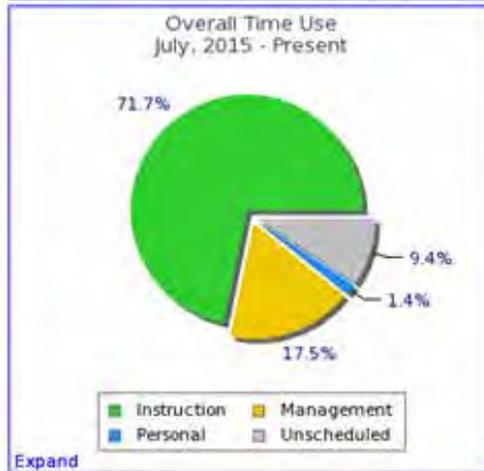


From SAM to Principal an Organic Leadership Pipeline

Presented By Shane F. Lis

Dashboard

Options



Chart

Annual

Optional

Goal

% Instruction

Goal	55%	55%	55%	55%	55%
% Instruction	71.7%	85%	88.7%	89.2%	87.0%
Notes	Click To Add A Note				

We will begin with a review

- Common definitions create a common understanding.
- While each individual perceives events, ideas, theories, and practices differently based on previous experiences creating a common definition will allow us to collaborate more effectively
- You may know some of the proceeding information, please compare your own understanding of the next few slides with our common definitions.
- We will have a chance to create our own agreed upon definitions once this information has been shared.

Let's review: What is a Sam?

- School Administration Manager
- Professional Development process for principals
- Relies on reflective practice and data collection, use
- Adds an average of **27 days** of instructional leadership time in the first year
- Connects change of principal time to improved teaching and learning
- *Information taken from www.samsconnect.com National SAM Innovation Project

The word “organic” is everywhere, but what does it mean and why is it so important?

- Has been produced through approved methods.



- Having the characteristics of an organism :
developing in the manner of a organization
or group

What is a Leadership Pipeline?

- “Many of the best and most successful corporations in the world have adopted The Leadership Pipeline model as the core framework for their efforts on the human side of their businesses.
- Built around the common leadership ‘passages’ all leaders go through, it helps organizations select, develop, and assess based on specific responsibilities and work values at each leadership level.”
- —from the Foreword The Leadership Pipeline How to Build the Leadership-Powered Company
Authored by Ram Charan, Stephen Drotter and Jim Noel Publisher: Jossey-Bass; 2 edition (January 11, 2011)

What does the Data say?

- ***The Wallace Foundation*** employed an external and independent research group to evaluate the SAM process. Policy Studies Associates began work in 2008 to study and evaluate SAM work. PSA produced its initial evaluation in 2009. This work was updated in 2011 with a larger group of participating SAM schools. The overall findings include:

- *IMPLEMENTATION OF THE NATIONAL SAM INNOVATION PROJECT: A COMPARISON OF PROJECT DESIGNS Brenda J. Turnbull, Erikson Arcaira, Beth Sinclair, August 2011 Policy Studies Associates, Inc.

What does the data say? (continued)

- a. the SAM process does what it is designed to do: increases principal time spent on instructional leadership
- b. the increase in instructional leadership time is significant—adding the equivalent of more than one day per week in instructional leadership time
- c. the increase of instructional time occurs at all levels: elementary, middle and high

• *IMPLEMENTATION OF THE NATIONAL SAM INNOVATION PROJECT: A COMPARISON OF PROJECT DESIGNS Brenda J. Turnbull, Erikson Arcaira, Beth Sinclair, August 2011 Policy Studies Associates, Inc.

What does the data say? (continued)

- d. the process works equally well in schools where a new staff member is hired to be the “SAM” and at schools where existing staff members take on this role
- e. the longer the principal participates the greater the instructional time increase:

- *IMPLEMENTATION OF THE NATIONAL SAM INNOVATION PROJECT: A COMPARISON OF PROJECT DESIGNS Brenda J. Turnbull, Erikson Arcaira, Beth Sinclair, August 2011 Policy Studies Associates, Inc.

Average principal gain in instructional leadership time:

- o ***First*** SAM Year: five hours and fifty-seven more minutes *every week: the equivalent of **twenty-seven extra days each year***
- o ***Second*** SAM Year: eight hours and thirty more minutes *every week the equivalent of **thirty-eight extra days each year***
- o ***Third*** SAM Year: twelve hours and twenty more minutes every week *the equivalent of **fifty-five extra days each year***

The Wallace Foundation Principal Pipeline Initiative

In 2011, The Wallace Foundation launched a \$75-million five-year initiative to help six urban school districts develop a much larger corps of effective school principals and to determine whether this improves student achievement across the district, especially in highest needs schools. The six districts are Charlotte-Mecklenburg; Denver; Gwinnett County; Hillsborough County; New York City; and Prince George's County.

The Initiative focuses on four key parts of the pipeline:

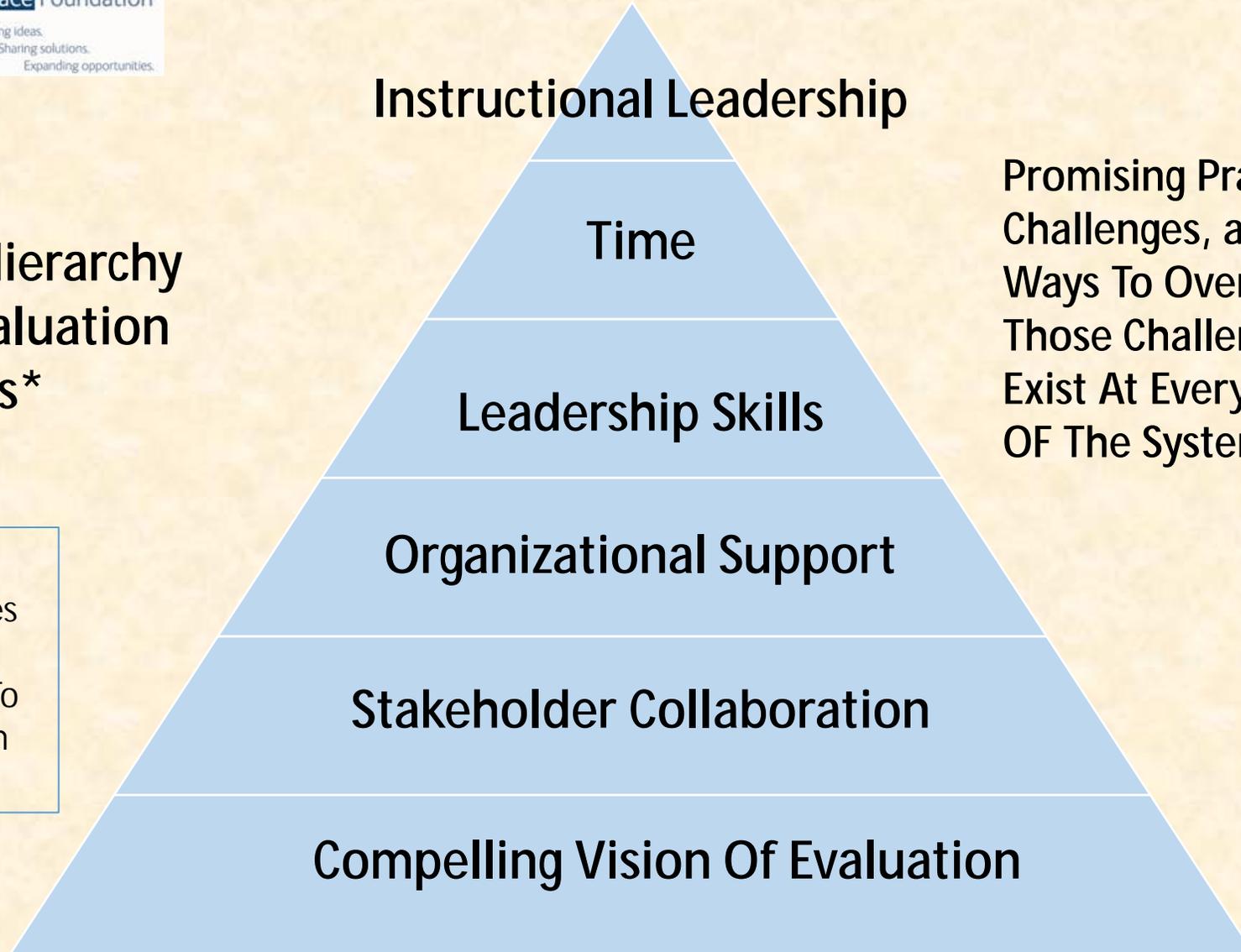
1. Defining the job of the principal and assistant principal.
2. High-quality training for aspiring school leaders
3. Selective hiring.
4. Leader evaluation and on-the-job support.



The System Matters!

**PLC Hierarchy
of Evaluation
Needs***

* With
Apologies
And
Thanks To
Abraham
Maslow



**Promising Practices,
Challenges, and
Ways To Overcome
Those Challenges
Exist At Every Level
OF The System**



The System Matters

Theme #5: Help Principals Manage Their Time Effectively

- Using the SAM process to successfully provide time and conditions for teacher to improve teacher practice
- Use tools and technology to make the evaluation process more efficient (e.g. Lawson, iPads, Truenorthlogic, Dashboards)

Theme #6: Instructional Leadership

Two of the Three Main Challenges

The Need For Stronger Leadership Skills

Some principals do not know what effective instruction looks like

Inadequate time paid to instructional leadership

Implementing new evaluation and common core standards are overwhelming principals

Not Enough Time

Principals have large case loads and new evaluations are time-intensive

Principal's time as instructional leaders is disrupted by management responsibilities and central office duties.

Training for principals on new forms of evaluation is time-consuming



Implications for Our Work

Small Group Discussions:

- Each group will spend 15 minutes reacting to what we just heard using the following guiding questions:
 1. To what extent do you agree with the common definitions? Are there any you would add?
 2. To what extent do you agree with the challenges the Sam process assists principals in addressing? Any to add?
 3. Do you have additional suggestions for ways to overcome the challenges?

A time to share....

- What is your groups definition of a SAM?
- What is your groups definition of a Leadership Pipeline?
- How does your group feel the SAM process assists it principals overcome which specific challenges?

We have completed our focus and review and we are ready to move onto the new learning

- Engaging in the SAM's process as an aspiring school leader gives you a "behind the scenes" view of the real life of a principal.

What is it really like to be a principal?

- Sam's you have a first hand view.
- You sell your soul to the school/job
- Two families, home and school

How I used them to increase my marketability

- When I was a SAM...
- Please read the description of a SAM's work and discuss how you would view this experience if seeking a candidate for Educational Leadership

It is not just me....

Who serves as a SAM?

- **Secretary**
- **Assistant Principal**
- **Teacher Leader**
- **Leadership Team**

As a SAM the lessons I learned...

- ...The valuable leadership lessons I has learned were...

Top Ten Things Learned From Being a *SAM*...

Time

- Your greatest resources is time. You never have enough of it and people always want more.

Change Your Team Often

- The more people you reflect with the more perspectives you gain.

Plan but....Not too much

- It is important to develop a schedule for each day and to make sure you have focused enough time on instruction but you need to leave some time for pop up items.

Share Your Calendar

- The more people who know what you are working on the more people see your invested in improving student success.

First Responders

- Delegate....Delegate....Delegate. It will be okay.

Data

- We use data throughout of life, why wouldn't we use it to analyze our time?

Be Realistic

- Not every day is going to go as planned. Think about why, adjust and move forward. Don't beat yourself up!

Reflect

- With or without your team, reflect both at the end of each day about the current day and plan for tomorrow.

Be Open / Honest

- It can be hard to let others see you at your worst. Share your thoughts honestly. Everyone is there to help.

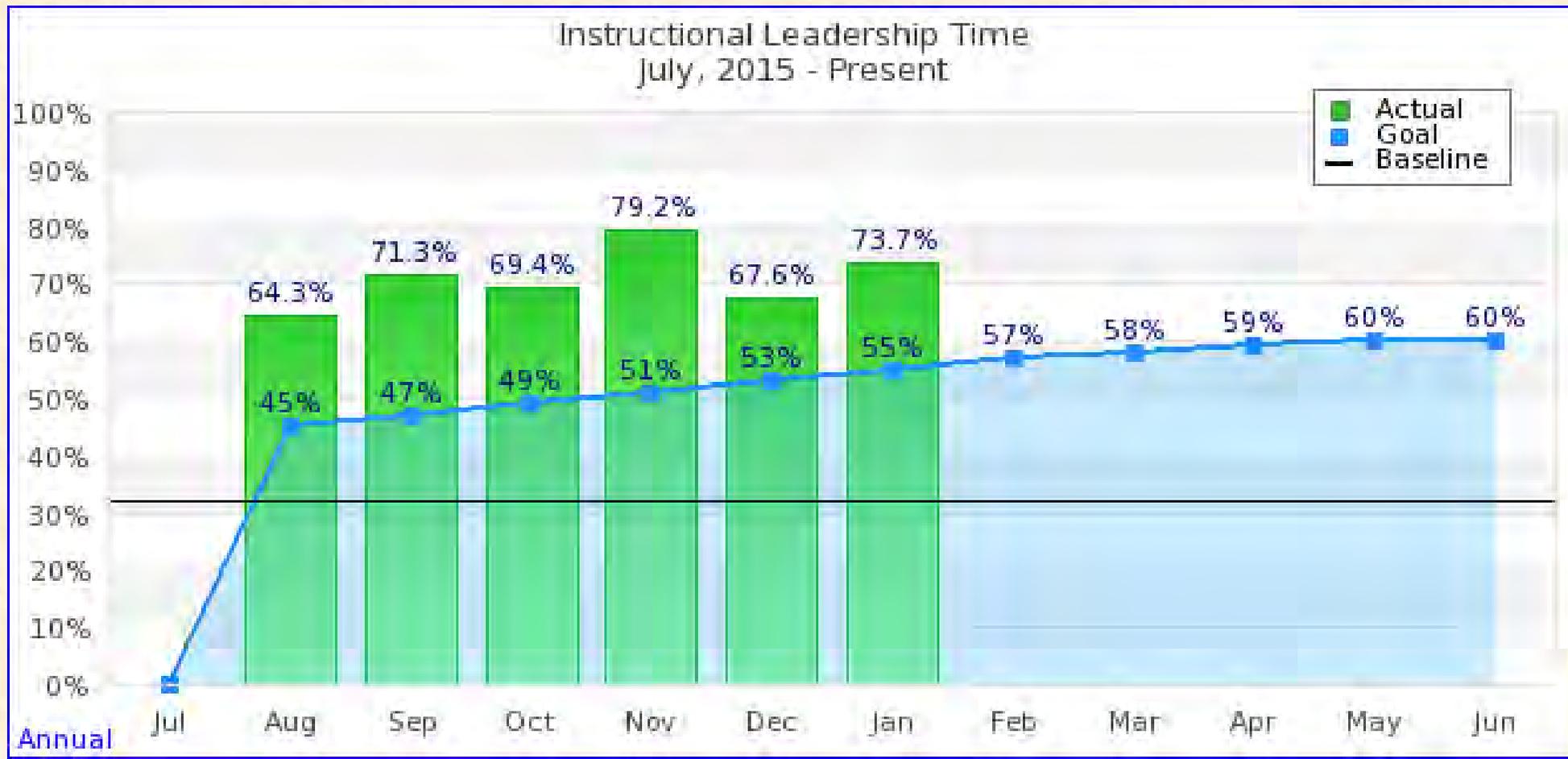
Make it fun!

- Things can get serious. Have fun with each other, enjoy the time to talk and reflect.

Group Work.....

- SAMs you will learn how to showcase their valuable experience into a school leadership position.
- SAM Principals you will learn how to cultivate leaders

Thank You for attending



Principal as Instructional Coach: What Successes Have You Celebrated Lately?

Posted November 10, 2015 by Terry Wilhelm in Leaders' Link

How to Celebrate Successes

According to Robert Marzano and his co-authors of the 2005 book “School Leadership That Works,” one of the research-based leadership behaviors of effective principals involves being an “Affirmer.”

According to the research, an affirmer principal “systematically and fairly recognizes the accomplishments of teachers, staff and students.” He or she also “systematically and fairly recognizes the failures of, and celebrates the accomplishments of the school as a whole.”

Celebrating success should happen more often than it does in education

Working within today’s test-driven environment has certainly caused educators to recognize and analyze failures. The drive to improve is relentless. This is not necessarily all bad. But as a result, it has become more important than ever for principals to take a strong lead in celebrating successes, something I would argue we have never done enough in education.

It’s easy for teachers to become discouraged when their effort and diligence is not reflected in results. An effective principal must ensure that they and their teachers are working hard at the right work. This is part of “systematically and fairly recognizing the failures of . . . the school as a whole.” That said, celebrating successes is a morale booster — an all-important step in regrouping and moving forward. When a clear accomplishment has been achieved, any wise principal capitalizes on the opportunity to make sure it is publicized and celebrated.

What can a principal celebrate at an underperforming school?

When Beatrice Gray assumed the principalship of Palm Elementary in the Beaumont USD, her school was the only elementary in the district that had not met its achievement targets for state testing. It had improved, but not quite enough. She was named principal just before the annual back-to-school district-wide gathering, and was faced with creating several PowerPoint slides for the superintendent’s presentation about her new school for the assembly that would include all classified and certificated staff, administration and management, and board members. What could she offer?

Beatrice decided to celebrate the “band jumpers.” These were students who had moved from any of the five achievement levels — designated at the time by California’s State Testing and Reporting (STAR) system — into a higher level. Many students had accomplished this feat. By highlighting their success, this principal’s teachers and staff were able to feel successful in the district celebration — and be cheered by their colleagues from around the district.

Teachers and staff benefit when their efforts are recognized

Did Beatrice ignore the work remaining to be done? Of course not. But unlike Beatrice, I believe that sometimes when leaders are faced with situations that are not outright successes, they tend to focus only on the failure — to the detriment of their work together with teachers and staff.

I have even observed principals missing the opportunity to celebrate unqualified successes with their staffs. What a sad circumstance for the teachers and staff members who worked so hard to achieve them!

Every school has many small achievements that deserve praise

It can be easy to forget that there are many important measures besides high stakes testing to be celebrated. These can include:

- English learners who have been reclassified
- Special education students who no longer need special education
- Special education students who are being mainstreamed
- Regular and special education teachers who are teaching collaboratively
- Students who have reduced or eliminated tardies
- Students who have reduced or eliminated absenteeism
- Students who have improved their grades
- High school students taking classes (“a-g requirements”) for college eligibility

Quick wins improve student learning in many ways

Anecdotal successes are also important. A struggling teacher who finally masters a new set of instructional strategies after extensive professional learning and coaching deserves the principal’s private kudos.

What has been termed “quick wins” are important to celebrate after the staff as a whole has undertaken a new instructional initiative. Whether public or private, the most effective principals are those who regularly celebrate successes — large and small — for teachers and staff, students, and the school as a whole.

<http://education.cu-portland.edu/blog/leaders-link/principals-must-celebrate-successes/>