

Principal Prep Program 2024-2025

<i>Date</i>	<i>Topic</i>	<i>Leadership Framework Alignment/Additional Reading</i>	<i>Instructor(s)</i>
October 3, 2024 Location: Jett MR 202/203	Foundations: School Culture	3.1.C. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. 3.1.D. Regular campus climate surveys assess and measure progress on student and staff experiences. 3.2.A. All staff and students are taught, practice, and reinforce behavioral expectations with a common language. 3.3.B. School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs	Anel Salas Josh Hughes Chelsea Fuller
November 7, 2024 Location: TAC Training Room	DDI: Improving Instruction Through Assessment & Planning	4.1.A. (High Quality Curriculum) You ensure your assessments are aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.	Dayren Carlisle Jarod Lambert Terri Benson
December 12, 2024 Location: Jett MR 137/138	Observation & Feedback: Providing Effective Feedback and Coaching to Improve Teacher Effectiveness	2.2.A. (Effective, Well-Supported Teachers) You use normed tools and processes to conduct observations, capture trends, and track progress over time. 2.2.B. Your observation debrief conversations occur within 48 hours of the observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice.	Gilberto Lozano Bob Horton Melissa Sciba Tasha Smith
January 30, 2025 Location: Central Office Large Conference Room	Mock Interviews	4:00-4:30 - Resume tips 4:30-4:45 - The interview process 4:45-5:45 - Mock interviews	Assistant Superintendents & Directors
February 27, 2025 Location: Jett MR 202/203	Critical Success Factors for Change	1.3.A. There is an improvement plan in place with few focused priorities, clear timelines, milestones, metrics, and task owners that address the root causes of low performance. 1.3.B. Campus leaders monitor plan implementation and hold task owners accountable for execution of the	Malinda Stewart Paola Gorman Christa Haymark Crystal Poncho



		work. 1.3.C. Campus leaders regularly use data and other evidence to track progress towards intended outcomes. 1.3.D. If milestones and benchmarks are not met, campus leaders make modifications to reach the required result. 1.3.E. Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.	
March 27, 2025 Location: Jett MR 204/205	High Reliability Schools: Safe and Collaborative Schools	3.3 B. School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health needs. 5.3 A. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	Buddy Bush Lindsay Ardoin Dr. Christine Butler

April 10, 2025 Location: Jett MR 202/203	Book Study Presentations	Group presentation - Hidden Potential, Breakthrough Principals, The Leadership Challenge, Dealing with Difficult Teachers, Coherence	Dr. Shellie Winkler Jeff Fuller
May 8, 2025 Location: Jett MR 204/205	Crafting Your Message	Being a Good Communicator/Presenter	Jeff Fuller

All sessions will be from 4:00 pm to 5:30 pm.

Resources:

Leverage Leadership 2.0- Santoyo

Get Better Faster- Santoyo

Dealing With Difficult Teachers- Todd Whitaker

Hidden Potential- Adam Grant

Leadership Challenge- Kouzes/Posner

Coherence- Michael Fullan