# CALIFORNIA PRINCIPALS' SUPPORT NETWORK



## What You Will Learn

Today's principals struggle to balance their roles as instructional leaders with the many other demands of the job. Participants will learn ways to manage these demanding schedules and stay focused on the high-leverage strategies that impact student and teacher learning. You will examine practices that improve school culture, enhance teacher practice, and methods of enacting schoolwide supports for student learning for students. We know that school leadership matters. But it's not just any leadership that matters. You will learn to focus your limited time and energy on the right work and most impactful leadership actions.

## Why Participate?

- Gain an understanding of how to use your limited time, energy and attention on the strategies and practices that most impact teaching and learning.

- Develop leadership skills to analyze the needs of your school, develop evidence-based action plans to address those needs, and take effective action to improve student outcomes.

- Unplug and join a community of supportive colleagues who share the belief that all students can be successful; want to reflect on their leadership and push the thinking and practice of colleagues, and want a safe and confidential space to explore the deepest fears and challenges in their work.

## How is this Network different?

- Network design is based on research supporting deep, powerful and reflective learning.

- Multi-year program with Teacher Leaders joining in years 2 and 3 to build your Leadership Team's capacity to improve teaching and learning systems.

- Additional Sessions offered for superintendents to create systems that support principals with time to truly be instructional leaders.

## What Is Included In This Training?

- Learn from expert presenters **Dr. Thomas W. Many** and **Dr. Cynthia Pilar.**

- Six full-days of professional development throughout the year: **Tues, Wed**, **Sept. 12-13; Tues, Nov. 14; Tues, Jan. 9; Tues, Mar. 6; Tues, Apr. 17**

- A cohort model of collegial support among 25-30 K-12 principals, as well as coaching support between sessions by expert facilitator coaches.

- Practical tools, protocols and resources to implement immediately.

**Location:** All Network sessions will be held from 8:30 am - 4:00 pm on the UC Davis campus, Davis, California.

**Enroll:** To access the application, follow link PSN ENROLLMENT APPLICATION

**Fee:** $1200 per participant for each year. For more information about the PSN, please contact Tina Murdoch, Director of the Center for Applied Policy in the UC Davis School of Education: tmurdoch@ucdavis.edu

California Principals' Support Network
Improved Learning for All

**UCDAVIS**
SCHOOL of EDUCATION

## Professional Development Designed to Build Leadership Capacity

# CALIFORNIA PRINCIPALS' SUPPORT NETWORK
## OVERVIEW

**UC DAVIS SCHOOL OF EDUCATION**

### Dr. Thomas Many

Dr. Many is one of the country's most compelling and sought-after speakers on organizational change, particularly on the principal's role in leadership that promotes high levels of learning for all students. He is a noted author of more than 40 books and articles, most notably *Learning by Doing: A Handbook for Professional Learning Communities at Work*. He brings decades of experience as a teacher, principal and superintendent in creating and sustaining collaborative cultures focused on student learning.

### Dr. Cynthia Pilar

Dr. Pilar has established and led learning networks and communities of practice for school and district leaders since 2004. As a teacher, principal and superintendent, she developed supportive, collaborative cultures focused on student learning. Honored twice as Principal of the Year in Sonoma County and founder of the Leadership Center at the county office, Dr. Pilar implemented a multi-year Leadership Network for district teams in three counties focused on equity and achievement. As a result of the achievement gains and positive outcomes of this work, Dr. Pilar was invited to present the Leadership Network as a "Promising Practice" at the 2011 International Conference of the American Educational Research Association.

| DAY 1 AND 2 | Leading a Learning Culture |
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- What it means to be an instructional leader.
- How to enact a shared vision to drive instructional goals.
- Prioritize what matters - how to find time to do what matters.
- Design effective meeting agendas with clear outcomes, process, and product.
- Identify the impact of the external and internal contexts to your success as a principal.

| DAY 3 | Building a Learning-Focused Culture - Part 1 |
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- Understand the leverage of professional learning communities.
- Apply knowledge of strategies for building trust, risk-taking, and creating collaborative teams.
- Examine what is means to be learning-focused and results-focused.
- Apply proactive measures to address threats, barriers, or resistance.

| DAY 4 | Building a Learning-Focused Culture - Part 2 |
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- Deepen understanding of and skill in using assessment and other forms of data about student learning.
- Use student data to set targets and instill urgency.
- Understand and design effective tiers of student support.

| DAY 5 | Improvement of Instructional Practice - Part 1 |
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- Enacting a shared vision of effective instructions (visible learning).
- Deepen understanding of how to observe and analyze purposeful instruction to standards.
- Understand how the principles of a professional learning community can shape and improve instructional learning.
- Develop strategies for keeping student learning at the center of instructional leadership.

| DAY 6 | Improvement of Instructional Practice - Part 2 |
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- Analyze methods for effective lesson observation and delivering useful feedback.
- Utilize protocols and tools for analyzing teaching practice.
- Develop expertise in leading for instructional improvement.
- Apply principles of professional learning communities to improving teacher practice.

**PROGRAM STATUS NOTE:** This three-year principal leadership development program will build the leadership capacity of a select group of principal participants in the northern and southern cohorts. Full funding pending (09/2017).