
	6-12 ELA	MyPerspectives Training	Implementation Plan
	All Others	PLC Work TIme	-
	DLT Meeting	October Meeting	4:00 PM
April	*Selected	Iowa Technology in Education Conference in Des Moines, IA	**Let Brianna know if interested.***
October 13	K-12	**Mental Health Day: Report to HS Commons at 2:20**	-
October 17-19	*Selected	Iowa Talented & Gifted Conference	**Let Brianna know if interested.***

October 20	6-12 ELA	Essential Standards with Brianna	Essential Standards (ELA Only)
	All Others	PLC Work TIme	-
	1st & 2nd Yr Teachers	Mentoring Meeting at 3:30	-
January 3	K-12	**MISIC Book Studies & Microcredentials, Summer Conference Learning DUE**	-
October 27	6-12 Science	Essential Standards with Brianna	Essential Standards (Science Only)
	All Others	PLC Work TIme	-
November 3	K-12 Fine Arts	Essential Standards with Brianna	Essential Standards (Fine Arts Only)
	All Others	PLC Work TIme	-
	DLT Meeting	November Meeting	4:00 PM
November 10	K-12 CTE	Essential Standards with Brianna	Essential Standards (CTE Only)
	All Others	PLC Work TIme	-
November 17	K-12	**One Point Rubric RESULTS GALLERY WALK Year at a Glance Introduction**	**Implemented & Analyzed One Point Rubric in the Classroom**
	1st & 2nd Yr Teachers	Mentoring Meeting at 3:30	-
November 18-21	*Selected	NCTE in Louisville, KY	**Let Brianna know if interested.***
November 19-21	*Selected	NCSS in Minneapolis, MN	**Let Brianna know if interested.***
November 24	K-12	**Happy Thanksgiving!**	-
December 1	K-12 PE	Essential Standards with Brianna	Essential Standards (PE Only)

	All Others	PLC Work TIme	-
	DLT Meeting	December Meeting	4:00 PM
December 8	K-2	ELA Implementation Assessment	Action Plan
	All Others	PLC Work TIme	-
December 10	DLT Retreat	2021-2022 Planning & Review	Full Day Retreat
December 15	3-5	ELA Implementation Assessment	Action Plan
	All Others	PLC Work TIme	**Final Drafts of Essential Standards Due to Brianna**
December 22	K-12	**Mental Health Day- Report to HS Commons at 2:20**	-

To date my colleagues and myself have not been very engaged in our professional developments. I feel this way because there isn't a level of high expectation set for us during this time. Most staff members think the professional developments are a waste of their time, nothing new that can support the work happening in their classrooms, or are a sit-and-get situation that doesn't allow for collaborative practice. I also feel that the topics are all over the place. Too many directions with not enough support and expectations.

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