



PARTICIPANT GUIDE

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Sample

WHAT ARE SOFT SKILLS?

Soft skills are personal attributes that enhance an individual's interactions, career prospects, and job performance. Unlike hard skills, which tend to be specific to a certain type of task or activity, soft skills are broadly applicable.

WELCOME TO ADVANCING EDUCATIONAL LEADERSHIP'S THREE-DAY TRAINING!

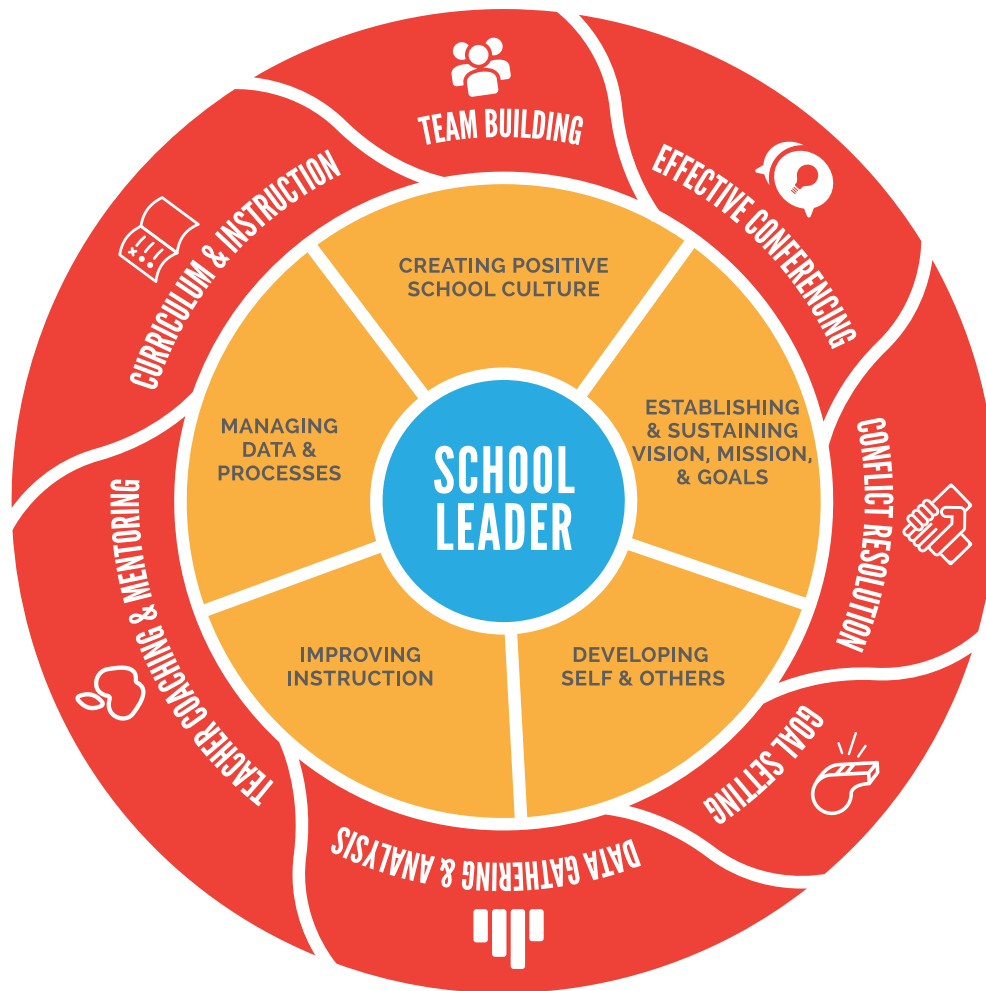
The goal of the AEL training is to provide practical and relevant examples from the field with a balance of research to allow you to engage in the difficult decisions and challenges faced by the 21st-century school leader. The learning experience is designed for novice and seasoned leaders to learn together and from each other throughout the three days so that all will gain a deeper understanding of leadership skills and leave with practical steps and tools they can quickly transfer to the real world.

The content of the AEL Conceptual Framework is organized into five interlocking themes and seven interwoven strands. The skills represented in the AEL strands provide the foundation for what Dr. Jim Knight calls impact schools. The AEL strands addressed in this training will be explored through five themes that reflect the work of a school leader. The strands and themes together are designed to accomplish many of the soft skills required for education leaders to be successful in affecting the student learning on their campuses.

Over the next three days, you will explore these themes and strands to better understand what they look like in action and to examine the interconnectedness and interdependence between the themes and strands. You will have the opportunity to hear from Texas administrators, teachers, and students through survey responses and video footage on the arduous and often ambiguous work of the administrator.

One final note: Fully engaging in the development of soft skills for leadership can be an experience unlike any you have had as a learner. You will find that it is highly relational and involves a significant degree of personal reflection. We ask that you approach these three days with an open mind, a tolerance for the mild discomfort of uncertainty, and a willingness to trust the process as the conceptual connections of Advancing Educational Leadership unfold. Now, let's get started!

AEL Conceptual Framework



5 THEMES OF AEL

1. Creating Positive School Culture
2. Establishing & Sustaining Vision, Mission, and Goals
3. Developing Self & Others
4. Improving Instruction
5. Managing Data & Processes

7 STRANDS OF AEL

1. Curriculum & Instruction
2. Data Gathering & Analysis
3. Goal Setting
4. Effective Conferencing Skills
5. Conflict Resolution Skills
6. Team Building Skills
7. Teacher Coaching & Mentoring

Turn the page for a full description of the AEL themes and strands.

AEL Themes and Strands

5 THEMES

The development of the AEL curriculum brought together education stakeholders from across Texas, representing universities, education service centers, educator preparation programs, and district leadership, to provide input for key concepts within the content and training design. The groups issued strong recommendations that AEL be organized in a manner that facilitated participants' recognition of the connections and relationships between and among the seven strands which resulted in the emergence of the five conceptual themes:

Creating Positive School Culture

A positive school culture is essential to the overall success of the students on campus and the school as a whole. The culture of a campus is developed by all stakeholders, but the instructional leader is the one who guides the direction and speed at which the school culture takes effect. A school's culture is the foundation for its growth and achievement.

Establishing and Sustaining Vision, Mission, and Goals

School leaders bring leadership and collaboration to the establishment of a clear vision, mission, and goals for the campus to ensure clarity of roles and buy-in. Working strategically, they engage stakeholders in meaningful ways to ensure the vision and mission are sustained over time and goals are monitored, achieved, and revised.

Developing Self and Others

Development of oneself is a key responsibility to ensuring the success of a school leader. Working to develop others requires a variety of skills that leaders should always be strengthening and refining. Effective teachers make the greatest impact on students in the classroom, so this should be the focus and goal for development of other staff on the campus.

Improving Instruction

As the demands of student assessment and student accountability measures increase, a campus instructional leaders must develop teachers' capacity to consistently deliver highly effective instruction.

Managing Data and Processes

Data gathering and analysis followed by team building and effective conferencing are vital components for a principal to lead a campus that is focused on continuous improvement.

AEL Themes and Strands

7 STRANDS OF AEL

The seven AEL strands align to the principal standards established by the Texas Education Agency as reflected in Texas Administrative Code. The strands are an articulation of what successful school leaders must know and be able to do:

Curriculum and Instruction—Principal Standard: 1(A)(i):

Principals must lead the entire campus in the areas of curriculum and instruction through their prioritization of curriculum and the C&I support structures across the campus. The leadership and support of campus-wide curriculum and instruction is achieved through monitoring of implementation, alignment, assessment, and student learning outcomes.

Data Gathering and Analysis—Principal Standard 1(A)(ii):

Successful school leaders use a wide variety of data to make decisions about school and classroom practices and provide curricular interventions for students.

Goal Setting—Principal Standard 2(A)(i) and 5(A)(i):

Principals must have the ability to articulate clear and compelling goals.

Effective Conferencing Skills—Principal Standard 2(A)(ii) :

Effective administrators have high-quality conference skills that allow them to positively coach and mentor their staff by planning conferences, engaging in reflective questioning, and providing appropriate feedback.

Conflict Resolution Skills—Principal Standard 3(A)(i):

While conflict occurs on every campus, administrators can effectively resolve conflict, leading to personal and professional growth for the parties involved in the conflict.

Team Building Skills—Principal Standard 5(A)(ii):

Highly effective principals build strong teams throughout their entire staff, empowering them to plan and solve problems, creating campus improvement and student success.

Teacher Coaching and Mentoring—Principal Standard 3(A)(ii):

Campus instructional leaders use coaching and mentoring to support the continuous development and growth of their staff and ensure greater student success in every classroom.

AEL Overarching Goals

DAY 1 AGENDA

- Welcome
- Introduction to AEL Conceptual Framework
- Exploring the AEL Themes
- Creating Positive School Culture
 - Building Blocks of Culture
 - A Culture Story
 - Making Connections
 - 5 Dysfunctions of a Team
- Anchor Your Learning
- Lunch
- Rattlesnake Alert
- Establishing & Sustaining Vision, Mission, & Goals
 - Core Values
 - Elements Before, During, and After the Vision
 - ⊙ Know Your Campus
 - ⊙ Establish Beliefs
 - ⊙ Anticipate Obstacles
 - ⊙ Align Values with Beliefs
 - ⊙ Put It in Writing
- Personal Vision
- Anchor Your Learning/Closure

DAY 1 OBJECTIVES

1. Identify tools and strategies to support team building, conflict resolution, and data gathering for the purpose of creating a positive school culture and establishing a vision.
2. Practice leveraging the building blocks of culture for culture shaping.
3. Name core values and recognize the role of core values and beliefs in creating culture and establishing a vision, mission, and goals.
4. Isolate connections between the themes and strands of the AEL Conceptual Framework.



WATCH: Advancing Educational Leadership

Advancing Educational Leadership

In this video we hear from two high school principals, two high school students and an elementary school principal, each discussing different perspective on the work of a school leader.

At the time of filming Mr. Padavil had served as principal of Hendrickson High School for four years and previously as principal for Kelly Lane Middle School for three years in Pflugerville ISD. He stresses the importance of staying focused on the mission and vision of the school even though there are many other distracters and factors that take administrative time.

Ronnita Carradine serves as principal of Morningside Elementary School in Fort Worth ISD. Ms. Carradine's mission is to provide equity, efficacy, excellence, and empowerment. She feels it is her responsibility to lead a school that empowers students holistically.

Cheryl Koury serves as the Elgin high school principal. Here she discusses how principals are tasked with building relationship and engaging children in their instructional practices.

AEL Partners and Norms

Creating Positive School Culture

Team Building, Conflict Resolution

DAY 1: THEME GROUP

DAY 1: LIKE GROUP

ADDITIONAL AEL PARTNERS

**DAY 2: COMPASS GROUP
(NORTH, SOUTH, EAST, & WEST)**

LITTLE-KNOWN FACTS

NORMS

Developed as a collaboration between



and



in partnership with Tarleton State University.



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