

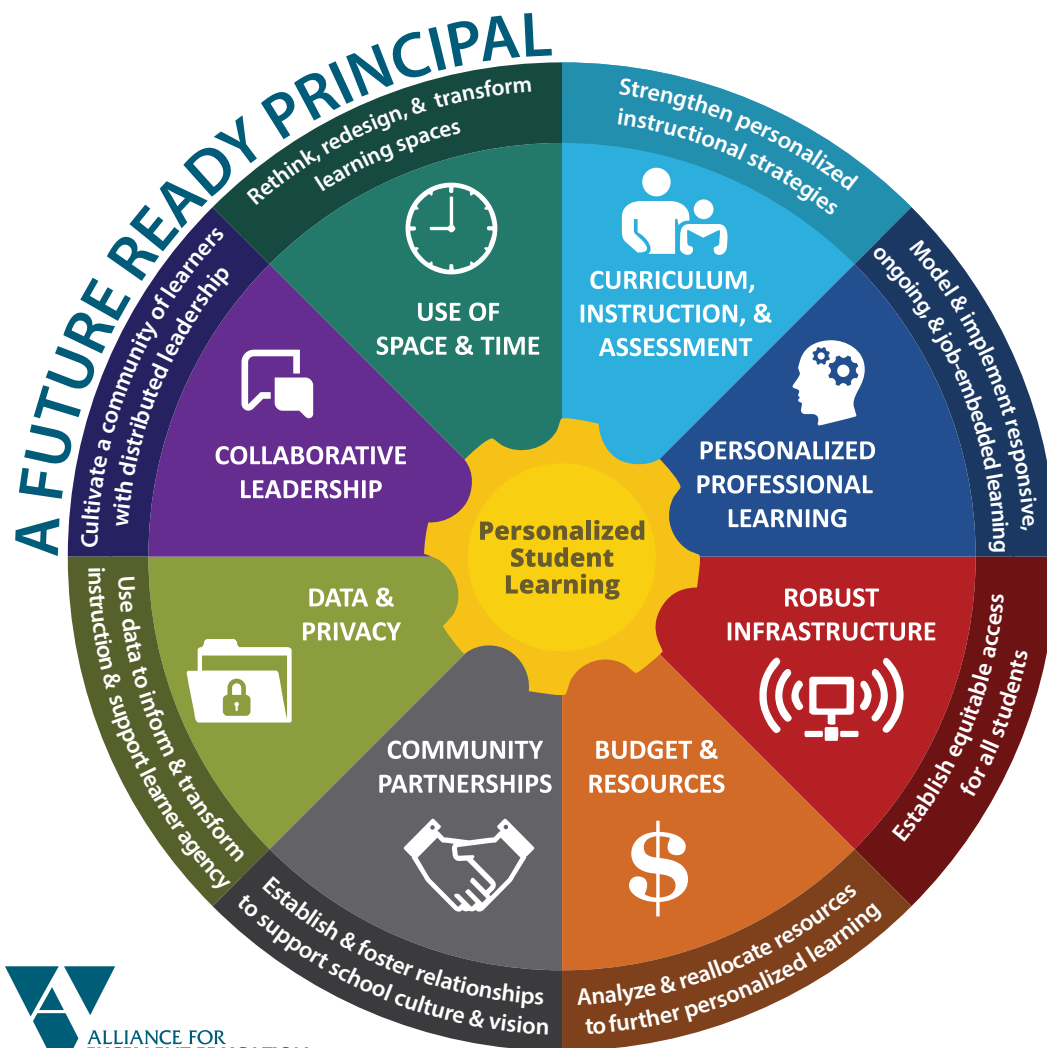
PRINCIPALS

As schools seek to become future ready, it is necessary to identify and cultivate leadership at all levels and across multiple roles. FRS principals invest in distributed leadership instead of autocratic structures, providing hybrid roles and developing teacher and student leaders. They coach, model, and lead processes that directly address how to personalize instruction for digital-age students and teachers to own collaboratively.

FRS principals provide opportunities, time, and resources for personalized professional learning based upon teacher needs and the school's vision for teaching and learning.


FRS principals ensure each student has equitable access to broadband, devices, and curricular resources to fully engage in personalized learning at home and at school. They analyze, utilize data to inform, and potentially reallocate human and fiscal resources to align with the school vision and personalized learning. In addition, FRS principals build and leverage relationships with parents, students, business partners, the school district, and the community to support the school's vision.

FRS principals ensure data is available and used regularly. They encourage the redesign of learning spaces and schedules to support effective instruction, personalized learning, and professional learning.




Rethink, redesign, & transform learning spaces

 *Use of Space and Time*

- Remove barriers and cultivate conditions for collaboration. 
- Rethink and design the master schedule to support the vision for teaching and learning.
- Create learning spaces responsive to student needs.


Strengthen personalized instructional strategies

 *Curriculum, Instruction, and Assessment*

- Ensure teachers have access to resources, curriculum, assessments, and professional learning that support strong content knowledge and pedagogy. 
- Establish common language and use an appropriate framework to align with the vision.
- Provide a means to feedback, sharing, and reflection to ensure alignment with the standards.
- Provide teachers with sufficient planning time.
- Adopt authentic, performance-based assessments that support personalized and digital learning.

Model & implement responsive, ongoing, & job-embedded learning

 *Personalized Professional Learning*

- Address professional learning needs as part of the school schedule. 
- Model effective professional learning when leading teachers.
- Expect educators to connect and collaborate within their school and with colleagues in their professional learning network.
- Create opportunities for collaboration with lesson plans, resources, assessments, and reflection for staff members.


Establish equitable access for all Students

 *Technology & Infrastructure*

- Understand and address the infrastructure needs of staff and students. 
- Champion the community's capacity to help students access resources beyond the school.
- Communicate regularly with the district technology team to advocate for the school's needs and identify strategies that lead to change.


Analyze & reallocate resources to further personalized learning

 *Budget and Resources*

- Evaluate existing resources and determine if they support the needs of all learners. 
- Redistribute funds to adopt resources that align with the standards.
- Re-examine and allocate resources (human and fiscal) to rethink the vision for teaching and learning, including professional learning, infrastructure, curriculum and instruction, and data and assessment.


Establish & foster relationships to support school culture & vision

 *Community Partnerships*

- Engage stakeholders and partners in developing and implementing a vision for personalized, digital learning, including creating an understanding of the connection between the school and community. 
- Invest time and sincere efforts to foster a culture of trust with the community.
- Provide ongoing opportunities, face-to-face and virtually, for dialogue and input with stakeholders.
- Identify and create ways to support community needs and for the community to support the school.


Use data to inform & transform instruction & support learner agency

 *Data and Privacy*

- Model the effective use of data for reflection and instructional improvement and ensure teachers are using the data to personalize instruction for all students. 
- Promote digital fluency among teachers and students.
- Review and display data in a meaningful way.
- Ensure data is available in a digestible format for teachers, parents, and students.

Cultivate a community of learners with distributed leadership

 *Collaborative Leadership*

- Build a culture of trust that supports leadership among stakeholders. 
- Model the effective use of digital learning and the value of taking risks to move toward the vision for teaching and learning.
- Allow collaboration to transcend time, space, and walls.
- Provide opportunities for teachers and students to lead professional learning and be involved in dialogue with the community and district leaders.