

Academic Development Institute

Leadership Facilitator's Guide

The Principal's Role
Teams
Professional Development

Indicators in
 **ACTION™**

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Information Tools Training

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

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Facilitator's Guide Overview

This is the Facilitator's Guide for Indicators in Action™ School Community Course. This course is one of three in the Indicators in Action™ series: Instruction, Leadership, and School Community. School Community includes five modules – Curriculum of the Home, Shared Leadership and Goals and Roles, The Compact, Homework and Studying and Reading at Home, A Welcoming Place and a Connected Community.

Indicators in Action™ is different from other online professional development offerings because it gets into the specifics, the nitty-gritty details, of how to achieve exceptional leadership, great instruction, and strong school communities – all fundamental elements of rapid and sustained school improvement. Through Indicators in Action™, we'll show you how to plan, implement, and sustain great practice in leadership, instruction, and school communities.

There are a variety of ways that participants can engage in Indicators in Action™ courses: individual self-paced learning, group self-paced learning, and facilitated group learning.

We developed the Facilitator's Guides to provide you with ideas for the facilitated approach. Use the guide to drive your facilitated approach, supplement it, spark it, or to shake things up – but don't feel bound to it. In fact, we are pretty sure that you'll come up with strategies and approaches of your own. We hope that you will share what is working for you so that we can include it in future versions.

Accompanying this course is a workbook. The workbook is referenced throughout the course and contains material, templates, and tools that participants will be encouraged to review. It is also referenced in this Facilitator's Guide. (Just a tip – plan in advance whether or not you will expect participants to print their own copy of the workbook or if you will provide copies.)

Finally, if you haven't already, be sure to review the Overview of Indicators in Action™, which is accessible on our website: www.centerii.org/action and on the DVD. The Overview provides information on how the courses were developed, what they include, and how to maximize their impact. Watch the Overview yourself, and make sure to show it to the participants.

If you have any questions don't hesitate to email us at action@adi.org.

Throughout this guide, you will see these icons. Here is a key that explains what they indicate:



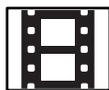
Facilitator commentary



Work in small group



Share with the group



Show video



Handouts



Workbook

There are approximate times given after each Part title. These times are for viewing the video only and not for presentation (facilitator's commentary), length of time given for group discussions, or time given for reporting out.

Throughout the facilitator's guide, you will be instructed to play segments of the video, or slides. The slide count is displayed in the lower left side of the screen. You can pause the video by clicking on the Stop button and resume by clicking on the Play button.

The screenshot shows a video player interface for a Leadership Course. The main content area displays the following text:

Leadership Course
Introduction
[module one] **The Role of the Principal**
Part I: Same-Page Maker
Part II: Focus-Keeper
Part III: Capacity-Builder

On the left side, there is a table of contents with the following items:

Outline	Notes
1. Course Introduction	
2. Module Titles	
3. What is Leadership?	
4. Part 1 Introduction	
5. Same-Page Maker	
6. *Clear Understanding	
7. Clear Roles	
8. *Mission Statement Drives Roles	
9. More about the Mission	
10. *Living the Mission	
11. Communicating the Plan	
12. Engaging Others	
13. *Engaging Everyone	
14. *Opening the Communication Do...	
*Video Clip of Indicator in Action	

At the bottom left, the slide counter shows "Slide 2 / 24" circled in pink. The bottom right corner features the "Indicators in ACTION" logo.

Handouts to have ready for this course are:

- A. Reflection Activities: The Role of the Principal
- A2. Reflection and Planning Table: The Role of the Principal
- B. Reflection Activities: Teams
- B2. Reflection and Planning Table: Teams
- C. Reflection Activities: Professional Development
- C2. Reflection and Planning Table: Professional Development

These can be found in the appendix of this facilitator's guide.

Module I: The Role of the Principal

Introduction and Part I: Same-Page Maker (approximately 24 minutes)



1. Welcome and Introductions



2. Review workbook

Note: Either have copies of the workbook printed out for participants or ask them to bring copies with them. Have extras on hand.



3. Before getting started with the course, let's cover our course objectives. As a result of this module, participants/leadership teams will know and be able to:

- Recognize indicators of effective leadership
- Implement practices that build a system of leadership among staff, teams, parents, and students
- Establish structures and performance expectations for effective leadership teams
- Identify experiences and professional development opportunities that build the leadership capacity of staff and leadership teams

4. Review Success Indicators for Part I: Same-Page Maker

- The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.
- The principal communicates the likelihood of success based on the plan and hard work.
- The principal personally engages parents and the community in the improvement process. Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.
- The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.



5. Play slides 1-3, which outline the modules of the course and describe the components of the "system of leadership" which the course addresses.

6. Pause the video after slide 3. Use the following prompt to start a brief large-group discussion around the definition of leadership. Take note of responses.



We heard Rachel, the narrator, ask "What is Leadership?" To situate us in our work, let's take a few minutes to answer that question now. What is Leadership? What makes a leader strong? Effective?



7. Wrap up large discussion. Inform participants that they will now engage with Part I of Module I: Same-Page Maker.



8. Play slides 4-10.



9. Activity #1: Reflection (Handout A). Pause at the end of slide 10. Ask participants to take a few minutes to reflect on what they just saw and heard related to the indicator:

The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.

Indicators in Action

- What strategies or practices did the principals in this segment employ related to this indicator of effective practice?
- What strategies or practices do you currently employ related to this indicator of effective practice?
- Do you have any thoughts or ideas for improving this practice in your work?



10. The next few indicators also address the role of the principal in getting everyone on the same page, particularly regarding the work that needs to be done.



11. Play slides 10–14.



12. Activity #2: Reflection (Handout A). Take a few minutes to think about your current practice related to these indicators. Use the prompts that follow to guide your reflection.

The principal communicates the likelihood of success based on the plan and hard work.

The principal personally engages parents and the community in the improvement process.

- In what ways do you communicate with your staff and school community regarding the school improvement plan – both in terms of the work that needs to be done, who specifically needs to do it, and what it will take to achieve success?
- The word “personally” is relevant in the second indicator. How do you/does your principal PERSONALLY engage parents and the community in the improvement process? Why is that important?
- What thoughts or ideas have you had or heard that you would like to try related to these two indicators of effective practices?



13. After a few minutes, reconvene participants. Direct them to share their reflections in small groups, or share with the large group.

14. Read prompt below.



The next set of slides will focus on the opportunities that principals offer to parents and staff to provide constructive feedback on the school's progress. As you listen, think about the strategies that you currently and intentionally employ to solicit feedback from both parents and staff on how things are going and where they might improve.



15. Play slides 15–23.



16. Activity #3: Reflection/Discussion (Handout A). Engage participants in a large or small group discussion regarding this indicator of effective practice – the strategies that work for them or ideas they'd like to try for receiving input from parents and staff. Use the following prompts if they are helpful:

- We heard some ways that principals engage parents and staff to share their thoughts and concerns regarding the school's progress and offer suggestions for improvement. Which ones come to mind?
- What do you envision with regard to this indicator? What would it look like, ideally, in your school? What are some first steps you can take to realize your vision?



17. Reconvene participants if working in small groups. Ask for highlights of discussion points.



18. Before moving onto Part II, ask participants to complete Handout A2: Reflection and Planning Table.

End Part I

Part II: Focus-Keeper (approximately 34 minutes)

1. Review Success Indicators for Part II: Focus-Keeper

- The principal keeps a focus on instructional improvement and student learning outcomes.
- The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.
- The principal monitors curriculum and classroom instruction regularly.
- The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
- The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
- The principal challenges and monitors unsound teaching practices and supports the correction of them.



2. Play slides 1–4.

3. Activity #4: Reflection/Discussion (Handout A). Pause at the conclusion of slide 4. In small or large group, ask participants to reflect on and share:

- the specific activities they engage in daily that are focused on instruction and learning outcomes AND,
- other activities that distract them from their focus on instruction and learning outcomes.



4. At the conclusion of this discussion, ask participants to take a minute to identify those things they would like to do MORE that are focused on instruction and learning outcomes and those things they would like to STOP doing (or delegate) that distract them.



5. Play slides 5–11.



6. Activity #5 (Handout A): As a large group, in small groups, or individually, give participants an opportunity to reflect on the questions that Rachel raised:

- Is your school/learning community focused on instruction and student learning?
- Where could it improve?
- What steps will you take to get started?



7. Reconvene participants. Ask them to share their ideas.



8. Activity #6 (Handout A). Pause course at the end of slide 20.



Give participants some time to review the indicators of effective classroom instruction included in the workbook.

After a few minutes, reconvene group and ask them to reflect individually on the following questions raised in the course:

- How do you/could you implement a structured informal observation process into your school?
- What challenges do you face?
- What would you need to give up (or delegate)?
- How could the indicators of effective instruction and classroom management help you organize your visits?



9. **Reconvene participants. Provide an opportunity for them to share their reflections in small groups or as a large group. Recap highlights.**



10. **The next set of slides addresses the amount of time a principal spends working with teachers to improve instruction, including classroom observations.**

Note: Before getting started, you could ask participants to review their responses to Activity #4 and identify which of those activities include working directly with teachers and instructional teams.



11. **Play slides 21–29.**



12. **There was a lot of information in those slides – particularly regarding the ways that principals work directly with teachers and instructional teams to improve instruction and how they make that happen.**



13. **Activity #7: Reflection**



Take a couple of minutes to jot down any thoughts or ideas that those clips sparked for you – what interested you, what questions do you have? Also think about how you can use your leadership team to support you in getting into classrooms – whether asking members to take on additional responsibilities that would free you up to get into classrooms, or involving team members in classroom visits as well.



After a few minutes, ask participants to share their thoughts or ideas with the large group or small group.



14. **Play slides 30–32.**

Note: The video clip “protecting identity” is a very strong clip, demonstrating the power of classroom observations and using the information collected to help teachers examine and grow in their practice.



15. **Activity #8: Reflection (Handout A)**



In small groups, take a few minutes to reflect on the video clip that you just watched and to also review the classroom observation samples that are included in the workbook. In particular, take note of:



- Your general reactions to the clip
- How the principal in the clip used classroom observation data to point out opportunities for growth with her teachers
- The information that the sample forms collect
- How the information collected in the forms could be used
- What you like about the forms
- What questions you have about them



16. **Reconvene participants. Ask them to share highlights of their discussion with the large group.**



17. **Play slides 32–end.**



18. **Before moving onto Part III, ask participants to complete Handout A2: Reflection and Planning Table.**

End Part II

Part III: Capacity-Builder (approximately 24 minutes)

1. Review Success Indicators for Part III: Capacity Builder

- The principal develops the leadership capacity of others in the school.
- The principal participates actively with the school's teams.
- The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
- The principal provides incentives for teacher and student accomplishment.



2. Play Slides 1-3 which includes a review of the last two Parts.



3. Activity #9: Reflection (Handout A). Pause at the end of slide 13. Give participants an opportunity to reflect on the clips they just viewed. Ask them to work in small groups or pairs to:



- Identify aspects of the clips that resonated with them – activities, strategies, or approaches that they would like to try
- Discuss what they currently do to build the leadership capacity and capitalize on the strengths of their staff
- Identify at least two things they would like to do to improve this practice



4. Reconvene participants and ask for highlights of their discussion.



5. Play slides 14-18.



6. Activity #10: Reflection (Handout A).

The principal participates actively with the school's teams.

Ask participants to take a minute to reflect (individually or as a large group) on what they heard regarding this indicator:

- What benefits did you hear or have you personally experienced when the principal participates actively with the school's teams?
- What does "active participation" mean? What does that look like?
- For principals, what gets in your way of participating actively with your school's teams? What can you do to remove these barriers?



7. Reconvene participants. Ask them to share highlights of their reflections, if done individually.



8. Play slides 18-25.



9. Ask participants to complete Handout A2: Reflection and Planning Table for Part III.

10. Once they've completed Handout A2, you can ask them to:



Isolate the top THREE practices in The Principal's Role that you will implement immediately upon returning to your school. Create a plan of action – what, who, how, and by when for each of the three practices.

End Part III

End Module I

Module II: Teams

Part I: The Basics (approximately 13 minutes)

1. Review Success Indicators for Part I: The Basics

- A team structure is officially incorporated into the school improvement plan and school governance policy.
- All teams have written statements of purpose and by-laws for their operation.
- A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more) for an hour each meeting.
- All teams operate with specific work plans for the year and specific work products to produce.
- All teams prepare agendas for their meetings
- All teams maintain official minutes of their meetings
- The principal maintains a file of the agendas, work products, and minutes of all teams.



2. Play slides 1-11.



3. Activity #11 (Handout B): Pause at the end of slide 11. Ask participants to reflect on the basic operating structure of the teams in their school:



As you review the indicators for Part I and consider what you saw and heard so far in the course, which indicators are you most anxious to get started on or improve upon?

What impact do you envision this will have on your effectiveness as a team AND on your ability to build leadership capacity among team members?

4. Prepare participants for the remaining few slides:



Just a couple of slides remain for Part One and include a clip of a principal discussing her leadership team process and the structures she has put in place to keep the team focused on improved teaching and learning.



5. Play slides 12-14.



6. Ask participants to complete Handout B2, Part I: Reflection and Planning Table.



7. Ask participants to share their reflections and next steps. Also use this time to reference back to comments, experiences, or questions that came up throughout this Module and determine next steps (if necessary).

End Part I

PART II: The Work (approximately 17 minutes)



1. Review the Success Indicators for Part II: The Work.

- The Leadership Team serves as a conduit of communication to the faculty and staff.
- The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.
- The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
- The Leadership Team reviews the principal's classroom observations and takes them into account in planning professional development.



2. Play slides 1-7.



3. Activity #12 (Handout B): Pause at the end of slide 7. Ask participants to reflect on the following questions:

- How are decisions communicated in your school? What role does the Leadership Team currently play with regard to communicating decisions?
- What avenues or processes would help to improve the communication?



4. Play slides 8-11. These slides will address the work that leadership teams engage in and the decisions of substance that they make.



5. Activity #13 (Handout B): Pause at the end of Slide 11. Use the following prompt to get participants started on reflection.



Earlier, you reflected on what your leadership team currently looks like in action and the kinds of processes or structures you could put into place to maintain a focus on instruction. Given what you just saw and heard, take a minute to record any additional thoughts you have around improving the function and focus of your leadership team. Share your thoughts with a partner.



6. Allow participants to share highlights of their discussion or return to course.



7. Play slides 12-17, finishing the course.



8. Ask participants to complete Handout B2, Part II: Reflection and Planning Table.

9. Once they've completed Handout A2, ask them to:



Isolate the top THREE practices in Module II: Teams that you will implement immediately upon returning to your school. Create a plan of action – what, who, how, and by when for each of the three practices.



10. Ask participants to share their reflections and next steps. Also use this time to reference back to comments, experiences, or questions that came up throughout this Module and determine next steps (if necessary).

End Part II

End Module II

Module III: Professional Development

Part I: Professional Development (approximately 30 minutes)

1. Review the Success Indicators for Part I: Professional Development

- Professional Development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
- Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
- Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
- Teachers are required to make individual professional development plans based on classroom observations.
- Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- The principal plans opportunities for teachers to share their strengths with other teachers.
- Teacher evaluation examines the same indicators used in professional development.



2. Play slides 1-7. Pause at the end of slide 7.



3. Activity #14 (Handout C). Ask participants to review the professional development plan template in their workbook and reflect on how classroom observation data are used to inform professional development needs in their school.



- What are your reactions to the Professional Development Plan template? How is it similar or different to one that you use in your school?
- Do you currently use classroom observation data to inform professional development needs? If yes, what benefits have you experienced?
- If you do not currently use classroom observation data to inform professional development needs, what benefits do you think you could expect?



4. Reconvene participants. Ask them to share highlights of their discussion, particularly any benefits or anecdotes related to the impact of using classroom observation data to inform professional development needs/plans.



5. Play slides 8-13. Pause at the end of slide 13, Middle School Team.



6. Activity #15 (Handout C): Ask participants to take a few minutes to record their thoughts or ideas that the Middle School Team video clip sparked.



7. Ask participants if they have anything to share or contribute before moving on to the next video clip.



8. Play slide 14, High School Team.



9. Activity #16 (Handout C): Ask participants to take a few minutes to record their thoughts or ideas that the High School Team video clip sparked.

Indicators in Action



10. Ask participants if they have anything to share or contribute before moving on to the next video clip.



11. Play slide 15–end, Elementary School Team.



12. Provide participants a few minutes to reflect on the last video clip (Activity #17: Handout C) and to also complete Handout C2: Reflection and Planning Table.

13. Once they've completed Handout C2, ask them to:



Isolate the top THREE practices in Module III: Professional Development that you will implement immediately upon returning to your school. Create a plan of action – what, who, how, and by when for each of the three practices.



14. Ask participants to share their reflections and next steps. Also use this time to reference back to comments, experiences, or questions that came up throughout this Module and determine next steps (if necessary).

End of Leadership Course

Appendix

- A. Reflection Activities: The Role of the Principal
- A2. Reflection and Planning Table: The Role of the Principal
- B. Reflection Activities: Teams
- B2. Reflection and Planning Table: Teams
- C. Reflection Activities: Professional Development
- C2. Reflection and Planning Table: Professional Development

Handout A: Reflection Activities—The Role of the Principal

Module One, Part I: Same-Page Maker

Activity #1: Reflection

- What strategies or practices did the principals in this segment employ to related to this indicator of effective practice?
- What strategies or practices do you currently employ related to this indicator of effective practice?
- Do you have any thoughts or ideas for improving this practice in your work?

Activity #2: Reflection

- In what ways do you communicate with your staff and school community regarding the school improvement plan – both in terms of the work that needs to be done, who specifically needs to do it, and what it will take to achieve success?
- The word “personally” is relevant in the second indicator. How do you/does your principal PERSONALLY engage parents and the community in the improvement process? Why is that important?
- What thoughts or ideas have you had or heard that you would like to try related to these two indicators of effective practices?

Activity #3: Reflection/Discussion

- We heard some ways that principals engage parents and staff to share their thoughts and concerns regarding the school’s progress and offer suggestions for improvement. Which ones come to mind?

- What do you envision with regard to this indicator? What would it look like, ideally, in your school? What are some first steps you can take to realize your vision?

Module One, Part II: Focus-Keeper

Activity #4: Reflection/Discussion

1. List the specific activities you engage in that are directly related to improving instruction in Column One. List the other activities you engage in that distract you from instruction in Column Two.

2. Circle the activities you would like to spend more time on. Cross out those you would like to spend less time on, or delegate.

3. List two or three actions you will take to increase those activities that focus on instruction and decrease those that do not.

Specific Daily Activities Focused on Instruction	Specific Daily Activities that Do Not Focus on Instruction
Actions I Will Take to Increase Time Spent Instruction	

Indicators in Action

- How could the indicators of effective instruction and classroom management help you organize your visits?

Activity #7: Reflection

1. What thoughts or ideas did those video clips spark for you?

2. What interested you?

3. What questions do you have?

4. How can you use your leadership team to support you in getting into classrooms?

Activity #8: Reflection

Take a few minutes to reflect on the video clip that you just watched and to also review the classroom observation samples that are included in the workbook. Take particular note of:

- Your general reactions to the clip.

- How the principal in the clip used classroom observation data to point out opportunities for growth with her teachers.

- What you like about the sample forms and the information they collect.

- How the information could be used.

- What questions you have about them.

Module One, Part III: Capacity-Builder

Activity #9: Reflection

- Identify aspects of the clips that resonated with you – activities, strategies, or approaches that you would like to try.

- What do you currently do to build the leadership capacity and capitalize on the strengths of your staff?

- Identify at least two things you would like to do to improve this practice.

Activity #10: Reflection

- What benefits did you hear or have you personally experienced when a principal participates actively with the school's teams?

- What does "active participation" mean to you? What does that look like?

- For principals, what gets in your way of participating actively with their school's teams? What can you do to remove these barriers?

Handout A2
Reflection and Planning Table

The Role of the Principal Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
Part I: Same-Page Maker			
The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.			
The principal communicates the likelihood of success based on the plan and hard work.			
The principal personally engages parents and the community in the improvement process.			
The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.			
Part II: Focus-Keeper			
The principal keeps a focus on instructional improvement and student learning outcomes.			

The Role of the Principal Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.			
The principal monitors curriculum and classroom instruction regularly.			
The principal spends at least fifty percent of his/her time working directly with teachers to improve instruction, including classroom observations.			
The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.			
The principal challenges, supports and monitors the correction of unsound teaching practices.			
The principal develops the leadership capacity of others in the school.			

<p>The Role of the Principal Success Indicators</p>	<p>What Do We Do Now?</p>	<p>How Can It Be Improved?</p>	<p>What Is Our First Step?</p>
<p>The principal participates actively with the school's teams.</p>			
<p>The principal celebrates individual, team, and school successes, especially related to student learning outcomes.</p>			
<p>The principal provides incentives for teacher and student accomplishment.</p>			
<p>The principal develops the leadership capacity of others in the school.</p>			

Handout B: Reflection Activities

Module II, Part 1: The Basics

Activity #11: Reflection

- As you review the indicators for Part I and consider what you saw and heard so far in the course, which indicators are you most anxious to get started on or improve upon?

- What impact do you envision this will have on your effectiveness as a team AND on your ability to build leadership capacity among team members?

Module II, Part 2: The Work

Activity #12: Reflection

- How are decisions communicated in your school? What role does the Leadership Team currently play with regard to communicating decisions?

- What avenues or processes would help to improve the communication?

Activity #13: Partner Reflection

Earlier, you reflected on what your leadership team currently looks like in action and the kinds of processes or structures you could put into place to maintain a focus on instruction. Given what you just saw and heard, take a minute to record any additional thoughts you have around improving the function and focus of your leadership team. Share your thoughts with a partner.

Handout B2
Reflection and Planning Table

Teams Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
Part I: The Basics			
A team structure is officially incorporated into the school improvement plan and school governance policy.			
All teams have written statements of purpose and by-laws for their operation.			
A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).			
All teams operate with work plans for the year and specific work products to produce.			

Teams Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
All teams prepare agendas for their meetings.			
All teams maintain official minutes of their meetings.			
The principal maintains a file of the agendas, work products, and minutes of all teams.			
Part II: The Work			
The Leadership Team serves as a conduit of communication to the faculty and staff.			
The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.			

Teams Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
<p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.</p>			
<p>The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.</p>			
<p>The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.</p>			
<p>The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.</p>			

Handout C: Reflection Activities

Module III: Professional Development

Activity #14: Reflection

Review the professional development plan template in your workbook and reflect on how classroom observation data are used to inform professional development needs in your school.

- What are your reactions to the Professional Development Plan template? How is it similar or different to one that you use in your school?
- Do you currently use classroom observation data to inform professional development needs? If yes, what benefits have you experienced?
- If you do not currently use classroom observation data to inform professional development needs, what benefits do you think you could expect?

Activity #15: Middle School Video Clip Reflection

Take a minute to write down any thoughts or ideas that the video clip of a middle school team sparked. What interested you? What questions do you have? What would you like to try and what steps would you need to take to do so?

Think about how this team meeting also serves as a professional development opportunity. What structures or characteristics must be in place for that to happen?

Activity #16: High School Video Clip Reflection

Take a minute to write down any thoughts or ideas that the video clip of a high school team sparked. What interested you? What questions do you have? What would you like to try and what steps would you need to take to do so?

Think about how this team meeting also serves as a professional development opportunity. What structures or characteristics must be in place for that to happen?

Activity #17: Elementary School Video Clip Reflection

Take a minute to write down any thoughts or ideas that the video clip of a elementary school team sparked. What interested you? What questions do you have? What would you like to try and what steps would you need to take to do so?

Think about how this team meeting also serves as a professional development opportunity. What structures or characteristics must be in place for that to happen?

Handout C2
Reflection and Planning Table

Professional Development Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.			
Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.			
Teachers are required to make individual professional development plans based on classroom observations.			
The principal plans opportunities for teachers to share their strengths with other teachers.			
Teacher evaluation examines the same indicators used in professional development.			

Professional Development Success Indicators	What Do We Do Now?	How Can It Be Improved?	What Is Our First Step?
Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.			
Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.			
Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.			

For more information, please visit www.indistar.org/action



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