



# THE MAKING OF A LEADER



## SPOTLIGHT



### DANIELLE WALLACE

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### A NEW PRINCIPAL FINDS THE RIGHT SUPPORT

In her second year as a principal in a building without an assistant principal, Danielle Wallace enjoys the challenge of wearing the many hats of a principal, but misses having a partner to collaborate with. Through her participation in the Ohio Leadership for Inclusion, Implementation, & Instructional Improvement (OLI4) program, she has been able to connect with a group of colleagues and use OLAC tools and resources to build shared leadership with staff throughout her building.



## HOW I'M USING OLAC TOOLS

I am currently in my second year of participation with the OLI4 program. As a beginning administrator, OLAC tools and resources have been invaluable to me.

The first module we completed in OLI4 as a cohort was [Teacher-Based Teams: What Districts Need to Know](#). As someone who came from a district where we did not have teacher-based team (TBT) or building-level team (BLT) experience, it has been very eye opening to use the modules and to work with the cohort to see how it all fits together. Through the OLAC resources, I have been able to work collaboratively with the team to share the “why” we are doing this, and it has really helped us all stay on the right track to move forward.



## MY FAVORITE OLAC TOOLS

I recently completed the OLAC module on [Developing Shared Accountability](#). This was perfect timing as I have been meeting with our Response to Intervention (RTI) team, and trying to get everyone on the same page in terms of getting services from this team to all the students who need them. I have been working with the team to figure out what this looks like, and the Developing Shared Accountability module helped affirm the direction we are going and that it is the responsibility of everyone to help all of our students.

I have found there is real value in having other Ohio educators as presenters in the videos and modules. That means that if I need to, I can actually get in touch with those people after I complete the OLAC tool to ask a question, see how it's going for them, and see if they have ideas that can help me in my building.



### AS A RESULT OF DANIELLE'S WORK WITH OLAC, HER TEAM IS MAKING CONNECTIONS:

“The power of Response to Intervention (RTI) lies in discovering ways learners learn best, regardless of who is giving the services. By tying TBT and RTI together, classroom teachers are an integral part of the intervention process and take ownership of student intervention and learning outcomes with intervention personnel.”

—Katie Padilla, ESL teacher and RTI committee member



## OLAC'S IMPACT

Some of the biggest benefits of the OLAC tools and resources are that they are free, and you can do them anytime and from anywhere. As a principal, my time during the day is limited, but I can find time in the evenings or on the weekends to go through modules or replay videos. I also find value in the pre- and post-assessments to see what I think I know, and then monitor my learning.

The best advice I can give to others is to make your own professional learning a priority. Schedule professional learning on your physical calendar so you reserve time for it. The OLAC tools are a great way to invest in your own professional growth. They are aligned with the Ohio Principal Evaluation System (OPES) and the Ohio Teacher Evaluation System (OTES) rubrics in terms of growing as a leader, and you can complete the modules without ever leaving your office or home. Start with the self-assessment to find out which modules relate to the areas where you need to grow. You can also earn credit and CEUs for this work, which is a great benefit to administrators and teachers.