

# Effective Leadership



KPBSD ADMINISTRATION JULY 31, 2014

# KPBSD Administrator Effective Leadership Practice



<b>Domain 1: Leadership</b>	<b>Domain 2: Student Learning*</b>
<b>Component 1: Culture</b> <ul style="list-style-type: none"><li>• Mission and Vision</li><li>• Culture of Learning</li><li>• Collaboration</li><li>• Professional Development</li></ul>	<b>Component 1:</b> <ul style="list-style-type: none"><li>• Standardized student assessment achievement</li></ul>
<b>Component 2: Instruction</b> <ul style="list-style-type: none"><li>• Implementation of Curriculum</li><li>• Monitoring Student Learning</li><li>• Personalization</li><li>• Evaluating Effective Instruction</li></ul>	<b>Component 2:</b> <ul style="list-style-type: none"><li>• District student assessment achievement</li></ul>
<b>Component 3: Management</b> <ul style="list-style-type: none"><li>• Creating a Safe, Welcoming Environment to ensure successful teaching and learning</li><li>• Solving Problems or Concerns</li><li>• Working within Policies, Laws, and Regulations</li><li>• Managing Resources</li></ul>	<b>Component 3:</b> <ul style="list-style-type: none"><li>• Other student assessment data</li></ul>
<b>Component 4: Stakeholder Support and Engagement</b> <ul style="list-style-type: none"><li>• Communication and professional relationships</li><li>• Facilitate Participation</li><li>• Responsiveness</li><li>• Community Connections</li></ul>	<b>Component 4:</b> <ul style="list-style-type: none"><li>• Other student assessment data</li></ul>

# Process



- Assistant Principals will utilize same system – Principal is responsible to evaluate the AP
- Timeline of process
  - Pre-Conference – September 15
  - Mid-year Conference – December 15
  - Formative Conference – March 15
  - Summative Conference – June 15

# Evidence



- Depth vs. Quantity
- Feedback example – what happened as a result of your feedback?
- Demonstrate a track record of significant and successful innovation
- Be able to answer (and show):
  - What specific measures will you use to ensure goals are being met?
  - What have you done in response to data gathered from those measures?
  - What processes have you put in place to successfully implement change/improvement?

# Areas of Emphasis



- **Student Learning**
  - Reflection
  - Multiple sources
  - Action taken
  - Continuous improvement
- **Change Management**
  - Clear, structured processes for change
  - Specific feedback to move change forward
- **Performance Management**
  - Develops capacity in others
  - Conducts the difficult conversations
- **Relationship Building**
  - Positive attitude
  - Collaborative

# Student Growth Maps



- Group of Administrators will work with Directors to develop/pilot
  - Utilize teacher template to get us started
- Required every year starting 2015-16
- Our system will be updated to include this aspect
  - Possibly replace PEP – under discussion

# Principals



IS WILLING TO AND  
**ACTIVELY**  
**CHALLENGES**  
THE STATUS QUO.



Has **QUALITY CONTACT**  
and **INTERACTIONS**  
with teachers and students.



**RECOGNIZES AND REWARDS**  
INDIVIDUAL ACCOMPLISHMENTS.

Involves teachers in the  
design and implementation  
of **IMPORTANT DECISIONS**  
AND **POLICIES**.



*Provides* teachers with  
**MATERIALS** and **PROFESSIONAL**  
**DEVELOPMENT** necessary for the  
**SUCCESSFUL EXECUTION OF THEIR JOBS.**

## TOP QUALITIES FOR A PRINCIPAL



Monitors the **EFFECTIVENESS**  
**OF SCHOOL PRACTICES** and their  
**IMPACT** on **STUDENT LEARNING.**



Establishes **CLEAR GOALS**  
and **KEEPS** those goals in the  
**FOREFRONT OF THE**  
**SCHOOL'S ATTENTION.**

Establishes a set of  
**STANDARD OPERATING**  \_\_\_\_\_  
**PROCEDURES**  \_\_\_\_\_  
and **ROUTINES.**  \_\_\_\_\_

IS DIRECTLY INVOLVED IN THE  
▶ design and implementation of curriculum,  
instruction, and assessment practices.



**FOSTERS SHARED BELIEFS AND A SENSE OF**  
**COMMUNITY AND COOPERATION.**

**ADAPTS LEADERSHIP**  
**BEHAVIORS** to the needs  
of the **CURRENT SITUATION**  
and is **COMFORTABLE WITH DISSENT.**



# Finally,



- We believe in your ability to lead and cultivate positive relationships within your school and community
- You are the bridge between your staff, community and District Office
- Communication and trust are a two-way street – ask if you have questions