

Leading for Systemic Impact: A Reflection Tool for Principals

Time and Scheduling	
How does our master schedule prioritize time for teacher collaboration focused on improving disciplinary literacy practices across content areas?	
What parts of my daily or weekly schedule reinforce my role as an instructional leader?	
Social Capital	
In what ways am I building the leadership capacity of those who are ready for more responsibility—particularly in advancing disciplinary literacy across content areas?	
How do my hiring, onboarding, and retention efforts create openings to build a culture that values and develops disciplinary literacy?	
Accountability Culture	
How do I use classroom walk-throughs, feedback, and data to build trust and support in disciplinary literacy—not just monitor?	
How do I create a culture in which staff feel safe to take instructional risks to support literacy development?	
Use of Data	
How do I use data to inform improvement—not just to evaluate performance?	
How are we using collaboration time to examine data in ways that help teachers make meaningful instructional decisions?	
Structures for Sustainability	
What structures ensure that professional learning on disciplinary literacy is ongoing and integrated into our instructional routines?	
If I stepped away tomorrow, what would remain in place to support teacher growth?	