

Visible Leaders Impact Learning

SURN 2017-2018
Principal Academy
Central Office Leaders Workshop



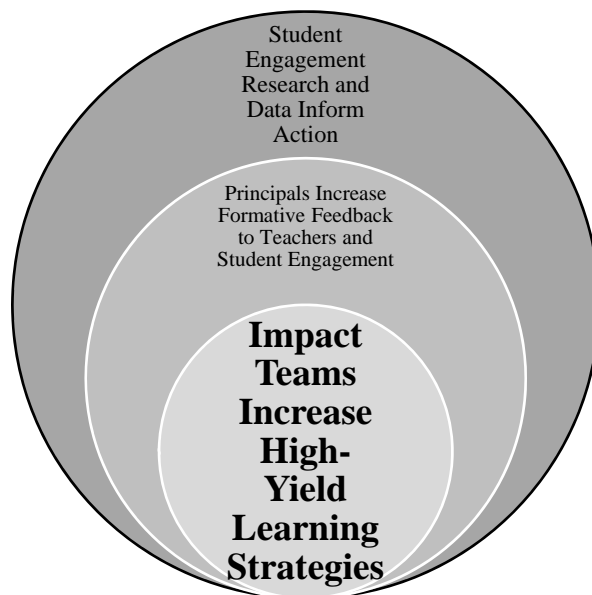
William & Mary School of Education
December 5, 2017

Mission

The SURN Principal Academy is a leadership development program that increases principals' instructional knowledge and develops mentor principals to sustain the program. The SURN Principal Academy is designed to connect and empower principals to improve their instructional leadership and relationship-building skills. Such

professional development results in high-yield teaching and student learning by:

- Developing knowledge of effective teaching and learning strategies;
- Increasing formative feedback that supports teacher reflection;
- Nurturing distributive leadership in professional learning communities;
- Providing multiyear cohort support for participating principals;
- Recruiting a cadre of expert, veteran principals to mentor early-career principals; and
- Disseminating project findings through digital/electronic media and division, regional and state conferences



Academy Activities

- Campus-based professional development sessions;
- School-based intersession activities designed to help principals take away strategies and materials for application in their schools;
- Networking;
- Support of a principal mentor;
- Job-alike meetings in schools to participate in collaborative classroom observations;
- Follow-up visits by an impact coach; and
- Design and presentation of an action research project to determine how current classroom practice aligns with high-yield teaching and learning.

“We should not make the mistake, however, of thinking that because students look engaged and appear to be putting forth effort they are necessarily achieving, this is one of the myths that is held in too many classrooms—busy work in classrooms does not make a difference.”

“The greatest value for me was being introduced to research literature, networking with principals at my level, and using the observation form to collect data and improve instruction.” (Principal Participant)



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School-University Research Network: 1994-2016
2017-2018 SURN Principal Academy
 Central Office Leaders Workshop
 December 5, 2017 9:00 a.m. – 3:00 p.m.
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Did you display your parking pass?

Agenda

- 9:00 **Welcome**
 Learning Intentions
Introduction to Visible Leading and Learning
 Overview of SURN Principal Academy
 Alignment with Profile of a Graduate
 Principals as Learning Leaders
Collective Efficacy and Support
 Collective Efficacy
 Principal Support
 Feedback
The Role of Central Office
 Partnerships with School Principals
- 11:45 – 12:30 **Lunch**
Defining Student Engagement
 Sharing an Observation Protocol
 Observing Instruction
 Collaboration
Break
Principal Support Framework
 Closure

Intercession Assignment: Please schedule a day and time and complete one or two collaborative observations with a principal in the SURN Principal Academy. Use the Indicators of Student Engagement Observation Protocol and debrief the process afterward. Two hard copies are provided. Please be prepared to share and discuss on January 23 when we meet again.

Follow up Workshop: January 23, 2018, 9:00 a.m. until 3:00 p.m.

Please return your nametag on your way out of the workshop.

Learning Intentions

By the end of the session(s), participants will . . .

- Develop a vision of what it means to support principals.
- Understand SURN Principal Academy program components and expectations as goals for impacting teaching and learning.
- Examine the alignment of Profile of a VA Graduate’s leadership demands to competencies and skills developed in the SURN Principal Academy and role of central office support.
- Articulate how *Visible Learning* (Hattie, 2009, 2012) research can build the capacity of principals as instructional leaders.
- Understand the relationship between organizational culture, collective teacher efficacy, principal support, and collaboration as direct and visible impacts on learning.
- Increase knowledge of high-yield instructional strategies for student engagement and how to increase use across all classrooms.
- Consider your own work practices and reflect on how to develop a learning-focused partnership with principals.
- Assess and determine strengths and next steps in supporting principals as instructional leaders in their divisions.

Success Criteria

Be prepared to reflect on your performance on our learning intentions. How would you rate yourself according to the following criteria?

At the end of the day, be prepared to circle the number that best fits your performance.

1 = I’m on my way! 2 = I feel good! 3 = I am ready to lead this!

Success Criteria: By the end of the workshop, you will:	1 I’m on my way!	2 I feel good!	3 I am ready to lead this!
1. Contribute to all reading, writing, and discussing tasks.			
2. Describe critical components of effective instructional leadership.			
3. Discuss Visible Learning research and implications for learning and leading.			
4. Define active student engagement, identify strategies that encourage engagement.			
5. Understand the relationship between organizational culture, collective teacher efficacy, principal support, and collaboration as direct and visible impacts on learning.			
6. Capture accurate observation evidence.			
7. Use a Principal Support Framework to assess and determine strengths and next steps in supporting principals as instructional leaders in my division.			
8. Draft a plan for transferring and applying demonstrated strategies.			

What is your learning goal for today based on the learning intentions?

Questions I am bringing to today's session:

