Educational Leadership Pillar Assignments

Pillar 1: Communication with Stakeholders Principals are responsible for developing relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.		
§149 Administrator Standards Standard 3: Executive Leadership VI Standard 4: School Culture II	**§241.15 Principal as Instructional Leader Standards** (b) School Culture 11 (c) Leading Learning 11 (e) Executive Leadership 3, 4, 5, 9, 11	**TExES 268 Principal as Instructional Leader** Domain I: School Culture Competency 002 B Domain IV: Executive Leadership Competency 007 A, C, D Competency 008 D Domain V: Strategic Operations Competency E
Knowledge: ● Systems for gathering input from stakeholders ● Effective strategies to systematically gather input from stakeholders ● Communication strategies which support innovative thinking ● Communication strategies which support inclusive cultures ● Information gathering strategies ● Collaborative process to develop campus vision and mission ● Appropriate communication strategies to meet the needs of different stakeholders ● Best practices in communicating internally and externally ● Forms of written and verbal communication ● Proactive approaches to home-school communication ● Best practices in facilitating two-way dialogue	**Skills:** ● Deliver clear expectations and rationale to all stakeholders ● Implement effective strategies to involve stakeholders in campus planning process ● Integrate parents and community members in campus culture ● Build relationships with internal stakeholders ● Build relationships with external stakeholders ● Use effective communication strategies to meet the needs of specific stakeholder groups ● Communicate consistently with all stakeholders ● Employ effective strategies to communicate effectively with stakeholders who speak another language in order to ensure that they feel included in the school community ● Seek consistent input regarding important decisions ● Facilitate systems for both proactive and reactive communication	**Mindsets:** ● Multiple perspectives are valuable ● Community input is valuable ● Proactive communication to engender trust and foster strong school-community relationships is essential to building school culture
Title of Performance Assessment: Comprehensive Communication Plan **Assignment or Activity:** For this assessment, you are the principal of your school. You are to create an internal and external campus communication plan. You will need to think about what individuals/organizations that a principal would communicate with not only within school parameters (internal communication), but the community (external communication) as well. You will certainly need to consider the demographics of your campus and community to help you craft the most effective external communication plan that meets the diverse needs of the community. Try to create a plan that is sustainable over time, that works effectively with a		

diverse group of individuals, supports the campus's goals, and uses both formal and informal techniques. It would be wise to include technology/social media. This day in time, it is a must, and it has also been proven to be a successful way of communication, if utilized in the proper way. The format of this assessment should be in the form of a flow chart or similar graphic organizer to visually show the flow of communication from the principal to teachers, staff, and students (internal communication) and community members (external communication).

1. Interview your campus administrator. Provide a 3-5 page written commentary detailing the results of your research on communication strategies and the information you gained from the interview. (Take off identifying information.)
2. Create a Comprehensive Communication Plan that includes:
   ● Introduction
   ● Mission
   ● Vision
   ● Communication Plan Outcomes
   ● Audiences
   ● Communication Channels Flowchart
   ● Broad Modes of Communication
   ● Local School Board of Trustees
   ● Policies and Administrative Procedures
   ● Public Information Officer (PIO)
   ● Internal Communication
   ● External Communications
   ● Emergency Management/Crisis Communication
   ● References
   ● Written Commentary

Exemplar:
Comprehensive Communication Plan [QM Note: This links to a completed assignment. Link removed to protect individual student's work].

Scoring Rubric:
Principal as Instructional Leader [QM Note: See rubric saved in Exemplar Catalog]

Pillar 2: Diversity & Equity
Principals are responsible for ensuring every student receives high-quality instruction. Principals are responsible for providing ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services. Principals work to reduce the achievement gap.

§149 Administrator Standards	§241.15 Principal as Instructional Leader Standards	TExES 268 Principal as Instructional Leader
Standard 1: Instructional Leadership (I-V)	(c) Leading Learning 1, 2, 9 (g) Ethics, Equity, & Diversity 4-10	Domain II: Leading Learning Competency 003 A Competency 004 D, G Domain VI: Ethics, Equity, and Diversity Competency 011 C, D E, F, G, H Integration Domain, Descriptive Statement D
Knowledge: ● Culturally responsive teaching best practices ● Cultural self-awareness ● Student cultures ● Staff cultures	**Skills:** ● Communicate and maintain high expectations for all students ● Facilitate the development and integration of culturally responsive teaching	**Mindsets:** ● An effective principal accepts and respects all cultural backgrounds, customs, traditions, values, and communication as assets ● All members of the school

	● Communicate and maintain positive perspectives for all parents and families ● Facilitate the development of culturally competent educators by institutionalizing cultural knowledge ● Analyze and recognize instances and outcomes that represent misalignment of cultural competence and inequity ● Address and correct instances and outcomes that represent misalignment of cultural competence and inequity	community lust hold unwavering high expectations for all students and families ● Equity is a school-wide belief, attainable goal, and daily practice ● Cultural competence is a core belief and practice

Title of Performance Assessment: Diversity & Equity Audit

Assignment or Activity: You will perform a mock equity audit. Equity audits are an essential leadership tool that should be used by campus administrators to identify, understand, and implement systematic processes that address inequities that exist in schools. The Texas Education Agency has developed the Texas Equity Toolkit as a resource to assist districts with efforts toward continuous improvement by providing equitable access to excellent teachers because although many factors can contribute to student academic performance, research suggests that in the category of school-related factors, teachers matter most. The entire process of completing the equity audit is an in-depth process that should be performed in a collaborative effort.

1**.** Complete the assessment as described in the detailed steps below.
- Read the Case Study in *Breakthrough Principals* on pages 132-137.
- Review *Lever 2: Equity Focused Leadership* p. 229 and 237-245.
- Access the Texas Equity Toolkit and pay close attention to each of the steps in the Toolkit Roadmap.
- Access the provided Texas Academic Performance Report (TAPR).
- Look at the Student Information for the campus (p.18): the total number of students, as well as ethnic distribution, sex, economically disadvantaged, at-risk, Bilingual, those receiving special education services and those who are mobile. (You will need to provide the count and percent for the campus for each of these areas.)
- Look at the Staff Information (p. 21) for the campus: the total number of teachers, as well as ethnic distribution, sex, and years of experience. (You will need to provide the count and percent for the campus for each of these areas.)
- Analyze student performance in 3rd, 4th, and 5th Reading at Meets Grade Level or Above in both years 2018 & 2019 to identify potential achievement gaps. First, look at how the campus performed in comparison to the State and District. (Remember, you do not want to be below the State or District in any area.) Then, specifically look at how *economically disadvantaged* students compare to the All Students group at the campus, district, and state levels. What *other student groups* are performing significantly below the All Students group? The goal is for every subgroup to do well, including Special Education. If any subgroup is below All Students, there may be an achievement gap.
- After identifying potential achievement gaps, determining the total population of low-socioeconomic students, and analyzing the teacher data, please determine and justify *if and why* an equity gap does/does not exist for this particular campus.

2. Prepare a report demonstrating understanding through your responses to the following prompts:
- What is the definition and purpose of an equity audit?
- Provide the numbers and percentages for the student information and staff information from numbers 3 & 4 above and explain how the demographics compare. Do the demographic/years of experience of teachers align with the needs of the student population and student needs? Justify.

- Provide the data for the performance in Reading for 3rd, 4th, & 5th grades (as described in numbers 5 above). Are all student populations performing equally? Provide a rationale.
- After analyzing all of this, what is your determination in regard to a potential equity gap? Please explain with sufficient evidence and reference the data/provided resources to substantiate your stance.
- Lastly, explain what an ideal principal would want to happen for their campus in regard to the teacher demographics and student performance. Provide at least three examples.

Exemplars:

Equity Audit Video [QM Note: This links to a completed assignment. Link removed to protect individual student's work].

Scoring Rubric:

Principal as Instructional Leader [QM Note: See rubric saved in Exemplar Catalog]