



Building Cross-Curricular Learning Communities

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Module 8 – Part II: Leadership Disposition Reflection

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This blog communicates my initial understanding of the Leadership Disposition and my growth through internship experiences, making direct connections to *Transforming Professional Practice: A Framework for Effective Leadership*. Evidence and artifacts are included as placeholders for you to insert in your e-portfolio.

[Blog Reflection](#)[CPQS Alignment](#)[Artifacts & Photos](#)

Leadership Disposition for the Course

The Leadership Disposition for this course centered on **Transforming Professional Practice**—building systems that improve instructional quality through collaboration, reflection, equity, and data-informed decision-making. Grounded in *Transforming Professional Practice: A Framework for Effective Leadership*, this disposition emphasizes that leadership is not positional authority; it is the intentional development of teacher capacity to improve student outcomes.

What Was My Leadership Goal?

My SMART goal focused on implementing **structured interdisciplinary PLC cycles** that strengthen culturally responsive instruction, increase student discourse, and improve equitable academic outcomes across content areas.

- Facilitate structured PLC collaboration across History, Literature, and Science with documented agendas and planning artifacts.
- Conduct equity-centered instructional coaching cycles using observation tools aligned to culturally responsive and inclusive practices.
- Collect pre- and post-observation data to measure growth in teacher use of discourse strategies and scaffolding for English Language Learners (ELLs).
- Increase student-led discourse and evidence-based reasoning across classrooms.

How Did I Plan to Accomplish My Goal?

My action plan included creating consistent collaborative structures (PLC agendas, unit maps, rubrics), aligning instruction to standards, and using coaching cycles as a reflective growth process. This approach aligns with *Transforming Professional Practice* by prioritizing shared ownership, professional learning rooted in evidence, and continuous improvement.

What Successes or Areas for Improvement Did I Experience? What Did I Learn?

Successes

- PLC conversations evolved from pacing/logistics to student work analysis, equity of access, and instructional impact.
- Teachers increased use of student discourse routines, culturally responsive questioning, and academic language supports.
- Students demonstrated stronger evidence-based reasoning (e.g., CER in science; counterclaims in argumentative writing).
- ELL participation increased through intentional scaffolds (sentence frames, visuals, structured talk protocols).

Areas for Improvement

- Strengthen consistency of implementation across all classrooms.
- Protect time for deep co-planning and follow-through within PLC cycles.

- Develop sustainability structures so the work continues beyond individual coaching cycles.

I learned that transformational leadership requires **systems**, not isolated initiatives. Pre/post data helped shift the narrative from “coverage” to “impact,” reinforcing the growth-focused purpose of coaching and PLC work.

How Has My Understanding of the Leadership Disposition Changed?

At the start of the program, I understood transforming professional practice as “improving instruction.” Now I understand it as building collective efficacy and equity-centered systems that are sustained through collaboration, reflective inquiry, and evidence-based decision-making. Transformation becomes visible when teacher practice changes, student voice increases, and results improve—especially for students who have historically faced barriers to access.

How Will I Continue to Foster Competency in This Disposition?

- Institutionalize structured PLC cycles as a core instructional system.
- Continue equity-centered coaching cycles focused on student discourse, culturally responsive instruction, and ELL supports.
- Develop teacher leaders to co-facilitate PLCs and sustain the work.
- Use transparent data protocols (student work, participation patterns, formative checks) to guide improvement.
- Align professional learning priorities to measurable instructional outcomes.

Direct Connection to Transforming Professional Practice:

This work reflects a commitment to transformational leadership by strengthening professional practice through collaboration, equity, reflection, and data-informed refinement—building systems that translate professional learning into improved student outcomes.

Q1

Q2

Q3

Q4

Q1: Established PLC norms, collected baseline observation data, and identified focus areas (student discourse and access).