



Leadership Prep Academy 2024-2025

Purpose

The purpose of TUSD's Leadership Prep Academy Aspiring Leaders (LPA-AL) 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-AL may 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-AL is a 7-month leadership preparation program for aspiring leaders who have 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-AL 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 responsible for a culminating project.

Selection Process

Candidates for the LPA-AL 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-AL 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-AL 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.



Syllabus

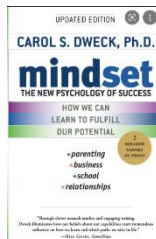
Meetings: October 16, 2024 - February 26, 2025

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
October 16 th	#1	Overview: Big Picture of LPA Standard #1 - Mission, Vision, & Core Values. TUSD's Mission, Vision, and Strategic Plan	Dr. Gabriel Trujillo, Regionals, and Mr. Frank Armenta	
October 30 th	#2	Standard #4 - Curriculum, Instruction, and Assessment	Dr. Flori Huitt and Dr. Halley Freitas	Mindset Chapters 1-4 Board Meeting ILA Session
November 20 th	#3	Standard #7 - Professional Community for Teachers and Staff Standard #10 - School Improvement	Ms. Heidi Aranda and Mr. Jon Lansa	Mindset Chapters 5-8 Board Meeting ILA Session
December 4 th	#4	Standard #3 - Equity and Cultural Responsiveness Standard #8 - Meaningful Engagement of Families & Communities Standard #5 - Community or Care and Support for Students	Mr. Frank Armenta, Ms. Anna Schwartz Warmbrand, and Ms. Lacey Grijalva	Leading Change Part I Board Meeting ILA Session
January 15 th	#5	Standard #2 - Ethics and Professional Norms Standard #9 - Operations and Management	Mr. Rob Ross and Mr. Ricky Hernandez	Leading Change Part I & II Board Meeting ILA Session
February 5 th	#6	Standard #6 - Professional Capacity of School Personnel Culmination Project - Assignments Systems Thinking ©	Mr. Jon Fernandez and Regionals Ms. Sheri Marlin <i>Waters Foundation</i>	Leading Change Part III Board Meeting Presentation ILA Session
February 26 th	#7	Culmination Project - Presentations Interview Process	Dr. Gabriel Trujillo, Mr. Frank Armenta, Mr. Jon Fernandez, and Regionals	

Mindset: The New Psychology of Success
by Carol Dweck



Leading Change
by John P. Kotter

