PreK-3 Principal Leadership Series

**Group Work Tasks – Session One**

# Introduction

The PreK-3 Principal Leadership Series is based on the “Six Competencies That Characterize Leadership of

Pre-K-3 Learning Communities” (p. 7\*). For each session, we will be focusing on one of the competencies along with its indicators.

The first group work time will focus on self-assessment while the second group work time will focus on collaboration and strategy building. The Self-Assessment Tool and Questions for Reflection are from *Leading Pre-K-3: Learning Communities Competencies for E­ffective Principal Practice.*\*

**Group Work for Competency 1: Self-Assessment and Reflection (12:00-1:00)**

Copies of the *Self-Assessment Tool* and *Questions for Reflection* are in your folder. The task during your lunch is to rate each indicator using the 1-4 scale at the top and then rank each indicator by priority.

1. Engage in discussion/reflection before rating each indicator (use the Questions for Reflection to help facilitate discussion/reflection).
2. Rate each indicator based upon your perspective or your organization’s perspective.
3. In the right column, rank the indicators based on your priorities. Start thinking of an indicator that you would like to enhance or implement.
4. Write an attainable goal for one (or more) of the indicators. You will share this goal on the evaluation.

**Group Work for Competency 1: Collaborative Capacity Building - Strategies (2:15-2:45)**

Copies of the *Lead. Learn. Build.* worksheet are in your folder. The task during this time is to connect with your colleagues and generate strategies for each of the indicators. Discuss with others at your table and with teams at other tables.

**Session Evaluation**

A link to the session evaluation is on the [Principal Leadership](http://mnprek-3.wikidot.com/principal-leadership) webpage. As a part of the evaluation, we ask you to submit a strategy for one of the indicators and a goal that you created.

**Note:** During group work time, work may be individual, intra-district or inter-district.

**Competency 1:**

***Effective principals embrace the concept of high-quality PreK-3 learning as the foundation for children’s developmental growth.***

* 1. Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
	2. Set expectations that the continuum of learning from age three to grade three is fundamental to your school’s mission.
	3. Expand the concept of “learning community” to include collaboration among external, as well as internal, stakeholders.
	4. Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders
	5. Align funding, resources and governance to support the PreK-3 framework.