ASU

"BUILDING LEADERSHIP CAPACITY IN A LARGE URBAN HIGH SCHOOL AS A NEW HIGH SCHOOL PRINCIPAL"

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CONTEXT:
HS Principal in a large urban comprehensive school with 3,400 students.

PROBLEM OF PRACTICE:
New principals can strategize their working relationships with stakeholders and show stakeholders how they lead through positive efforts and distributed leadership at improved. Through the process of building leadership capacity in a school, new principals can guide the overall cultural change needed to attract a diverse community and reflect on the impact that their actions make. Understanding what you are is the only way to remove perceptions in this high-minded area of accountability.

THEORETICAL PERSPECTIVES AND RESEARCH GUIDING THE STUDY

THEORY OF CHANGE
Seeking its Theory of Change helps making an outline that outlines the steps to which your plan to achieve your goal. It helps you define whether your plan is contributing towards achieving the impact you envision, and if there is another way that you need to consider as well.

SENSEMAKING
Sensemaking enables learners to have a clear group of what is going on in their environments, thus facilitating other leadership activities such as identifying, measuring, and responding.

COMMUNITIES OF PRACTICE
Groups of people who share a concern or a passion for something they do and learn how to do it better so they learn together. This learning that takes place in not necessarily conventional. These components are required in order to form a CoP: 1) the domain; 2) the community; and 3) the practice.

RESEARCH QUESTIONS:
1. How do Principals share a re-envision of learning?
2. How do new Principals develop leadership capacity in a large comprehensive campus?

SUBQUESTIONS
1. How is teachers’ instruction affecting student learning?
2. What is teachers’ doing or not doing in their instruction that is helping or hindering student performance?
3. How is Principals’ practice affecting student learning?
4. What needs to change?
5. What are principals doing or not doing in their instruction that is helping or hindering student performance?

INNOVATION

GOAL:
The purpose of this case study was to explore a principals’ experience as new High School principal in a large urban high school. In the era of school accountability, how does the principal shift from a transformational leader to an instructional leader on campus and build instructional leadership capacity within the site.