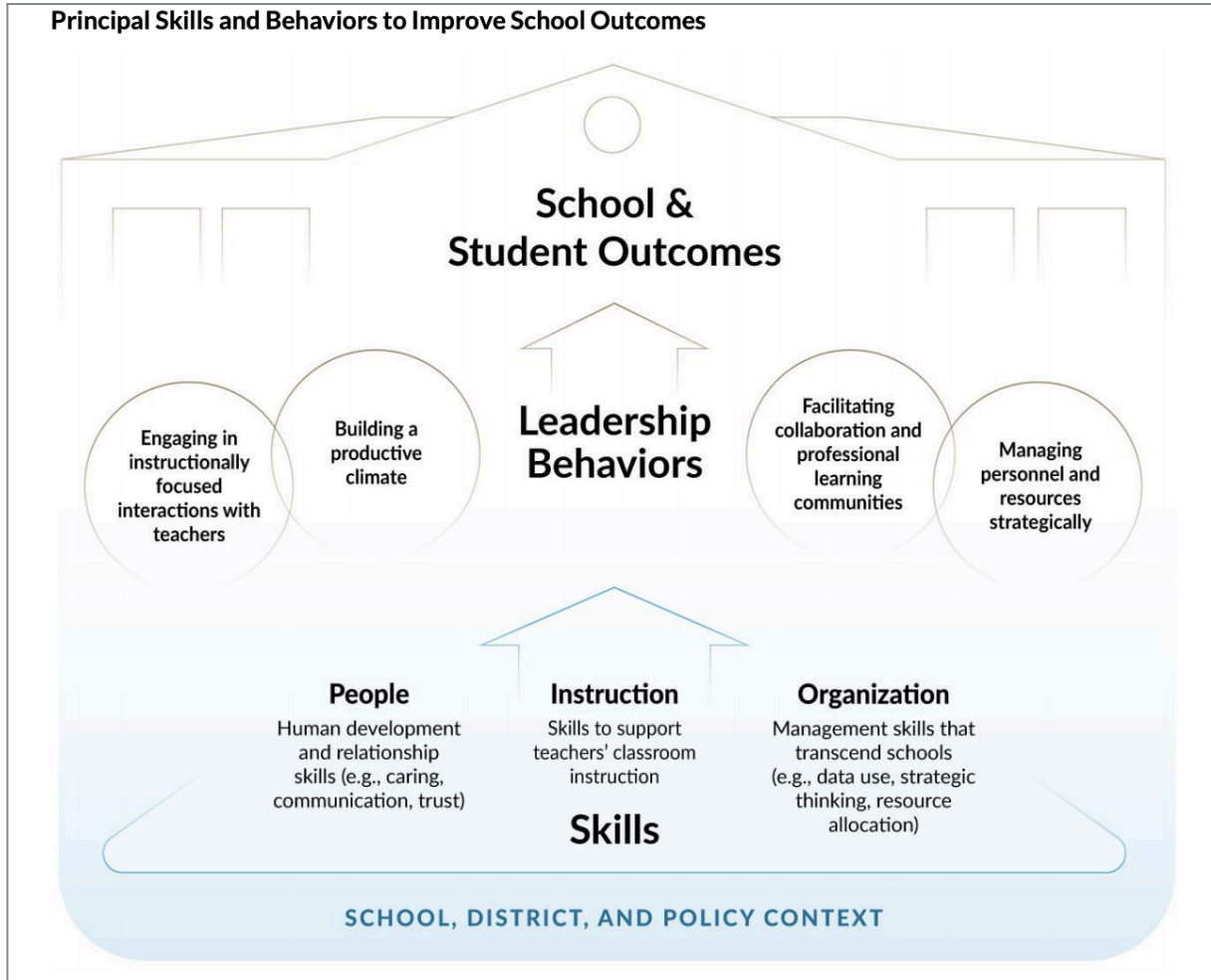


# Principal Growth & Development



From [\*How Principals Affect Students and Schools\*](#) (Wallace, Feb. 2021)

**Reflective Questions (derived from content found in Chapter 7 of the full Wallace Report):**

1. What does it look like when you engage in instructionally focused interactions with teachers?
  - a. Think about how your teacher evaluation process promotes instructional engagement between principal and teacher.
  - b. Note how an instructional framework or program can facilitate these interactions.
  - c. How are walk-throughs part of a broader coaching or feedback strategy?
  - d. How do you support instructional coaches/coaching?
  - e. How do you use data to center conversations?
  - f. Could this be a standing agenda item (or part of your 4DX dashboard) at your administrative team meetings?



## Principal Growth & Development

2. How do you build a productive school climate?

*Elements that are typically present in a strong climate are collaboration, engagement with data, organizational learning, a culture of continuous improvement, and “academic optimism” (Bevel and Mitchell 2012), which refers to the three organizational properties of trust, collective efficacy, and academic emphasis. (Wallace p. 64)*



- a. What is the level of trust?
- b. Do leaders and teachers feel efficacious?
- c. How are teachers empowered? (Teacher Leadership)
- d. What indicators speak to an emphasis on academics?
- e. To what degree do staff collaborate and work as a team (degree of social capital)?
- f. What expectations, protocols, and practices exist for engaging consistently with data?
- g. What structures and expectations support organizational learning and continuous improvement?

3. What role do you serve in facilitating and supporting teacher collaboration?



- a. Do building schedules provide for consistent and ongoing teacher collaboration?
- b. How do you set purposes and expectations, allowing opportunities for data use and training?
- c. How do you communicate expectations for the work of the PLC?
- d. What role do you play in leading professional learning? How does staff know that their own growth and development is a priority?

4. What district policies and practices support effective management of personnel and strategic allocation of resources?



- a. How well do you manage your time and prioritize? How do you support staff in knowing what's most important?
- b. How do you engage and interact with families and the community (i.e. build external social capital)?
- c. What data inform teaching assignments? Use of paraprofessionals?
- d. Are expectations, processes, and procedures for hiring consistent?