Assistant Principal Accelerator (APA) & Early Career Principals Academy (ECPA)

Beginning Principals:

Ready from the Start

NCPAPA Fall Instructional Symposium
December 11, 2024





THIS SESSION

Big Ideas

- Continuous Improvement Planning
- High Expectations Culture
- Proactive, Positive Communication
- Celebrating the Small (and Big) Wins





THIS SESSION

Format

- Mini-Presentation
- Facilitated Table Talk



To-Do List for Back at School







But First...







Table Group Check In

- Name
- Role
- School/District/Organization

"I selected this breakout session because..."







Planning for Continuous Improvement





General Colin Powell Former US Secretary of State





What the Research Says...

- Principals in schools that have made significant improvement in student achievement did not hide bad news, but used data as a tool to get people to take ownership of the problems and to do something about them.
- Successful leaders go beyond student achievement data to look at school practices, what students are taught, how they are taught and what is expected of them.





Why the Use of Data is Important...

- Replaces hunches with facts.
- Enables us to tackle root causes instead of symptoms.
- Enables us to determine if we are accurately tracking effects.
- Assists in understanding the impact of various efforts.





Knoster Model of Change

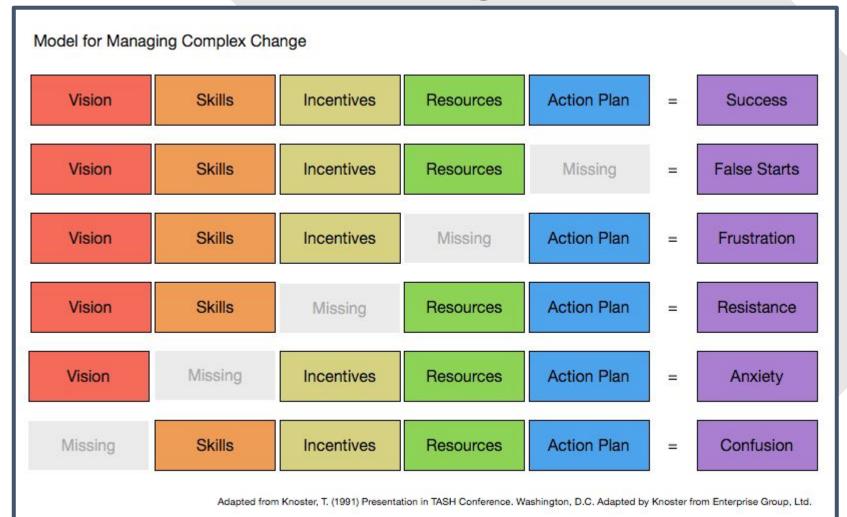






Table Talk



What are the **structures** and **processes**you have in place for **planning and reviewing data**with your admin team?

What do you need to do next?





Establishing a Culture of High Expectations





"If you get the culture right, most of the other stuff will take care of itself."

Tony Hsieh
Former CEO of Zappos





Raise the Bar...Merely better is not enough.

6. Do What Works; Raise the Bar

- * Focus on successful tactics, halt others: Successful turnaround leaders quickly discard tactics that do not work and spend more money and time on tactics that do. This pruning and growing process focuses limited resources where they will best improve results.
- * Resist touting progress as ultimate success: Turnaround leaders are not satisfied with partial success. They report progress, but keep the organization focused on high goals. When a goal is met, they are likely to raise the bar. Merely better is not enough.

Source: Public Impact





Table Talk



What systems and processes are in place to accelerate a culture of high expectations?

What do you need to do next?





Communicating in a Positive and Proactive Manner





"Effective teamwork begins and ends with communication."

Mike Krzyzewski Retired Head Basketball Coach, Duke University





Questions educators ask next:

How are we doing?

How can we improve?

HERE'S WHAT:

(What are the facts?)

SO WHAT:

(What does this mean?)

NOW WHAT?

(How do we respond?)





Questions others ask

State Leaders Parents Community How is my child doing? How are our schools doing How are our schools doing? compared to other How does he/she compare districts? Other states? How do we to other students? compare to other states? Will our schools' performance How is my child's school doing? attract businesses and Are we getting a good return on residents? our investment? What are they doing to improve? Are we getting a good return

on our investment?

Table Talk



What systems and processes are in place for proactive and positive internal and external communications?

What do you need to do next?





Kindling a Spirit of Celebration





"In the end, it's all about the moments we remember with joy. Your wins, no matter how big or small, deserve to be celebrated."

Angela Chee
Actress, Former News Anchor, Podcast Host





Huddle Groups: School Turnaround Leader Actions

SCHOOLTURNAROUNDS.ORG

SCHOOL TURNAROUND LEADER ACTIONS

1. Focus on a Few Early Wins; Use the Momentum

- * Collect and analyze data: Successful turnaround leaders are focused, fearless data hounds. Initially, turnaround leaders personally analyze data about the organization's performance to identify high-priority problems that can be fixed quickly.
- * Make action plan based on data: Turnaround leaders make an action plan that includes annual goals and major steps, with enough detail that each group in the school community knows specifically what they need to do differently. This allows people to focus on changing what they do, rather than worrying about impending change. Plan should cover years 1 3, with more detail for year 1.
- * Focus on a few early wins in year 1: Successful turnaround leaders choose a few high-priority goals with visible payoffs and use early success to gain momentum. Although limited in scope, these "wins" are high-priority, not peripheral, elements of organization performance, and they are bold in speed and magnitude of change. Early wins are critical for motivating staff and disempowering naysayers.

2. Lead a Turnaround Campaign

- Communicate a positive vision: Turnaround leaders start their turnaround campaign by communicating a clear picture of success and its benefits. This motivates others to contribute their discretionary effort.
- * Gain support of key influencers: Turnaround leaders gain support of trusted influencers among the staff and community, then work through these people to influence others.
- Silence critics with speedy success: Turnaround leaders use early wins not just for success in their own right, but to cast vocal naysayers as champions of failure. This reduces leader time spent on "politics" and increases time spent managing for results.

Source: Public Impact





Winning Culture Momentum...

Nywin of the day...





Table Talk



What systems and processes are in place to celebrate small wins? Milestones? Big achievements?

What do you need to do next?





Thank you for leading our schools!









