AEL ADVANCING EDUCATIONAL LEADERSHIP

TRAINER GUIDE

ael.education

Welcome

ABOUT THIS TRAINING GUIDE

The AEL training guide provides a step-by-step, slide-by-slide description for the trainer. It is structured with some key components to assist the trainer in presenting each section. Familiarizing yourself with these areas will allow you to present the training with the highest level of effectiveness and fidelity.

ABOUT THE PARTICIPANT GUIDE

The AEL Participant Guide follows the training sequentially. It contains multiple places for participants to record information and to reflect upon their learning, including an action plan template. All readings are in the participant guide, in addition to informational graphics and video descriptions. The participant guide also includes a helpful Tools Matrix, biographies of the school leaders in videos, and references.

THANK YOU FOR JOINING EDUCATORS ACROSS THE STATE TO PRESENT ADVANCING EDUCATIONAL LEADERSHIP (AEL)!

You are key to making the AEL training what it is designed to be: an interactive, spiraling, engaging, inspiring, and informative 3 days for school leaders. This guide and the AEL participant guide will serve as your main resources for a successful training.

OVERVIEW OF ADVANCING EDUCATIONAL LEADERSHIP

The goal of AEL training is to provide practical and relevant examples from the field of education with a balance of research to allow participants to engage with the difficult decisions and challenges faced by the 21st-century school leader. Over the next 3 days, you will be facilitating participants' exploration of AEL's five interlocking themes and seven interwoven strands. At the same time, your group of learners will come together as their own community—much as what happens in a school—by getting to know each other, making strong connections with each other, and learning together.

AEL training is intentionally designed to scaffold the participants' learning. Every learning activity, each reading, the various grouping arrangements, and all other aspects of the training are purposeful in terms of where they are placed and how they connect to content and to future sections. The 3 days are highly relational and reflective for participants and will require them, with your facilitation, to be open-minded and to accept some uncertainty, trusting the process as the conceptual connections of Advancing Educational Leadership unfold.

FIVE THEMES OF AEL

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

SEVEN STRANDS OF AEL

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

FOR EACH DAY

- Objectives
- Agendas
- Section overviews

FOR SECTIONS AND SLIDES

- Slide number
- Allotted time for section/learning activity
- Activity purpose
- Conceptual takeaway
- Activity directions
- Class movement (grouping)
- Trainer talk (scripts)
- Trainer transition notes (additional information)
- Video descriptions
- Handouts/materials
- Participant Guide page references

AEL CONCEPTUAL FRAMEWORK

THROUGHOUT THE TRAINING

The following components are present in all 3 days of the training:

- **Anchor Your Learning**: Participants will have multiple opportunities to contemplate and discuss how the AEL themes and strands are connecting for them as individual learners and as a group.
- **Videos**: Participants will watch school leaders as they share their experiences and advice related to the AEL themes and strands.
- **Rattlesnake Alerts**: These are problematic situations that pop up in the everyday life of a school leader. Participants are presented with a situation and asked to respond with their possible reactions, followed by group discussion.
- **Data Gathering**: During various exercises in AEL training, participants will have opportunities to take notes about the types of data they will need to gather and monitor to support the AEL themes and strands.
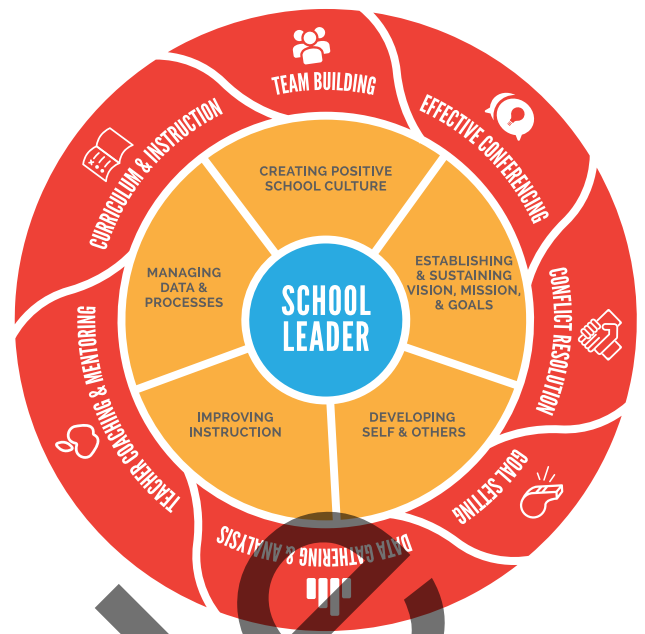
DO YOU HAVE A QUESTION?
NEED MORE RESOURCES OR INFORMATION?
**VISIT AEL.EDUCATION.**

Day 1 Agenda

Welcome
Introduction to AEL Conceptual Framework
Exploring the AEL Themes
Creating a Positive School Culture
- Building Blocks of Culture
- A Culture Story
- Making Connections
- Five Dysfunctions of a Team
Anchor Your Learning
Lunch
Rattlesnake Alert
Establishing and Sustaining a Vision, Mission, and Goals
- Core Values
- Elements Before, During, and After the Vision
  - ⊙ Know Your Campus
  - ⊙ Establish Beliefs
  - ⊙ Anticipate Obstacles
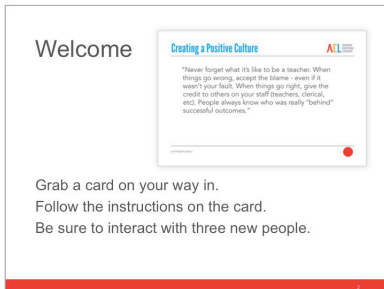 - ⊙ Align Values With Beliefs
  - ⊙ Putting It in Writing
Personal Vision
Anchor Your Learning/Closure
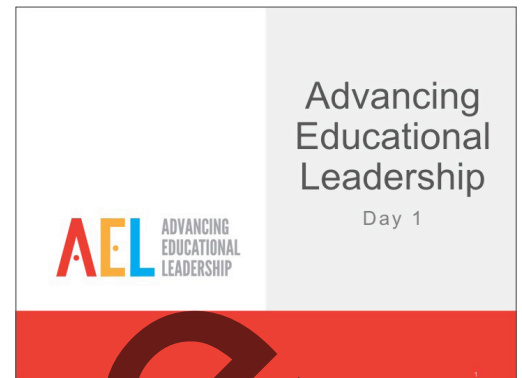
DAY 1 OBJECTIVES

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 cultural building blocks for culture shaping.
3. Name core values and recognize the role of core values and beliefs in creating a culture and establishing a vision, mission, and goals.
4. Isolate connections between the themes and strands of the AEL Conceptual Framework.

PARTICIPANT GUIDE
PAGE 6

Welcome

Grab a card on your way in.
Follow the instructions on the card.
Be sure to interact with three new people.

Purpose
The purpose of this activity is three fold:
1. Separate participants into small thematic groups
2. Introduce participants to each other
3. Introduce and activate prior knowledge around the AEL Conceptual Framework

Activity Directions
As participants enter the room, have them sign in, make a name tag, and take an AEL Theme/Interview Card for the opening activity. There is a quote on the front of the card, and three interview questions on the back. Participants will find the table that matches the AEL theme on their card and put their belongings down.

Class Movement
Participants will move around the room introducing themselves to other participants, read the quotes on the front of their cards, and then interview one another using one or more of the provided questions. Participants should be encouraged to meet and follow the instructions on both sides of the card with at least three other people.

Trainer Notes
Cards should be printed and collated in advance so that participants are evenly sorted into theme groups using the AEL Theme/Interview Card as they enter the room. Theme Table Tents should be printed in advance and distributed to each table to establish Theme Groups on Day 1 of AEL. Instructions for the activity are printed on the cards. This activity should begin as participants arrive and conclude 5 minutes after the start time.
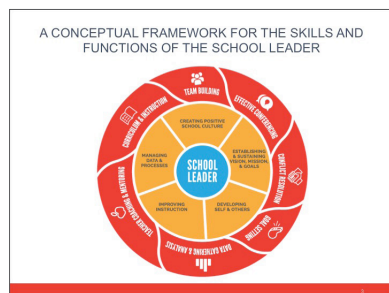
Handouts
AEL Theme/Interview Cards
Theme Table Tents
Participant Guide

Materials
Name Tags
Music

AEL Conceptual Framework: Slides 3–10

⏱ **45 minutes**

This section is the introduction to the AEL Conceptual Framework, including the five themes and seven strands. Participants will get to know the origins of the themes and strands. They will be asked to conceptualize the strands as the soft skills of leadership and the themes as functions of leadership. The goals for the AEL 3-day training will be shared, group norms will be established, and trainers will review the Participant Guide as well as the agenda and logistics of Day 1.

SLIDES 3–7
15 minutes

A CONCEPTUAL FRAMEWORK FOR THE SKILLS AND FUNCTIONS OF THE SCHOOL LEADER

SLIDE 3
Purpose
Debrief welcome activity

Introduce organization of AEL curriculum and goals of 3-day training

Activity Directions
Whole group debrief and direct instruction

TRAINER TALK (DEBRIEF)
Take a look at the cards you used this morning when you met your peers.

DISCUSSION QUESTIONS
What are the different elements of the card?
(Wait for participants to respond.)

ANTICIPATED RESPONSES

Bolded title matching table groups
Trainer: These are the themes taught in AEL.

Quote on the front
Trainer: These are from school leaders across the state, collected through an AEL survey.

Questions on the back
Trainer: These represent the seven strands of the AEL curriculum.

You should have met at least three new people this morning, and though some of the questions asked or answered may have felt slightly uncomfortable, you have already begun activating your prior knowledge, which can assist you in connecting to and understanding the content of this 3-day training.

> **TRAINER TIP:**
>
> SEVEN (RED) STRANDS = SOFT SKILLS OF LEADERSHIP
>
> FIVE (GOLD) THEMES = FUNCTIONS OF LEADERSHIP

✎ **PARTICIPANT GUIDE PAGES 3–5**

TRAINER TALK (AEL OVERVIEW)

Advancing Educational Leadership is organized into five interlocking themes and seven interconnected strands. The conceptual framework that you see on page 3 of the participant guide should be used to remind you of the work that school leaders are responsible for (five themes) and the soft skills (seven strands) needed to do this work effectively.

The five themes are:
- Creating Positive School Culture
- Establishing and Sustaining a Vision, Mission, and Goals
- Developing Self and Others
- Improving Instruction
- Managing Data and Processes

These themes emerged from work done by the Texas Education Agency (TEA) and the Education Service Centers (ESCs) in the creation of the AEL curriculum. The themes are founded on research, and though not directly aligned to them, they do encompass the Interstate School Leaders Licensure Consortium (ISLLC) standards. These should be thought of as the functions of school leaders.

The skills represented in the AEL strands are:
- Team Building
- Effective Conferencing
- Conflict Resolution
- Goal Setting
- Data Gathering and Analysis
- Teacher Coaching and Mentoring
- Curriculum & Instruction

SLIDE 4

These seven strands (in red around the outside) are the core curriculum of AEL. These soft skills of school leaders provide the foundation for what Jim Knight calls Impact Schools. They are closely aligned with Texas Principal Certification standards and are necessary for school leaders to successfully and effectively improve student learning on their campuses.

The seven soft skills support each of the five themes (shown in gold around the middle). By leveraging and exercising these skills, leaders can create positive change, growth, and sustainability in each of the five themes, often simultaneously.

Our goal for the next 3 days is to provide you with research that is balanced with practical and relevant examples and simulations that allow you to engage in the difficult decisions and challenges faced by the 21st-century administrator. When you leave here, you will be not only informed, but also inspired by the challenge that awaits you as a school leader.

SLIDE 5

Over the next 3 days, you will be exploring these themes and strands to examine and understand the interconnectedness and interdependence of the themes and strands.

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.

Goals of AEL Training

1. Examine and explore the interconnectedness of the AEL framework consisting of 5 Themes and 7 Strands of school leadership.