

Central Offices struggle to create aligned processes that focus all divisions at the district office level on supporting effective instructional leadership at the site level. The purpose of this two-day workshop, with optional follow-up sessions, is to assist central office teams to assess their current practices against the practices of highly effective central office systems and to develop and implement aligned action plans to improve support for site level instructional leadership.

Summary

The New Teacher Center announces a new opportunity for central office teams entitled **“Supporting Principals as Instructional Leaders: A Workshop for Central Office Teams”**. This training is designed for the superintendent and his/her cabinet/executive level staff.

Recent research has drawn attention to the role of the central office as a key factor in raising student achievement levels. There is a growing body of evidence to support the significant role that the central office can play in supporting and providing focus for the instructional program at the school site. This workshop explores the most salient and current research-based theories regarding the characteristics of high-performing school districts. The district then applies those theories to their own action plan which they develop over the two days.

The Workshop

This workshop centers around the pioneering work of Etienne Wenger and the concept of Communities of Practice. Wenger defines Communities of Practice as “groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”.

It is built upon the work of the Cross City Campaign for School Reform’s study of effective central offices and links it to the most recent research on what characteristics are found in highly-effective school districts. Participants assess their own school district against the criteria of a highly-effective school district; learn about the collaborative systems for supporting schools and principals, utilizing the concepts of Communities of Practice. The workshop also explores the role of the central office in supervising principals and the application of blended coaching strategies to the supervision process.

Outcomes

1. Learn about research-based evidence regarding the characteristics of high performing school districts.
2. Complete a self-assessment of your current district practices as they relate to the characteristics of high performing school districts.
3. Understand the learning and support the needs of new and experienced principals as instructional leaders.
4. Understand how effective coaching and supervision, done by district leadership in a consistent fashion, can accelerate the ability of

the principal to impact student achievement.

5. Access a variety of tools and resources specific to the needs of supporting principals.
6. Learn and practice a variety of blended coaching and supervisory strategies and skills.
7. Enhance the confidence, competence, and coherence of the district leadership team as it focuses upon its primary purpose: supporting effective teaching.
8. Produce a preliminary action plan outlining “next steps” for the central office team.

Workshop Modules

1. Research on highly effective central office systems/district self-assessment.
2. ISLLC/CAPSEL Standards and the role of the district in supporting the principal.
3. Barriers (and strategies to overcome them) faced by principals and district personnel in creating high powered instructional leadership.
4. Blended coaching strategies/skills for central office personnel to support principals in becoming highly effective instructional leaders.
5. Central office teams practice the skills/strategies learned in coaching sessions.
6. The relationship between the formative skills and strategies learned and a high quality evaluation (summative) process.
7. Action planning for results.



Audience

The superintendent along with a central office team of his/her choosing representing the instructional, personnel and business divisions of the district. Districts may choose to include principals and/or other stakeholders.

Attending the UCSC Workshop for Central Office Teams with my cabinet team was a great way to energize the new school year. Focusing on how we can support our site administrators is a key component for central office staff. When school sites succeed, the district as a whole succeeds.

—Phil Quon, Superintendent Union School District, San Jose, CA.

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A Workshop for Central Office Teams

Supporting Principals as
Instructional Leaders



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