



# THE MAKING OF A LEADER



## SPOTLIGHT



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### CONNECTING PRINCIPLES (AND PRINCIPALS) TO PRACTICE

The Ohio Association of Elementary School Administrators (OAESA) is using OLAC tools and resources through trainings to help educators make practical connections between the Ohio Improvement Process (OIP) and effective collaboration.



## HOW WE'RE USING OLAC TOOLS

OLAC tools are embedded throughout the principal preparation program OAESA offers in partnership with Concordia University Chicago. Part of this program involves an internship, where participants are using OLAC modules and OIP resources to plan a year-long building improvement project. The goal is to help aspiring principals be immersed in the improvement process before getting their first job, and to know how OLAC tools and resources can be practical supports for school improvement.



## MY FAVORITE OLAC TOOLS

**Rebecca Hornberger** | OAESA Department Chair, SAIL/CUC Partnerships

When I was a principal, I appreciated anything that reviewed the 5-step process at the teacher-based team (TBT) and building-level team (BLT) levels. I relied on the OLAC tools to assist staff who needed extra supports to implement the 5-step process with fidelity. The team- and self-assessments, modules, evaluation crosswalk tools, and handouts were go-to resources to use with my teams.



## OLAC'S IMPACT

**Julie Davis** | Executive Director, OAESA

We have been using OLAC tools with our Ohio Instructional Leadership Academy. One of the biggest outcomes we have seen from an external evaluation is the shift in support for building-level teams and teacher-level teams. Before embedding OLAC tools in this program, most people didn't even have an OLAC account. Now, we are seeing participants use OLAC resources to support their work with the OIP. Also, the fact that OLAC resources are free and based on Ohio's standards, the Ohio Improvement Process, and developed by Ohio educators makes them unique. While there are a variety of free national professional development resources, users still have to Ohio-ize them. OLAC resources are already built from the Ohio context, and as things are updated from the Ohio Department of Education, the tools reflect those updates.

**Rebecca Hornberger** | OAESA Department Chair, SAIL/CUC Partnerships

As a building leader, it was important to have these resources to support real improvement. At my building, we were already in the OIP, but I found that many times educators were using old data in their TBT meetings. As a result, they were not getting the most out of their TBT time to improve student outcomes. Through the use of OLAC tools that support the 5-step process, my teams were able to have a TBT meeting right after an assessment, use steps 1–2 to talk about how all groups of students performed, and then use steps 3–4 to talk about action steps to address any issues. Then, we could take it to step 5, which helped us to look at our data over time to see if there was improvement.

Prior to being exposed to OLAC tools, I had been working toward the OIP and starting TBTs as a principal, but wasn't making the connection. Using the OLAC modules, website, and handouts to support the work in my building to create effective TBTs and BLTs helped me see the big picture.



## HERE'S WHAT PARTICIPANTS IN OAESA PROGRAMS HAVE TO SAY:

"OLAC's list of effective process skills helped me analyze our school's PLC efforts. I am glad I had the chance to become familiar with how I might use the OLAC resources before getting my first job as a principal."

—OAESA Principal Preparation Program participant

"Our team was able to use the OLAC tools to effectively assess the quantity and quality of the various activities we are currently using to address the needs we identified in our school improvement plan."

—OAESA Ohio Instructional Leadership Academy participant

"This was our school's first year using Ohio's Improvement Process and learning about the OLAC tools and practices during our online courses was so helpful."

—OAESA Ohio Instructional Leadership Academy participant