

PRINCIPALS' LEADERSHIP SERIES 2016-17

The Principals' Leadership Series is a professional learning experience for experienced school leaders which addresses key topics in the changing scope of their leadership duties. Participants will have the opportunity to interact with each workshop presenter as well as in facilitated discussion groups following each session.



PLS OBJECTIVES

Providing High Quality Feedback for Improved Teacher Performance:

- Analyzing effective instruction
- Providing quality actionable written and verbal feedback
- Understanding effective coaching strategies

Leading for Cultural Competence

- Understanding the vital role of cultural competence in school climate
- Leading others in developing a school-wide approach to inclusion of student and faculty cultures

Leading for Effective Professional Learning

- Understanding the new CSDE standards for professional learning
- Strategies for assisting the school leader in crafting an effective developmental program based upon adult learning theory

Leading for Effective Family and Community Engagement

- Understanding strategies for creating effective communication and engagement of families and communities while honoring their cultural heritage

Session 1 & 2 - November 9 and December 14, 2016 (One registration for both dates)

Patrick Flynn, CEO; Amy Tepper, Senior Consultant; Matt Wlodarczyk, Consultant- ReVision Learning
Effective Feedback and Coaching for Teacher Growth

Join us for these paired workshops which will focus on the quality of your written and verbal feedback as part of your instructional leadership function of evaluation. The workshops will provide you with an opportunity to develop skills in these vital areas as you work to increase the instructional effectiveness of your faculty. As a participant, you will examine the attributes of effective written and verbal feedback through the ReVision Learning Supervisory Continuum. During the workshop, you will examine how to shift your practice toward learner-focused feedback through purposeful evidence collection and analysis of student engagement. You will have an opportunity to apply that knowledge, viewing a teacher in action and recording your written feedback against the CCT. Your feedback will be reviewed by an independent reader using the Continuum and individual suggestions will be provided on how to strengthen your feedback statements. Prior to Day 2 participants will receive their individual reports to allow for a discussion of the readers' suggestions. The focus will then turn to verbal feedback within the coaching phase, again as a means of supporting teachers' professional learning.
One registration for both dates.

Session 3- January 17, 2017

Diane Dugas, Former Superintendent and Educational Consultant
Leadership for Teacher Growth and Learning

Wondering how to help the adults in your schools meet the complex teaching demands of the 21st Century? In a time of adaptive challenges, we need new ways of working together to support adult development that will impact student success. Educators at every level go through different stages of development over the course of their career. As a result, different kinds of supports and challenges are needed to help them learn and grow. Leading adult learning requires intentionally cultivating our teachers and leaders through their professional life. This interactive session will support building your understanding and capacity to lead educator's deep learning for a growth mindset in an era of adaptive change. Drawing from adult learning theory, developmental theory, leadership practice and organizational collaboration we will unpack the research and look at practical application of adult learning strategies that have high leverage impact on school improvement. We will make explicit connections to Connecticut's Professional Development Standards and effective educator supervision and evaluation practices.

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Session 4 - March 14, 2017

Nitza Diaz-Candelo, Consultant, SERC

Culturally Relevant/Responsive Family Engagement Practices

Schools across Connecticut are becoming more and more diverse. As school leaders, we must ask courageous questions that challenge our beliefs and assumptions about families. There is a need to increase and promote dialogue among educators and culturally, linguistically diverse families. It is critical that adults help each other understand how the current environment influences the lives of students (e.g. parenting culture, understanding of the educational system, higher education goals, early childhood, value of education and immigration). This workshop is designed for school leaders to learn strategies and facilitate dialogue and action for creating a school community context that values the perspectives of families from culturally and linguistically diverse backgrounds and supports their involvement and participation in their children's education.



**A leader is one who knows the way,
goes the way, and shows the way.**

John C. Maxwell

- **Workshops take place at the Connecticut Association of Schools, 30 Realty Drive, Cheshire, CT**
- **Workshop session are 8:00am-11:30am Conference Room C2**
- **There is no charge to attend**
- **Please register online at http://cas.casciac.org/?page_id=961**

Session 5 - April 17, 2017

Dr. Tamika La Salle

**Assistant Professor, School Psychology Program, NEAG School of Education
Research Scientist, Center for Behavioral Educational Research (CBER)**

Leading for Cultural Competence in the School Community

Dr. Tamika La Salle, Assistant Professor of the NEAG School Psychology Program, will explore the concepts of culture, cultural competence, and culturally responsive education. Specifically, we will examine the definition of culture and discuss a framework for examining the influence of school climate and culture, from an expanded ecological framework that will be presented within the educational context. Additionally, we will examine why it is critical that school administrators understand the role of culture and climate within their school setting and use such information to guide data-based decision making.