



Leadership Prep Academy 2023-2024

Purpose

The purpose of TUSD’s Leadership Prep Academy Aspiring Leaders (LPA) is to develop, cultivate, and grow the leadership capacity within those who aspire to fill leadership roles in the district. Predominately focused on developing campus Principals, participants recommended to participate in the LPA may also be selected to serve as campus Assistant Principals or other key leadership positions within the district.

Overview

Through the oversight of the Assistant Superintendent of Leadership and Student Success, the LPA is a 7-month leadership preparation program for aspiring leaders who have clearly demonstrated leadership skills and contributed to the betterment of their current assignment. As such, participants will be part of a cohort led by top leaders in the district. Each LPA will be grounded in the Professional Standards for Educational Leaders (PSEL) and will be taught by a member of the Superintendent’s Leadership Team. In addition, participants will engage in book studies, educational leadership articles, attend board meetings and district Instructional Leadership Academies, and be responsible for a culminating project.

Selection Process

Candidates for the LPA will be selected from those who have been recommended by their Principal, Director, Assistant Superintendent, Chief Officer, or Superintendent. Candidates recommended to participate in the LPA must have demonstrated clear leadership qualities in their current position or assignment. These qualities consist of being a strong team member, going above and beyond their duties, responsibilities, and assignments, being dependable and reliable, maintaining a positive attitude, and have a proven track record of making a difference on their campus or department including building and maintaining a supportive and inclusive learning environment for all students and adults. From those recommended, central leadership will select 20-25 members to participate in this year’s LPA Cohort.

Professional Standards for Educational Leaders

TABLE 1: PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS	
Standard 1. Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Standard 6. Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
Standard 2. Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.	Standard 7. Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
Standard 3. Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.	Standard 8. Meaningful Engagement of Families & Communities Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
Standard 4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.	Standard 9. Operations and Management Effective educational leaders manage school operations and resources to promote each student’s academic and well-being.
Standard 5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Standard 10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student’s academic well-being.

[National Policy Board for Educational Administration \(2015\)](#)



Syllabus

Meetings: September 13, 2023 - March 6, 2024

Time: 5:15 pm to 7:30 pm (Dinner served at 5:15 pm)

Location: Catalina High School - FEAST Culinary Conference Space

Date	Session	Topic	Presenter(s)	Homework
September 13 th	#1	Overview: Big Picture of LPA Standard #1 - Mission, Vision, & Core Values. TUSD's Mission, Vision, and Strategic Plan	Mr. Frank Armenta, Ms. Monica Sanchez, Dr. Gabriel Trujillo & Regionals	
October 18 th	#2	Standard #4 - Curriculum, Instruction, and Assessment	Dr. Flori Huitt & Dr. Halley Freitas	Mindset Chapters 1-4 Board Meeting ILA Session
November 15 th	#3	Standard #7 - Professional Community for Teachers and Staff Standard #10 - School Improvement	Ms. Heidi Aranda & Mr. Jon Lansa	Mindset Chapters 5-8 Board Meeting ILA Session
December 13 th	#4	Standard #3 - Equity and Cultural Responsiveness Standard #8 - Meaningful Engagement of Families & Communities Standard #5 - Community or Care and Support for Students	Dr. Kinasha Brown, Ms. Lacey Grijalva & Ms. Julie Shivanonda	Leading Change Part I Board Meeting ILA Session
January 17 th	#5	Standard #2 - Ethics and Professional Norms Standard #9 - Operations and Management	Mr. Rob Ross & Mr. Ricky Hernandez	Leading Change Part I & II Board Meeting ILA Session
February 7 th	#6	Standard #6 - Professional Capacity of School Personnel Culmination Project - Assignments Systems Thinking ©	Mr. Jon Fernandez & Regionals Ms. Sheri Marlin <i>Waters Foundation</i>	Leading Change Part III Board Meeting Presentation ILA Session
March 6 th	#7	Culmination Project - Presentations Interview Process	Dr. Gabriel Trujillo, Mr. Frank Armenta, Mr. Jon Fernandez & Regionals	

Mindset: The New Psychology of Success
by Carol Dweck

Leading Change
by John P. Kotter

