



IEL/SWIFT Community Schools New Mexico Community Schools Principal Fellowship on Collaborative Leadership

Overall Goals:

- Deepen understanding of collaborative leadership, shared power, and voice (one of the six key practices of community schools);
- Collaborate to design and maintain a shared vision;
- Develop deep and sustained practices to cultivate relational trust among key members of the community and school;
- Develop systems and structures that support collaborative leadership, shared power, and voice; and
- Apply practices for shared data collection and analysis.

Further, these key ideas, practices, and concepts are built into each course:

- **Relational trust:** Cultivate a critical necessary condition for action through storytelling, equitable discourse, and shared power and decision-making.
- **Equity:** Achieve equitable outcomes for families and students and process for engaging families, students, staff, and community organizations.
- **Model:** Exhibit proficient use of tools, practices, and protocols that support community schools.
- **Qualitative and quantitative data/evidence:** Gather and analyze evidence with particular attention to local data/evidence.

The New Mexico IEL/SWIFT Community Schools Principal Fellowship experience comprises two 8-week courses. The courses include a combination of group sessions and independent practice sessions. Participants are organized in small cohorts of 10 peers. Two leadership coaches plan and facilitate cohort sessions and meet with each participant for two 1:1 coaching sessions.

During independent practice (IP) between sessions, participants apply protocols, tools, and practices to their daily work as school leaders. Participants collect evidence during the IP and analyze that evidence with their cohort and coach. In the final group session, termed the *Keystone* session, participants present evidence and reflect on their collaborative leadership

practices and emerging changes at the community school. The primary goal of the concluding *Keystone* is to demonstrate impact on the participant leadership practices and the quality of implementation and emerging results at the community school. To document and present impact on the community school, participants rely on three key areas of the community school:

- Rituals (culture)
- Relationships (people)
- Systems, structures (how)

Micro-Credential	Focus/Topics
<p>#1 <i>Reimagining Leadership as Collaborative</i> 8 Weeks</p>	<ul style="list-style-type: none"> ● Leadership as both professional and personal – who am I as a leader ● Facilitating and collaborating to cultivate a shared vision for school change efforts ● Collaborative Leadership Practice ● Mapping and analysis of current systems, structures, and process for leadership, power distribution and decision-making within the community school ● Leadership creates enabling conditions for various voices to be heard and acted upon ● Mapping of community assets ● Reimagining how decisions are made and who is involved ● Partnership and collaboration with Community School Coordinator
<p>#2 <i>Forming Enduring Relationships of Trust with Families and Community Organizations to Support Student Learning</i> 8 Weeks</p>	<ul style="list-style-type: none"> ● Partnership and collaboration with Community School Coordinator ● Analysis of current school systems for two-way, authentic engagement of families, students, and community organizations as co-leaders in the community school ● Collaborative design of systems, structures, and decision-making with, staff, students, families, and community members ● Collaborating and facilitating the development of a data plan to support the work toward the vision ● Cultivating partnerships with community organizations (in partnership with CS Coordinators) ● Democratic decision-making structures such as community school council or site-based leadership team ● Community connections and assets that support student learning ● Systems and structures to support student learning at home and within the community ● Systems, structures, and processes for engaging parents, students, staff, and community members in the transformation of a school into a community school

Course Schedule Outline

Week #1: Whole group meeting (Zoom). All participants meet together and meet their cohort peers and coach during the session (2 hours). (This session will be held on **Tuesday, September 12, 5:00-7:00 p.m., via Zoom**. The dates for subsequent sessions will be determined by the participants with their coaches.)

Week #2: Independent Practice at school. Apply practices with tools and collect evidence.

Week #3: Cohort meeting facilitated by the coach(es) (2 hours, via Zoom).

Week #4: Independent Practice at school. Apply practices with tools and collect evidence.

Week #5: Cohort meeting facilitated by the coach(es) (2 hours, via Zoom).

Week #6: Independent Practice at school. Apply practices with tools and collect evidence.

Week #7: Independent Practice at school. Apply practices with tools and collect evidence. Work on reflection presentation for Keystone.

Week #8: Keystone Presentation – participants present evidence and reflect on emerging impact on their collaborative leadership within the community school (2 hours, via Zoom).

*** Late Fall: Community Learning Exchange with community school coordinator and one member of the site-based leadership team (4 hours, in person).