

Greenfield School Leader Scope & Sequence

DRAFT 3.21

Event	Key Question	Objectives/Detail	Owner
<p><b>New Principal Orientation</b> (Feb. 28)</p>	<p>GF 1) What are the foundational beliefs of the Greenfield model and how does each critical structure bring those to life?</p>	<p><b>-Clearly describe why we started Greenfield, what the core model elements are</b> and how those align to school-wide outcomes                      -Clearly name primary differences between this model and AF Classic and the rationale for the enhancements/changes (e.g. why we are orienting our goals toward paceline v. other common approaches)</p>	<p>Doug</p>
<p><a href="#">Greenfield Leaders Training Launch Agenda</a> (March 22-23)</p>	<p><b>Training Summary:</b> This first event will focus on a building/deepening context on the Greenfield Model, introducing Academic vision for SDL, and preparing school leaders to move forward a few key readiness priorities (school priorities, adult culture norms, school schedule, leadership R&amp;R)</p>		
	<p>GF 1) What are the foundational beliefs of the Greenfield model and how does each critical structure bring those to life?</p>	<p>-Clearly describe why we started Greenfield, what the core model elements are and how those align to school-wide outcomes                      -Clearly name primary differences between this model and AF Classic and the rationale for the enhancements/changes (e.g. why we are orienting our goals toward paceline v. other common approaches)</p>	<p>Doug</p>
		<p>-Explain how the daily schedule, Friday schedule, and yearly schedules (especially expeditions weeks) work and how these structures support core outcomes                      -Clarity on the parameters for their shared space/time with other schools in their building                      -Clarity on the staffing model for their school, process for hiring and communication to facilitate it. (Include link to recruit warboard)</p>	<p>Doug</p>
		<p>-Explain how enrichment and expeditions function in the Greenfield model and believe they are a critical part of a student’s education &amp; can be a catalyst for other key outcomes (building deep habits, investment in goals, etc)</p>	<p>Marc &amp; Rachel</p>
<p>SL 18) What is my vision for the adult culture necessary to set my team up for success this year?</p>	<p>-What will it look like to combine AF best practices around Adult Culture, the Valor work, and any other needs/opportunities unique to a Greenfield school (<i>e.g. change management and how that can impact staff culture</i>)                      -Lessons learned from this year</p>	<p>Doug</p>	

	GF 3) What are my individual goals and responsibilities to support the school wide wide goals? SL 16) Am I clear on the specific R&R for my leadership team?	- <b>Schoolwide measures</b> -Review Dean Management tools/exemplars	Kate
	A 8) How does a paceline orientation impact my role and responsibilities?	-Why is the the approach we've selected? -What does it mean to coach and manage with a paceline orientation (intro)?	Kate & Jeff
	A 5) What does accelerated academics look like in SDL?	-How is SDL and therefore the instructor role unique within the Greenfield model? -Impact of paceline orientation on instructors and Deans to effectively support	
<b>Greenfield Leader Training: Culture</b> (April 28 in NY)	C 10) What does an APC look and feel like? What are the crucial first steps to build that kind of community?	<input type="checkbox"/> Describe the indicators of an awesomely powerful community <input type="checkbox"/> Describe the core structures & high level resources at your disposal to foster an awesomely powerful community <input type="checkbox"/> Explain the critical connections between the culture and academic routines within the model	Lisa
	C 11) What are the key steps I need to take to launch trusting relationships with my goal team students and families?	<input type="checkbox"/> Build your vision of the what and why for Goal Teams <input type="checkbox"/> Apply this vision to common change management scenarios <input type="checkbox"/> Build your vision of the what and why for Dream Teams <input type="checkbox"/> Apply this vision to common change management scenarios <input type="checkbox"/> Orientation and vision for family engagement <input type="checkbox"/> Internalize core resources and guidance to support for family engagement <input type="checkbox"/> Work time to begin customizing family engagement plans for your school	
	GF 4) How will teachers be developed at Greenfield?	<input type="checkbox"/> Internalize the overall approach to training staff around core APC priorities <input type="checkbox"/> Review the draft ATT agendas for the weeks led at your school site to share feedback	
<b>Greenfield Leader Training: Academics</b>	<b>Training Summary:</b> School Leaders will zoom in on specific content areas (vision, excellence in planning & execution)		
	A 5) What does accelerated academics look like in my grade/subject?	-Understand the paceline and vision of success in my grade(s) and subject -Explain in both student and family friendly terms what paceline means and why it matters -Deeply know the bar of excellence in their grade/subject and be able to explain it using examples (e.g. state test prompts, student work)	Subject owner

<p>(June 5-7 in New Haven)</p>		<p>-Explain how and why the different instructional blocks work together to get students to those outcomes</p>	
	<p>A 6) What does excellent planning and prep look like for my grade/subject?</p>	<p>-Clearly explain the key steps to completing high quality IPP in their grade/subject          -Analyze, with feedback, teacher examples of IPP          -Clearly explain the key steps to high quality LASW in their grade/subject (e.g. oriented toward paceline, sacred repeatedly do)          -Analyze, with feedback, teacher examples of LASW</p>	<p>Subject owner</p>
	<p>A 7) What does excellent execution look like for my grade/subject?</p>	<p>-Be able to explain the key markers for success and critical timestamps to execute a high quality lesson in my grade/subject          -Practice at least core excerpts of quality daily instruction/ FOIs for my grade/subject with real time feedback          -Name and practice critical academic routines that have to be in place for successful execution of core FOI(s) in my grade/subject</p>	<p>Subject owner</p>
	<p>A 9) What does effective academic intervention look like in the GF Model?</p>	<p>- What are the ELA intervention triggers? When does intervention happen? Who leads it?          - What triggers a math intervention? When do they happen? Who leads them? How does the weekly math intervention meeting help to set clear math interventions?</p>	<p>Jeff Imrich or Doug</p>
	<p>GF 4) How will teachers be developed at Greenfield?</p>	<p>Obs/Feedback = classic ... LASW = relay rubric + any G-field (make sure G-field LASW aligns to Relay) ... and Greenfield IPP &amp; FOI documents ... Friday PD schedule example ... 1-pager on teacher development (from teacher POV) ... <b>Clarity on how we are tracking action steps for Obs/Feedback and LASW (Maura B. on team data -- ideally use what we are using for classic)</b></p>	<p>Doug</p>
<p><b>Greenfield All Leader Training</b> (June 21-23)</p> <p>Note/ Reminder- <i>Libby is missing this event</i></p>	<p><b>Training Summary:</b> Greenfield Leaders will attend day one of network training to build community with fellow AF school leaders and gain any critical context for the year ahead. The remaining two days will focus heavily on preparing on the core preparation for ATT.</p> <p>C 10) What does an APC look and feel like? What are the crucial first steps to build that kind of community?          C 11) What are the key steps I need to take to launch trusting relationships with my goal team students and families?</p>	<p>-Describe the indicators of an awesomely powerful community          -Describe what common picture looks like for the first 6 weeks and why          -Execute core taxonomy moves (MVP, narrate, correct, strong voice, radar, break the plane)          -Believe a strong culture foundation --common picture, aligned taxonomy moves, behavior system          -- enables a safe &amp; focused learning environment where we can build deep student investment.          -Experience key portions of the goal team protocols (e.g. a circle) to both build their vision of excellence, build relationships with colleagues, and build empathy for the student experience in goal teams</p>	<p>Zach S. and Andrew can help lead based on AF classic materials</p>

	<ul style="list-style-type: none"> <li>-Practice the first 1-2 weeks of goal team protocols in order to execute the foundation for trusting relationships in the early weeks of school</li> <li>-Explain and practice the first critical moves to foster trusting relationships with families at the start of the year (e.g. initial calls home, setting up routines for regular communication)</li> <li>-Believe that families are our best partners and greatest assets to support scholars and constant two-way communication is critical to unlock this potential</li> </ul> <p><b>[Note: This intentionally doesn't include circle specific training which will come from Valor]</b></p>	<p>GT- (Goal Setting/Reflection) Lisa S.?</p> <p>Family Communication/ intro to DT</p>
T 14) Do I feel confident and comfortable with every technology tool & data report I'll need in the first 6 weeks of school?	<ul style="list-style-type: none"> <li>-Explain student and family policies for use of technology</li> <li>-Create first week's lessons to orient students to technology</li> <li>-Practice using Digital Citizenship resources to teach students about safe &amp; responsible internet use</li> <li>-Know the specific technology used in my grade/subject &amp; be able to execute basic troubleshooting</li> </ul>	Lisa and Archana
GF 4) How will teachers be developed at Greenfield?	<p>School Leaders will review provided session plans/resources with aligned designer (if applicable) to internalize and customize the core content they are owning for ATT</p> <p>If designing an ATT session, School Leaders will have support and work time to prepare for those sessions</p>	?