



# Alternative HIGH SCHOOL INITIATIVE

## Principal Training & Support Mini Convening

February 4 - February 5, 2008  
San Diego

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Monday, February 4, 2008

Day One

3:00 PM	Sheraton San Diego Hotel & Marina Bay Tower 1380 Harbor Island Drive San Diego, California 92101 619.692.2319  Hotel Check-In & Conference Registration	
5:00 PM - 6:00 PM	Reception	Point Loma Ballroom
6:00 PM - 6:30 PM	Welcome & Overview <ul style="list-style-type: none"><li>■ Welcome &amp; Introductions by AHSI Network Team Elliot Washor, Talmira Hill, Matt Spengler</li><li>■ Framing the work of the Principals' mini-convening<ul style="list-style-type: none"><li>○ Defining context for the week</li><li>○ Outlining goals for leaders' work</li></ul></li><li>■ Re-Visiting &amp; Re-Setting the Context<ul style="list-style-type: none"><li>○ What is AHSI?</li><li>○ What is the role of the AHSI Network?</li><li>○ Review the AHSI Distinguishers</li></ul></li></ul>	Point Loma Ballroom
6:30 PM - 7:30 PM	What do the Distinguishers Look Like in my School? Reflect/Write/Share- Group leaders discuss this question in triads. Please refer to homework assignment - use written responses they brought - honor the homework!  a) Which are we doing well, proud of? What would a visitor see happening to distinguish it?  b) Which Distinguishers present a struggle or challenge to me? Is there one we're working on to improve? Is there one in which I'd like to know more about what others are doing?	
7:30 PM	Dinner	Point Loma Ballroom



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All meetings and meals will take place in the **Point Loma Foyer & Ballroom**

7:30 AM	Breakfast
8:15 AM	Pick Me Up
8:45 AM - 9:00 AM	Frame the Day <ul style="list-style-type: none"><li>▪ Matt Spengler &amp; Larry Myatt</li></ul>
9:00 AM - 9:30 AM	AHSI Intermediary Show & Tell <ul style="list-style-type: none"><li>▪ Groups of three; organize around information presented in the AHSI overview; identify questions; rotate for discussion.</li></ul>
9:30 AM - 10:30 AM	Assessing Current Practice What are people doing to support leaders? What are leaders doing to support themselves? What are leaders asking for?  Present for discussion the <u>2 artifacts your team brought</u> for each area. Artifacts represent two perspectives. What is your organization doing in (a) Principal Recruitment/Selection, and (b) Principal Training & Support? In school-based team/dyad and 3 dyads together; 4 groups of 3 dyads; <u>one AHSI/BP person per group to audit/record/press</u> ; 20 minutes per presentation, including questions/discussion;
10:30 AM - 11:00 AM	De-Brief Members of each of 4 groups comment. What did we hear that inspired or provoked us? What is something we want to know more about? What is someone doing well? What is an area for which we would like support?
11:00 AM - 11:15 AM	Break
11:15 AM - 12:30 PM	Developing a roadmap/menu for, and ongoing in the network  Directors - from their organization's perspective: 1. <u>What kind of support</u> would we like in the areas of: (a) leadership recruitment, (b) leadership selection, and (c) leadership training/support? 2. <u>Can we offer support or examples of good practice</u> in any of these areas? What's working well for us? Do we have any good ideas to share?



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11:15 AM - 12:30 PM

(continued)

Principals/school-based leaders - from on the ground:

1. What support do I feel I need in the following areas, either in terms of my own knowledge base and practice or in supporting other adults in my school or program:

- ▣ Working with students and families?
- ▣ Working with districts, other organizations, within my organization?
- ▣ Supporting teaching and learning?
- ▣ Using data?
- ▣ Youth development?
- ▣ Student support/counseling?
- ▣ Developing/managing partnerships?
- ▣ Writing, communications, public engagement?
- ▣ Other?

2. How could/should that support be delivered? - AHSI folks are listening hard to find out: Are his/her needs typical and/or representative of other school leaders in our organization? Can this information give us insight into how AHSI could package and chunk support for school-based folks? Direct services? Networking? What would coaching look like?

12:30 PM - 1:30 PM

Lunch

1:30 PM - 2:00 PM

Common points of interest and inquiry  
Walk-about-- Director & Principal/school leader- What did we hear ourselves saying? What did others say that provoked us? Are we on the same page? How about other school leaders in our organization? What would they say if they were here?

2:00 PM - 2:45 PM

Common points of interest and inquiry  
Group debrief: school leaders/principals first; then Directors.

2:45 PM - 3:00 PM

Break



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3:00 PM - 3:15 PM

Annual Review & Other AHSI Network Commitments

How will this work be reflected in Annual Reviews which the Bill & Melinda Gates Foundation will conduct with each AHSI Intermediary organization based on annual reports?  
Elliot Washor, Sam Seidel, Talmira Hill

3:15 PM - 3:45 PM

Working Together - Next Steps

- What work would we like to do together? What are our commitments?
- Calendar/tentative schedule for calls and meetings, communication strategy,, etc.
- Clarify any immediate questions or guidance needed
- Appreciations

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### Homework - 2 Parts

Part I- For school leader/principal: How the distinguishers look and feel in my program?

Take a few moments and review the AHSI Distinguishers. After reflection, prepare a 1-page written statement responding to the following prompts:

- In which distinguisher area are you doing well? How would a visitor recognize it? What tells you it is working well?
- Which distinguisher presents a struggle or challenge? Is there one Distinguisher you are working on to make it better? Is there one you'd like to know more about in terms of how others are doing?  
{Writing can be in bullets, outline, narrative, etc.}

Part II - For Director and school leader/principal pair: Assessing our organization's attention to leadership

- Select and bring for discussion 2 artifacts (bring copies/hand-outs if you can) that demonstrate your organization's work in the area of (a) Principal Recruitment/Selection, and (b) Principal Training & Support.