

# Building Internal Leadership Capacity for Aspiring Principals

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# Aspiring Principal Academy

*It takes leaders to grow other leaders. Our work is our most important resource to develop our people.*

*Akash Swalmi*



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# Year One Overview

*Building leadership capacity from the inside out.*

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## Principal Leadership Development

- Visionary Leader
- Culturally Competent Leader
- Instructional Leader
- Engager
- Learner and Collaborator
- Reflective Leader

## District Leadership Overview

- Superintendent
- Human Resources
- Curriculum and Instruction
- Finance and Operations



# Visionary Leadership

## *Visionary Leadership in Action*

### Principal as a Visionary Leader:

- Articulates, communicates and leads the collaborative implementation of the school's mission and vision.
- Aligns and bases all decisions, practices and policies and resources on school's mission and vision.
- Promotes the collaborative creation, monitoring, and refinement of short and long term school improvement plans (SIP).
- Compels the district and school community to embrace and work toward the attainment of the shared mission and vision.

### Activities:

Elevator Speech (school's mission and vision)

Maximizing Social Media

Connect the Dots (understanding the ins and outs of SIP plans)

Understand a Theory of Action

Establish a Transition Plan for New Principals

Conduct a Currency and Human Capital Resource Audit

Building Level Data Dives (Monitoring Data Collaboratively)

Through Line (Clarify Vertical Alignment between mission, vision and leaders)



# Culturally Competent Instructional Leader

## *Principal as an Instructional Leader*

- Builds collective capacity of the entire staff through Professional Learning Communities (PLCs)
- Builds individual capacity of the entire staff through differentiated supervision, coaching, feedback, and the evaluation process.
- Ensures alignment of rigorous curricula, research-based best practices in instruction, and comprehensive formal and summative assessment approaches.
- Promotes monitoring systems that use real-time data to inform instruction and intervention at the teacher, team and school levels.

### Activities:

Organization & Implementation of Quality of PLCs

Understanding & Utilization of a Performance Based Supervision & Evaluation Model

Self Assessment & Action Planning



# Engager

## *Motivation Through - Autonomy, Mastery and Purpose*

- Prioritizes the whole child.
- Creates and cultivates partnerships with key stakeholders to achieve the school's mission and vision.
- Drives and navigates positive change.
- Safeguards community values, ethics, and equitable practices, advocating for all children.
- Cultivates a culture of reflective practice.

### Activities:

Case scenarios for all criteria.

Analyze the Audiences (gleaning feedback from key stakeholders)

Integrate a Focus on the Whole Child in SIPs

Collaborate beyond school boundaries - define the use of partners both in and out of the classroom

Intentionally teach strategies for connecting with key stakeholders

Build reflective capacity in all staff

Self Assessment & Action Planning



# Learner & Collaborator

## *Lead Learner and Collaborator*

- Facilitates job-embedded, ongoing, coordinated professional learning opportunities that improve student achievement.
- Develops internal leaders and creates an environment of shared leadership, collective responsibility, and collaborative decision making.
- Models reflective practice and interest in continuous growth and lifelong learning.
- Participates in professional learning organizations, a community of practice, and a leadership network.

### Activities:

Develop School-Based PD Plans (Assess Prior Knowledge and Experience, Analyze the Impact of PD, Address Initiative Fatigue)

Take Stock of Distributed Leadership

Select Teacher Leaders Strategically

Use of Faculty Meetings as Opportunities for Learning

Model the Way to Continuous Improvement



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# Reflective Leader

## *Possibility and Intentionality*

“Risk more than others think is safe, care more than others think is wise, dream more than others think is practical, expect more than others think is possible.”  
----Cadet maxim

**Possibility:** Progressive and future oriented people map out future dreams and consider all possibilities.

**Intentionality:** Possibilities only become realities when they are appropriately acted upon. Intentionality suggests a consciousness of the current state---as well as a vision for future possibilities.

### Activity:

Review self assessments





# District Leadership Overview

Superintendent

Human Resources

Curriculum and Instruction

Finance and Operations



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# Year Two Overview

*Building leadership capacity from the inside out.*

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## The Development of a Building Leader

- District & School Brand
- Climate & Culture
- Engagement: Collegial & Instructional Relationships
- Accountability & Responsibility
- Planning, Organization, & Time Management
- Parent & Community Engagement



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# District/School Brand & Climate/Culture

*Creating your building narrative and setting the tone for your climate and culture.*



# Engagement: Collegial & Instructional Relationships

2021, 2022 and 2023 Engagement –Survey Data									
*Orange are questions used to figure the employee engagement percentage.	21-22 Strongly Agree/Agree	22-23 Strongly Agree/Agree	23-24 Strongly Agree/Agree	21-22 Neutral	22-23 Neutral	23-24 Neutral	21-22 Disagree/Strongly Disagree	22-23 Disagree/Strongly Disagree	23-24 Disagree/Strongly Disagree
#1: I would recommend working in the Grandview C-4 School District.	56%	70%	71%	24%	23%	27%	20%	7%	11%
#2: I enjoy working with my school team.	84%	89%	86%	12%	7%	11%	4%	4%	3%
#3: List three things that you value as a Grandview C-4 School District employee.									
#4: I get excited thinking about working with students.	88%	92%	91%	9%	8%	8%	3%	1%	1%
#5: I find my work meaningful.	85%	92%	89%	11%	8%	10%	4%	1%	1%
#6: I am recognized for my accomplishments at work.	43%	50%	49%	26%	45%	29%	31%	5%	22%
#7: My building leader is invested in my success.	67%	75%	70%	19%	17%	19%	14%	8%	11%
#8: I have opportunities throughout the year to receive feedback from my building leader that promotes professional growth	62%	78%	70%	19%	15%	21%	14%	7%	9%
#9: My school's culture fosters a comfortable, supportive work environment	50%	73%	66%	25%	16%	17%	25%	11%	17%
#10: District leaders keep me informed about what is happening in my district.	52%	63%	62%	23%	27%	22%	25%	10%	16%
#11: I have access to the resources I need to do my job well.	53%	60%	62%	20%	27%	25%	26%	10%	13%
#12: List some things we are doing well in Grandview C-4.									
Engagement Percentage per Year	64%	74%	72%						
Dashboard Score Guide	Engagement								
Critical	29% or below								
Underperforming Goal	30-49%								
On Track to Meet Goal	50-69%								
Outperforming Goal (*Gallop Benchmark 72%)	70% and above								
Number of Participants									
21: 227 participants or 41% of staff responded (558 staff)									
22: 303 participants or 54% of staff responded (566 staff)									
23: 418 participants or 73% of staff responded (571 staff)									



# Accountability & Responsibility



# Planning, Organization & Time Management: Advice from Principals



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# Parent & Community Engagement

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# Leadership Experiences & Mentorship Opportunities

*Building leadership capacity from the inside out.*

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## Shadow a Leader

- Staff pick a district or building leader to shadow for a day

## Resumes & Mock Interviews

- Leadership Resume
- Interview Skill Building

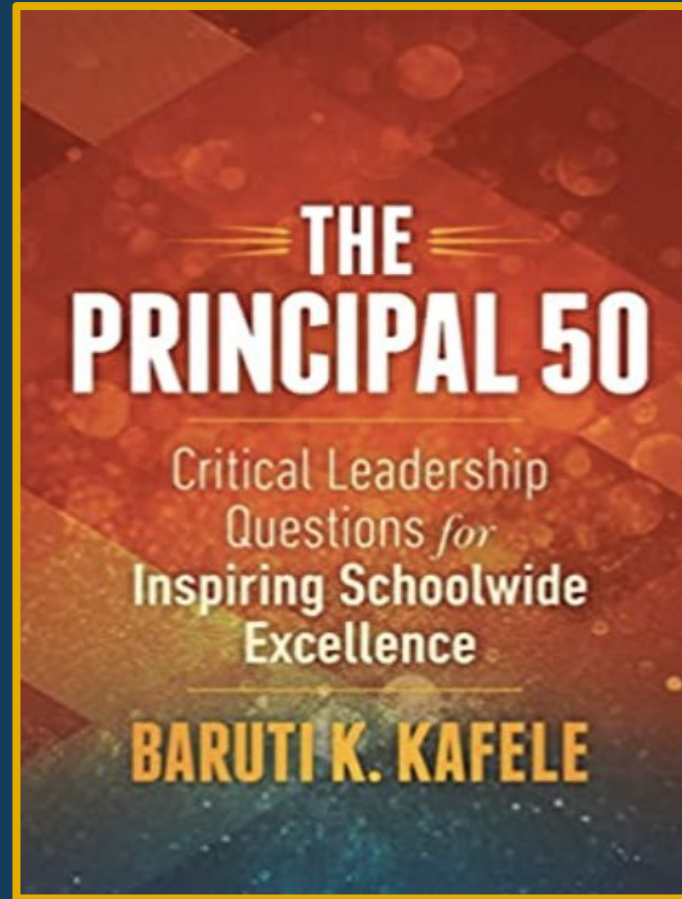
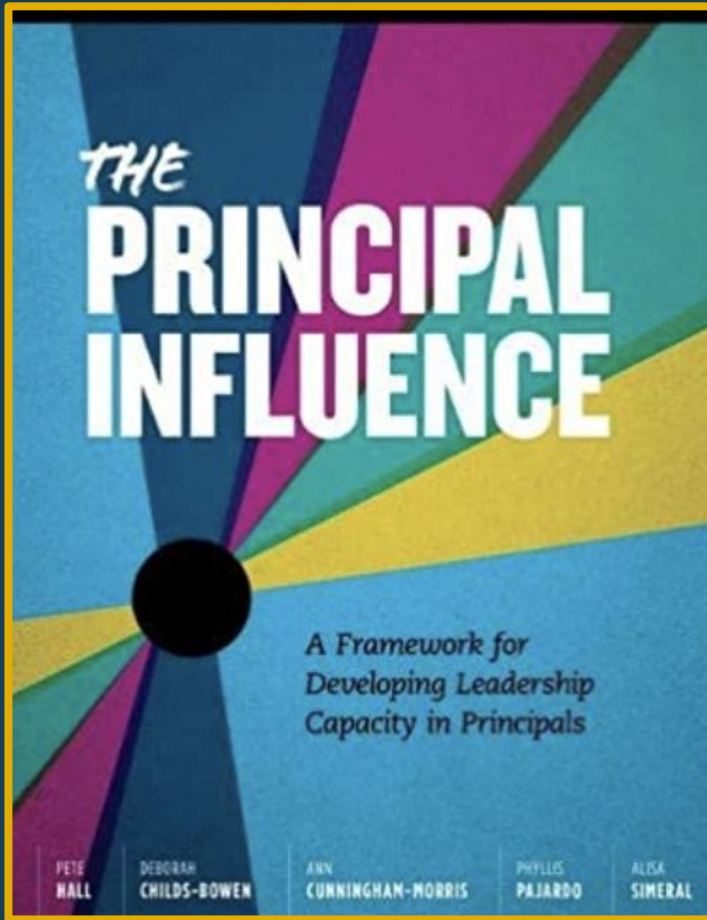
## Leadership Projects

- Leaders pitch projects
- Staff pick project and work alongside another leader
- Staff present projects to Cohort and Cabinet





# Resources



# *Questions?*

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