

Every Child a Reader and Writer
Principal's Instructional Leadership Profile: Writing Workshop Focus

Component #2 - Pursuing a Shared Vision: Members of the staff have a shared vision of the goals for student achievement in writing, and an understanding of the instructional practices and working relationships that will lead to accomplishment of the goals.

| Structures to Support School-wide Practices | Evidence | Principal Behaviors | Principal Attitudes and Habits of Mind |
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| <p>Staff Convenings: During staff meetings, the staff works together, led by the principal, to build a shared vision and to pursue fulfillment of that vision.</p> <p>Community Convenings and Individual Conversations: Led by the principal, the staff works to communicate the shared vision to the parents and larger community, and to build commitment to the vision.</p> | <p>Getting Started</p> <ol style="list-style-type: none"> 1. Vision is focused on student engagement and achievement. 2. Staff examines student work and test scores and discusses their goals for student achievement 3. Staff examines their beliefs about writing, student achievement and equity, and works toward consensus. 4. Staff draws on the work of experts in the field by reading professional literature and availing themselves of other professional development opportunities. 5. The staff develops a shared understanding of a coherent curriculum. 6. Staff creates a written document which articulates the shared vision, and uses that document as a tool to guide their work. <p>Ongoing</p> <ol style="list-style-type: none"> 1. Staff questions and revisits the vision as challenges arise. 2. Staff engages in ongoing examination of their core values, beliefs and biases through group and individual conversations. 3. Staff continuously examines student work and test scores in light of the vision. 4. Staff routinely considers the common vision as they make decisions about the functioning of the school (budget, staffing, instructional materials, use of instructional time, etc.). 5. Staff revises the vision as new common understandings emerge. 6. Staff and district administrators understand the focused effort and can describe their role and progress toward specific <i>benchmarks</i>*. 7. Parents, students and other stakeholders understand the shared vision. | <ol style="list-style-type: none"> 1. Focuses the conversation on student achievement. 2. Provides the driving force behind the writing initiative. 3. Strives to build own knowledge of the most effective teaching practices. 4. Strives to consciously identify and clarify own core values, beliefs and biases. 5. Holds self, staff, students and the community accountable to the shared vision (hard questions, accountability systems, criteria for decision-making). 6. Follows a plan and process for developing, clarifying and maintaining the shared vision. 7. Widely promotes the vision. 8. Encourages others to challenge the vision . 9. Uses a variety of strategies to honor divergent opinions while working to reach consensus. 10. Consciously challenges the status quo. 11. Strives to understand sources of resistance and works productively with resistant staff members. 12. Consistently attempts to stretch the school's expertise. 13. Provides opportunities for courageous conversations about <i>educational equity</i>. | <ol style="list-style-type: none"> 1. Understands the value of a shared vision. 2. Understands that higher levels of achievement are possible for all students. 3. Has a passion for quality teaching and learning. 4. Values divergent views as a means to establishing a richer, clearer vision. 5. Has a passionate commitment to the shared vision which permeates all their work. 6. Understands that an individual's acceptance of the shared vision varies and develops over time. 7. Recognizes that resistance can be based on valid concerns and ideas. 8. Is comfortable making major changes that support the vision. |