

SREB Learning-Centered Leadership Program
The Wallace Foundation



Leadership Curriculum Module

Intern Learning Planner

**A Resource for Planning, Implementing and
Tracking Competency-Based Learning Activities for
School Leader Interns**

Contents

About This Intern Learning Planner	3
Instructions for Using This Intern Learner Planner	4
Plan the Work!	4
Critical Success Factors	5
Weekly/Monthly Individual Learning Plan	6
Competency Log	7
Competency Tracker	8
Developmental Activities and Strategies for each CSF	9

About This Intern Learning Planner

Purpose. This book is a guide for interns to thoughtfully plan, implement and track a set of experiences that will help them become school leaders who make a difference in student achievement.

The framework for the recommended experiences is the set of 13 critical success factors identified by SREB's research on the practices of principals who are able to lead instructional improvement and raise student achievement, as reported in the publication, *Preparing a New Breed of School Principals: It's Time for Action* (SREB, 2001). For each of the 13 critical success factors, field experiences are proposed to engage the participant in **observing, participating in** and **leading** school teams in changing curriculum and instructional practices in ways that increase student achievement.

All experiences require:

- A planning component, in which the intern identifies specific outcomes for the experience and develops a detailed plan of action, and
- A reflection component, in which the intern summarizes the experience, reflects on it and identifies implications for his or her own leadership development.

What is not included. There are things every principal should know—building maintenance, personnel policy, discipline procedures, school law—that are not included in this book. While interns should make time in their field experiences to learn “how to run the building,” their main focus should be on how to lead the effort to increase student achievement, and *that* is the focus of these experiences.

How to use this book. Interns are accountable for identifying the critical success factors that they will work on and the activities they will complete to work on these factors. They are also accountable for documenting their plan and tracking progress on it. However, all these tasks should be completed in consultation with, and with approval from, the intern's mentor and university supervisor.

The Southern Regional Education Board extends to you congratulations on taking important steps toward becoming a school leader who makes a difference, and wishes you the best in your endeavors.

Instructions for Using This Intern Learner Planner

Plan the Work!

1. Find out what the university requires. "What developmental experiences must I have during the internship?"
2. Identify the district/school needs: "How can I use this internship to help the school address some critical issues related to helping students learn better?" You should work with school and district staff to answer this question.
3. Identify your own interests and developmental needs: "Which competencies and critical success factors do I want/need to work on most?" This should be a collaborative effort between the university supervisor, your mentor and you. Critical success factors (CSFs) are listed on page five.
4. Decide: What projects are most appropriate to addressing university requirements, district needs, my development needs and the critical success factors? This should be a collaborative effort between the university supervisor, your mentor and you.
5. Determine what developmental activities are appropriate to address areas that meet all three needs. This book contains charts with suggested activities for each critical success factor.
6. Complete the *Weekly/Monthly Individual Learning Plan* (see page 6) and get it approved.

Work the Plan!

1. Complete the activities according to your plan and use the strategies listed in each CSF chart to extend your learning.
2. Keep a running diary of relevant activities in the *Competency Log* (see page 7).
3. Regularly discuss your progress with your mentor, and ask for support and assistance as needed.

Track Your Progress!

1. Use the *Competency Tracker* (see page 8) to chart your achievements.

Critical Success Factors

The framework for the Intern Learning Planner is the set of 13 critical success factors identified in studies of principals recognized for leading changes in school and classroom practices that raised student achievement. (See *Preparing a New Breed of School Principals: It's Time for Action*, SREB, 2001.)

Competency: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

Critical Success Factors:

1. Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
2. Set high expectations for all students to learn high-level content.
3. Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.

Competency: Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.

Critical Success Factors:

4. Create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
5. Use data to initiate and continue improvement in school and classroom practices and student achievement.
6. Keep everyone informed and focused on student achievement.
7. Make parents partners in their student's education and create a structure for parent and educator collaboration.

Competency: Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

Critical Success Factors:

8. Understand the change process and have the leadership and facilitations skills to manage it effectively.
9. Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.
10. Organize and use time in innovative ways to meet the goals and objectives of school improvement.
11. Acquire and use resources wisely.
12. Obtain support from the central office and from community and parent leaders for the school improvement agenda.
13. Continuously learn and seek out colleagues who keep them abreast of new research and proven practices.

Weekly/Monthly Individual Learning Plan

Select one or two critical success factors at a time to develop. There are 13 critical success factors (CSFs) in all, and they are grouped under three main competency areas. For each CSF, select the observing, participating and leading activities you plan to complete and target dates for completion. Discuss this plan with your mentor and university supervisor, and get their support for it.

Note that you should frequently revisit and possibly revise this plan as opportunities become available or needs become evident.

Competency	CSF	Activities	Target dates

Competency Log

As you work on your activities, keep track of your actions on this log. It serves as a running diary of your work. You should make extra copies as needed. In order for this log to be most effective for you, you should write in it daily. This log will:

- Provide you with “talking points” as you discuss your progress with your mentor and university supervisor.
- Provide you with thought joggers for reflection activities.
- Help you construct your portfolio.
- Prompt you to stay focused on the CSFs even as emerging events in daily school life distract you.

Date	CSF	Accomplishments	Next Steps

Competency Tracker

Recognize and reward yourself by using this chart to list achievements.

1. Start by writing the Competencies/CSFs you have selected as goals.
2. When you have completed the observing, participating or leading activities related to a CSF, record your achievement here.
3. When you have completed all planned activities related to a CSF, and your mentor and university supervisor agree that you have mastered this CSF, indicate this as well.

There is also a space for comments (yours, your mentor's and/or your university supervisor's).

Competencies/CSFs	O	P	L	Mastered?	Comments

Developmental Activities and Strategies for each CSF

Competency:	Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.		
CSF:	Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.		
Activities			
Observe...	Participate...	Lead...	
<p>...the extent to which observable school practices, such as the curriculum, professional development and the academic support provided students, are consistent with the vision and mission of the school to increase student achievement. Provide the school leadership team specific examples of school practices that seem consistent with the mission and vision and those that do not seem consistent.</p> <p>...classrooms for evidence that faculty members have both high expectations for all students and provide consistent academic support to those who need it so that they can be successful at an advanced level. Cite specific examples observed throughout the school.</p> <p>...a school that is showing progress to see how key practices such as curriculum, professional development, school organization and use of time have been aligned, resulting in focus and increased academic achievement. Cite specific ways that alignment is in evidence at the school as well as areas that still need to be addressed.</p>	<p>...in a school improvement team meeting in which school initiatives are being decided upon, monitored, or evaluated in terms of the extent to which they contribute to the school's vision and mission of improving student achievement.</p> <p>...in a curriculum committee charged with aligning the school's curriculum to the content and rigor of the state standards and assessment.</p>	<p>...an instructional committee that is part of a structured audit or re-examination and potential re-crafting of a school's vision or mission, perhaps in preparation for renewal of accreditation by a regional accreditation agency (such SACS or Middle States) or review by the state department of education.</p> <p>...a school team in the development of a set of research-based practices that will be used to focus the faculty on student learning.</p> <p>...the school's preparations for a technical assistance visit by a comprehensive school reform group such as <i>High Schools That Work</i>. Work with the in-school coordinator to assemble the needed documentation and develop the schedule.</p>	
Strategies:	<p>Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.</p> <p>Reading: (Insert suggested readings here)</p> <p>Portfolio: Create a portfolio of your work related to helping the school create a focused mission and vision.</p> <p>Consultation: Discuss this CSF with principals who have been successful in creating a focused vision and mission and using it to increase student achievement.</p> <p>Technology use: Use technology tools to present mission and mission work to committees/teams and other audiences.</p>		

Competency:	Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.		
CSF:	Set high expectations for all students to learn high-level content.		
Activities			
Observe...	Participate...	Lead...	
...a prioritized curriculum and observe various classroom settings for integration of high level content.	...in a review of currently adopted standards and in a critique of the standards to assess the level of expectation for the students.	...a discussion of the increasing importance and impact of high academic standards with a group of students.	
...assessment data to benchmark student achievement.	...with a teacher in providing a minimum of three tutoring opportunities to students needing assistance.	...a survey of teacher practices related to high expectations, including how expectations are expressed, how and when extra help is provided, the amount of homework required, revisions to student work required, etc.	
...a segment of the curriculum to determine if the curriculum content is aligned with the state standards.	...on a curriculum mapping team of teachers to map a specific curriculum for a subject area.	...a parent mentoring program to assist with differing ability students.	
...the ability grouping patterns in a school and the achievement levels of the students in the groups.	...in a presentation to teachers on the performance of students in various ability groupings to raise an awareness of the implications of grouping.	...a team of teachers to define the quality and amount of work required of students to earn an A or B during a given grading period.	
...lesson plans for adherence to set standards, and observe the methodology and instructional strategies used by the teachers.		...a team in determining the student support required to make sure all students reach expectations (e.g., extra help, guidance).	
...student work to determine if the quality meets state standards.			
...whether teachers clearly indicate the amount and quality of work necessary to earn a grade of A or B at the beginning of the project or unit.			

Strategies:	<p>Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.</p> <p>Reading: (Insert suggested readings here)</p> <p>Portfolio: Gather and analyze data related to curricular expectations and student achievement. Develop a prioritized list of recommendations for raising expectations and supporting teachers and students in achieving higher expectations.</p> <p>Consultation: Consult with district, state, or other leaders regarding successful strategies for raising student achievement expectations.</p> <p>Dialog (questioning, listening, giving/receiving feedback, and reflecting): Discuss perceptions about expectations and performance with teachers, students, parents and administrators. Document their perceptions and compare them to your own knowledge from reading and experience.</p> <p>Technology use: Use technology tools to present data (student achievement data or survey data) related to expectations.</p>
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Competency:	Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.		
CSF:	Recognize and encourage implementation of good instructional practices that motivate and increase student achievement.		
Activities			
Observe...	Participate...	Lead...	
...classroom lessons with the principal and use the district’s observational documents and processes to participate in providing feedback to teachers about the extent to which their instruction is standards-based and engaging to students.	...in a series of ongoing follow-up meetings with department and grade-level teams as they work to embed into their ongoing instruction concepts developed in a professional development session. Provide feedback to the department or team and assist them as they become more proficient in using the strategy or approach that was presented.	...a session of a department, team, or faculty to “unpack” standards and benchmarks by identifying the knowledge and skills embedded in them and to write standards and benchmarks in student-friendly terms.	
...as committees or task forces develop or modify the district’s curriculum or assessment plan so that they are completely aligned with state standards and No Child Left Behind requirements.	...with teachers in their analysis of student work using a protocol such as <i>Standards in Practice</i> from the Education Trust, the <i>Collaborative Assessment Conference</i> , or the <i>Tuning Protocol</i> developed by the Coalition of Essential Schools. Develop conclusions with the faculty about how instruction should change in response to what was learned through the analysis of student work. A variation would be to use a protocol that examines teacher	...a professional development session on a new research-validated instructional strategy or aligned with the school improvement plan. Follow up by coaching and providing feedback to a small group of teachers as they embed the new strategy into their instructional program.	
...a sample of classrooms to determine the extent to which research-validated instructional strategies, such as those identified by the McREL, is being used.		...a series of interviews with students focusing on their level of engagement and perceptions of the instructional strategies used by their teachers. Summarize conclusions for the principal and perhaps the school improvement team.	
...the extents to which effective practices in the core subject areas are being implemented in the school.			
...lesson plans using an established format that		...a school review of exemplary instructional practices	

<p>highlights high-level objectives and rigorous content.</p> <p>...schools at the next/previous level (e.g., ES, MS, HS) to examine issues critical to successful transitions.</p> <p>...the extents to which students are engaged in relevant, real-world problem solving.</p> <p>...ways that teachers differentiate instruction for students of varying ability levels and interests.</p>	<p>assignments such as from <i>High Schools that Work</i>.</p> <p>...in discussions with students to determine who is/isn't being engaged, and how.</p>	<p>that are aligned with state standards found on the state department of education web site. Submit these to the school improvement team for consideration in the next updating of the school improvement plan.</p> <p>...the crafting of key probing questions that teachers could reflect upon to evaluate the success of their daily instruction.</p> <p>... a lesson study group using a process like the one in <i>The Teaching Gap</i> (Stigler & Hiebert, 1999).</p> <p>...a vertical team of teachers (e.g., ES, MS, HS) to examine issues critical to successful transitions and make recommendations to implement best practices.</p>
<p>Strategies:</p>	<p>Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.</p> <p>Reading: (Insert suggested readings here)</p> <p>Portfolio: Provide examples of professional development, lesson study work and data gathered under your leadership.</p> <p>Technology use: Use technology tools to present mission and mission work to committees/teams and other audiences.</p> <p>Dialog (questioning, listening, giving/receiving feedback, and reflecting): Engage in dialog with teachers, school- or district-based content coaches and instructional experts on instructional practices that motivate students and increase achievement.</p> <p>Action research: Conduct your own research on the effectiveness of various instructional practices.</p>	

Competency:	Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.		
CSF:	Create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.		
Activities			
Observe...	Participate...	Lead...	
...a school with exemplary practices in providing a caring student environment.	...in an interview with a teacher regarding practices for putting students first in his/her classroom.	...a student mentoring program to provide caring adult role models.	
...a school bus on various routes to become more familiar with the communities in which the students live.	...in an inventory of extracurricular activities and determine if opportunities for participation are available to all students.	...and administer, analyze and share the results of a student satisfaction survey with appropriate groups.	
...a sample of student transcripts to determine course taking strategies and review student educational and career plans when available.	...in a dialogue with students who are observed as not being actively involved in the classroom or extra curricular activities.	...a classroom mapping activity that critiques a teacher’s efforts to involve all students within a classroom, including: ... a student in discussion ... small groups ... activities and instructional strategies ... addressing differing ability levels	
...teachers who have demonstrated success in building relationships with students, parents and the community to help students and their parents set goals for the future and develop a program of study for achieving the goals.	...in a career and educational planning session with an advisor and advisee.	...and conduct a qualitative research project that questions a sample of students to determine their concerns and needs and create an action plan to address the findings.	
	...in efforts to provide a system of “catch-up” for students at risk of failing and the special support classes and/or study skills classes to help students complete challenging courses needed to succeed.	...and prepare a handbook, based on the results of these interviews to assist faculty and staff in understanding their role in helping every student succeed.	
		...a study of current guidance and extra help practices to see if each student and his/her parents are involved in a guidance and advising system that ensures the completion of an rigorous program of study.	
		...an equity audit to determine if certain sub-populations of students are over- or under-represented in special education, gifted and talented programs, remedial classes, or advanced classes.	
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Consultation: Discuss this CSF with principals who have been successful in reculturing their school where faculty and staff understand that every student counts and where every student has the support of a caring adult.		
	Dialog (questioning, listening, giving/receiving feedback, and reflecting): Discuss engagement strategies with a variety of teachers.		

Competency:	Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.		
CSF:	Use data to initiate and continue improvement in school and classroom practices and student achievement.		
Activities			
Observe...	Participate...	Lead...	
...how the school improvement team analyzes standardized or state test results and suggests to the principal a format to structure this analysis in a way that clearly identifies the root causes and leads to a specific course of action to address the root causes.	...as the school improvement team disaggregates student performance on a standardized or state test by standards and benchmarks in order to determine the specific content and skills students did well in and those in which they need extra help.	...an exploration by the school improvement team into the root causes (the practices and processes such as the use of time, assignment of teachers and students to classes, and assessment methods, etc.) in the school that may be affecting the current student achievement level.	
...evidence in the school that teachers are using in their daily instruction conclusions from ongoing data analysis of test results.	...in an action research project that uses pre- and post-assessment data to examine the effect of a particular intervention for advancing literacy and numeracy achievement of a group of students, such as after school tutoring.	...the generation of graphs, charts, or tables that summarize recently received data in a clear, user-friendly way. Assemble them into a PowerPoint presentation to be presented to teachers and at a parent or community meeting.	
...the school improvement plan to determine the extent to which identified actions in the plan are supported by data.		...a faculty study team in analyzing root causes of poor achievement in a core areas such as literacy and numeracy, formulating and implementing a set of actions and assessing the results.	
...how grade level, content area, or other groups of teachers use student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.		...an equity audit to determine if certain sub-populations of students are over- or under-represented in special education, gifted and talented programs, remedial classes, or advanced classes.	
		...an increase of number of faculty involved fully in a school improvement and in using data for continuous school improvement.	
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Portfolio: Create a portfolio of your work related to helping the school improve their use of data to design and implement a system for continuous student achievement.		
	Consultation: Talk with district or state data and testing experts to identify best practices in using data to make improvements.		
	Technology use: Use spreadsheets, charts and other graphics to display various types of data.		
	Action research: Use data to measure results of an effort to boost student achievement.		

Competency:	Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.		
CSF:	Keep everyone informed and focused on student achievement.		
Activities			
Observe...	Participate...	Lead...	
...as the principal and other members of the leadership team conduct walk-throughs to obtain an overall impression of the quality of student work in the school. Use information from these walk-throughs to analyze the consistency of expectations within courses or grade levels and the extent to which rigor and expectations increase as the grades get higher or the courses become more advanced.	...in talking informally to students throughout the school about the extent to which they feel that they understand the assignments they are given, can explain why they are given certain assignments and how assignments relate to one another, and are provided the extra assistance they need to be successful. ...in a parent information night in which standards, grade level expectations and scoring guides are explained to parents and parents can work on and discuss sample assessments similar to those on the state test.	...the development of a school web site or listserv discussion group devoted to sharing best practices among the faculty on communicating with the community. ...an articulation project with a feeder school in which the expectations that students were held to in lower grades are shared with upper grade teachers so that teachers can hold students to more rigorous expectations as they advance from grade to grade. ...a faculty study team that examines the effectiveness of lower level courses in advancing student achievement; based on results, develop and implement a plan of action for teaching these students at higher standards.	
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal. Reading: (Insert suggested readings here) Portfolio: Create a portfolio of your work related to leading efforts around communications. Consultation: Discuss this CSF with principals who have been successful in developing strategies that keep the entire school community (staff, parents, students) focused on student achievement. Technology use: Create a series of presentations for faculty, parents, or others to promote student achievement goals. Dialog (questioning, listening, giving/receiving feedback, and reflecting): Talk with PTA, other parents, community members, business partners and others about perceptions of the school. Action research: Conduct a study to identify teacher, parent and administration perceptions about student achievement at the school.		

Competency:	Effective principals have the ability to work with teachers and others to design and implement a system for continuous student achievement.		
CSF:	Make parents partners in their student’s education and create a structure for parent and educator collaboration.		
Activities			
Observe...	Participate...	Lead...	
...existing structures for involving parents in decisions about their student’s curriculum, instruction and assessment.	...in interviewing a principal successful in creating a school climate and structure conducive to meaningful parental involvement.	...a parent involvement activity.	
...parent training for a school wide improvement initiative.	...in the design of a parental involvement program.	...a conference to share and discuss a student’s academic progress and ways parents can assist in improving a student’s achievement.	
...the interaction of principals and other school personnel with other school groups.	...in a critique of a teacher-parent-student conference to assess progress.	...a workshop for parent volunteers.	
...frequency of parental involvement in classroom, committee and other school activities.	...in a critique of a teacher-parent-student conference to plan for future studies.	...a team in planning a parent orientation to a new school setting.	
	...in an analysis of parental involvement with the school.	...an initiative for updating a school/parent handbook and website.	
	...in a home visit.	...a process to ensure parental participation in academic/career guidance and decision making.	
	...in compiling a parent volunteer list.		
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Portfolio: Create a portfolio of your work related to helping the school increase parent involvement in efforts to raise student achievement.		
	Technology use: Create a series of presentations for faculty, parents, or others to promote student achievement goals and the role of parents in achieving them.		
	Networking: Spend time with school parents in school, community and extra-curricular settings. Talk to them about their desire for involvement, communication and collaboration. Find out about their goals for their children’s future.		

Competency:	Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.		
CSF:	Understand the change process and have the leadership and facilitation skills to manage it effectively.		
Activities			
Observe...	Participate...	Lead...	
...and interview principals and other instructional leaders who have implemented changes that impact student learning. ...and compare the change leadership style of a school leader to the change leadership models discussed in class. ...communication techniques that the school leader employs in interacting with faculty and other members of the school community.	...in a roundtable discussion on change practices. ...in an analysis of the school’s strategic plan for instruction and to determine what change process is in place. ...in a curriculum review to identify changes needed in the school’s curriculum. ...in the school improvement committee’s annual review of the plan. ...in identifying teacher leaders who are carrying out change that support school improvement.	...a conference presentation on effective change practices. ...in the development and implementation of a change strategy consistent with the school’s improvement plan. ...a data-based faculty meeting discussion that supports change that will enhance student achievement. ...staff development efforts around improvements to instructional practices.	
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal. Reading: (Insert suggested readings here) Consultation: Discuss change management strategies with your mentor and ask for “lessons learned” from past efforts at systemic change. Portfolio: Create a portfolio of your work related to helping the school with continuous improvement efforts.		

Competency:	Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.		
CSF:	Understand how adults learn and know how to advance meaningful change through quality sustained professional development that benefits students.		
Activities			
Observe...	Participate...	Lead...	
...a professional development activity for context, content and process.	...in an interview with staff development professionals to learn effective strategies for professional growth.	...the design of a plan for teachers to share information gained at professional development meetings.	
...teachers using common planning time to improve practice.	...in and critique the components of a professional development activity.	...a study group on a school improvement topic.	
...teachers using the examination of student work as a professional development opportunity.	...in the analysis of the school’s professional development plan to determine if it meets the National Staff Development Council’s standards, supports the school improvement plan and meets student needs as ascertained through data.	...a professional development effort related to other work in your internship. Make sure the effort is sustained over time with ample follow-up activities.	
	...in a network of new administrators.	..staff in reflection activities.	
	...in a study of the impact of a professional development activity or series of related activities.		
	...in using data reports to assess professional development needs.		
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Portfolio: Create a portfolio of your work related to professional development.		
	Consultation: Consult with district or regional staff development professionals on identifying professional development strategies that make a difference in student learning.		
	Dialog (questioning, listening, giving/receiving feedback, and reflecting): Talk to teachers about practices that make the most difference in their professional development.		

Competency:	Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.		
CSF:	Organize and use time in innovative ways to meet the goals and objectives of school improvement.		
Activities			
Observe...	Participate...	Lead...	
...school leaders' daily routine for scheduling their time.	...in the development of the master schedule.	...an explanation of the master schedule with the administration and faculty.	
...all the time blocks in the daily school schedule to determine if time in the school day is being used effectively.	...in a discussion with the school leader on ways to protect instructional time.	...a demonstration of new ways to use technology to increase instructional time.	
...teachers who make excellent use of time each period.	...on a committee to determine whether time segments are consistent with the school improvement plan.	...the preparation of a schedule that provides teams of teachers with common time to plan together and give extra help to students.	
...a school leader's use of technology as it relates to time management.	...in scheduling a special school activity related to the school's improvement process.		
...innovative extra help programs.			
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Consultation: Discuss your mentor's views on how the school teaches "bell to bell" and "break to break".		
	Technology use: Observe the use of school scheduling software.		
	Dialog (questioning, listening, giving/receiving feedback, and reflecting): Discuss with the principal ways to increase the amount and quality of instructional time. Also discuss scheduling for common planning time and making sure that all students have time to receive required extra help.		

Competency:	Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.		
CSF:	Acquire and use resources wisely.		
Activities			
Observe...	Participate...	Lead...	
...how the school’s budget is organized.	...in meetings of the school’s budget committee.	...faculty in the development of a grant application.	
...the techniques the principal uses to allocate and monitor school resources (human, fiscal and material).	...in maintaining and disseminating a list of web sites where teachers may apply for grants.	...the organization of a school fundraising initiative.	
...the procedures for managing and accounting for school funds.	...with the school principal in aligning the school’s budget with school improvement initiatives.	...a school leadership team/site-based council in conducting an analysis of purchases to determine alignment with student needs.	
	...in an interview with district-level fiscal personnel to learn how resources are acquired, allocated and inventoried.		
	...in an interview with district-level human resources personnel to learn how personnel are recruited, selected, assigned and evaluated.		
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Portfolio: Create a portfolio of your work related to the budget.		
	Consultation: Discuss with your mentor ways to use budget monies creatively in ways that improve student achievement.		
	Technology use: Become familiar with the technology tools used to organize and manage the budget.		
	Dialog (questioning, listening, giving/receiving feedback, and reflecting): Discuss with the school’s leadership or improvement teams ways that resources can be maximized for improving student learning and school performance.		

Competency:	Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.		
CSF:	Obtain support from the central office and from community and parent leaders for the school improvement agenda.		
Activities			
Observe...	Participate...	Lead...	
...a principal presenting the school improvement plan to the board.	...in the development of a persuasive plan for receiving additional support from the district.	...community focus groups related to the school improvement agenda.	
...the culture of the system, including the formal and informal decision making network.	...in the critique and analysis of the culture and decision making processes of the central office.	...a presentation to the different community groups concerning school improvement initiatives.	
...parent/community linkages critical to leveraging support for school programs.	...in a school/business partnership.	...in facilitating a panel discussion with school and community leaders.	
	...in identifying key opinion leaders and decision makers within the school and district.	...in developing a school/business partnership.	
		...in developing relationships with key opinion leaders and decision makers within the school and district.	
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Portfolio: Create a portfolio of your work related to helping the school gain support for the school improvement agenda.		
	Dialog (questioning, listening, giving/receiving feedback, and reflecting): Talk to your mentor about strategies for developing support for the school improvement plan.		
	Technology use: Create a series of presentations for central office, parents, or community leaders to promote school improvement plan.		
	Networking: Talk to local employers about their needs and how the school can best prepare students for future success.		
	Networking: Get to know key opinion leaders and decision makers within the school and district.		

Competency:	Effective principals know how to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.		
CSF:	Continuously learn and seek out colleagues who keep them abreast of new research and proven practices.		
Activities			
Observe...	Participate...	Lead...	
...the school leader discussing a new instructional program with others.	...in interviews with school leaders and compile a list of exemplary instructional leaders.	...by joining a professional organization for administrators and volunteering for a leadership role.	
...how the school leader networks with professional colleagues.	...in creating a listserv of colleagues to share information regularly.	...a study group on a topic related to the school's improvement plan.	
...how the school leader stays informed on current practices.	...in local, state or on-line professional development activities.	...faculty presentations on the steps in developing a professional growth plan.	
	...in identifying an experienced school leader who will serve as a confidante and professional mentor.		
	...with a mentor in a local or state-level meeting and identify how the mentor networks.		
Strategies:	Required strategies for all activities: <u>Plan</u> your activity and desired results beforehand, and keep a <u>reflection</u> journal.		
	Reading: (Insert suggested readings here)		
	Consultation: Ask mentor to introduce you to other school leaders in the area.		
	Dialog (questioning, listening, giving/receiving feedback, and reflecting): Talk to your mentor about key resources and professional organizations to support lifelong learning and professional practices for school leaders.		
	Networking: Attend professional conferences, participate in on-line forums and attend local school board/school related functions.		