

Leading for Learning: Reflective Tools and Coherent Actions

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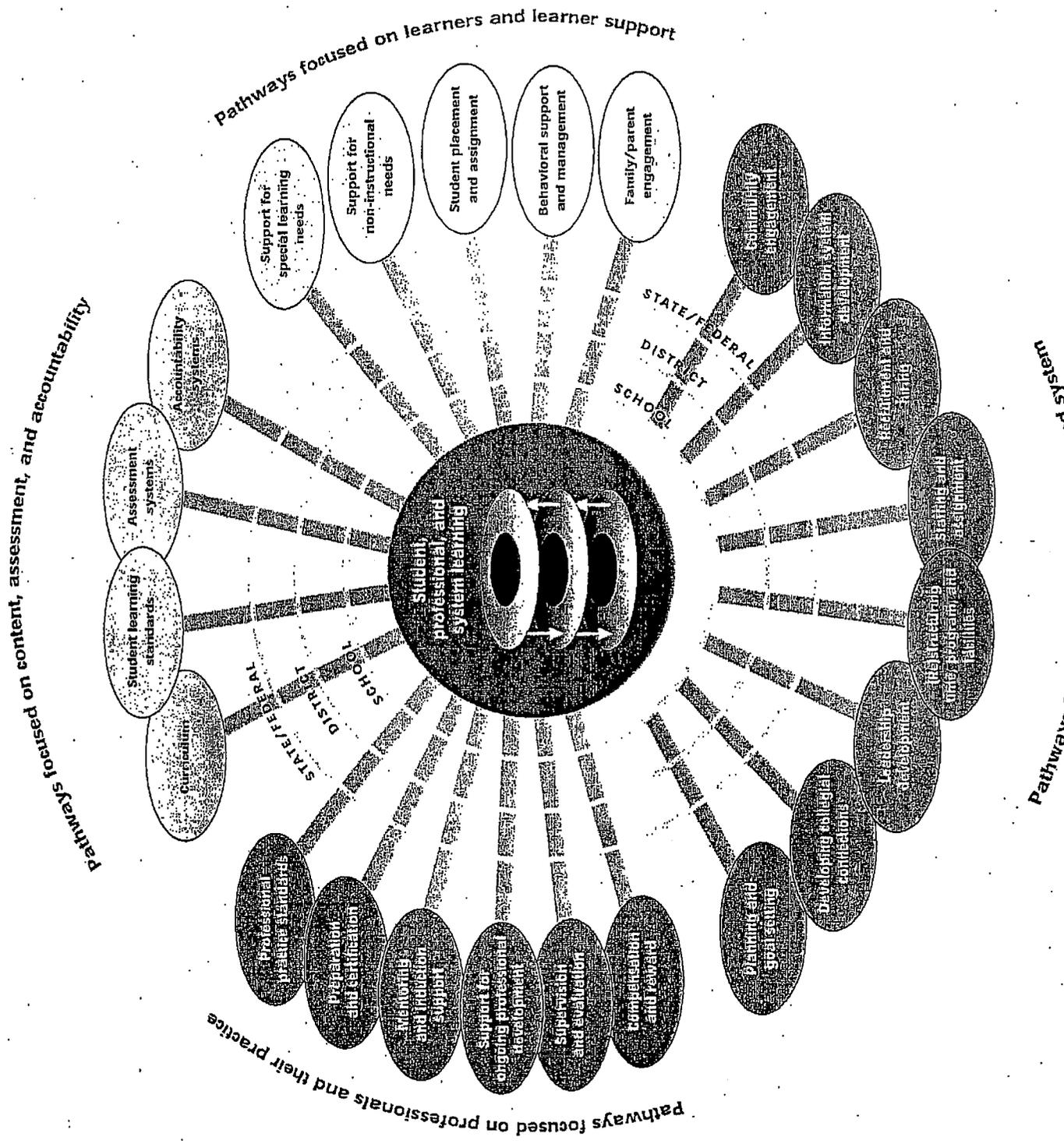
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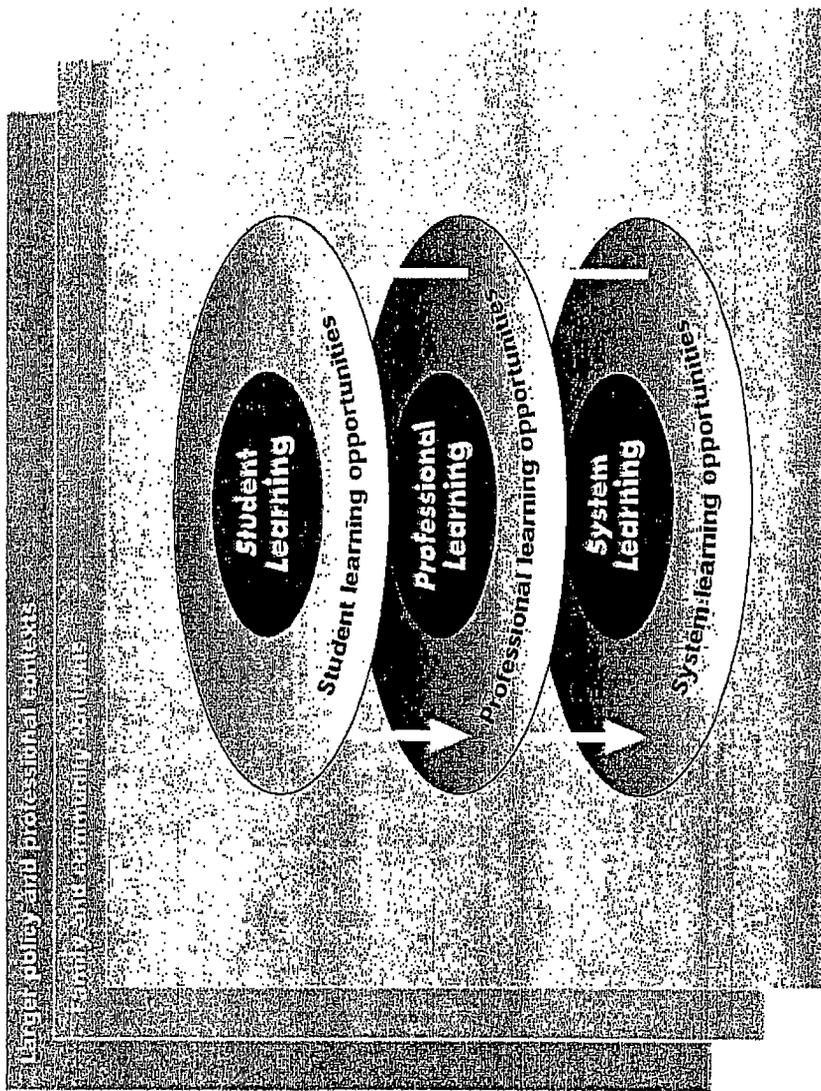
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Biographical Data

With a background as a teacher on two Indian reservations, university professor, and Texas Title I technical assistance contact for the United States Department of Education, Margery Ginsberg is a faculty member in Educational Leadership & Policy Studies at the University of Washington-Seattle. She works nationally and internationally to provide support for comprehensive school renewal anchored in a culturally responsive and motivationally significant pedagogy. Her work has been the foundation for several comprehensive school reform demonstration designs, including one of two high schools to receive the 1999-2000 United States Department of Education "Model National Professional Development Award."

Dr. Ginsberg's books are *Motivation Matters: A Workbook for School Change* (Jossey-Bass, 2003), *Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners* (Jossey-Bass, 2000), *Educators Supporting Educators: A Guide to Organizing School Support Teams* (Association for Supervision and Curriculum Development, 1997), and *Diversity and Motivation: Culturally Responsive Teaching* (Jossey-Bass, 1995). In addition, Dr. Ginsberg's work provides the foundational material for two video series, *Motivation: The Key to Teaching and Learning* (Association for Supervision and Curriculum Development, 2003), and *Encouraging Motivation Among All Students* (Video Journal of Education, 1996). She has a Ph.D. in Bilingual/Multicultural/Social Foundations of Education from the University of Colorado-Boulder.





CAPABLE

CREATIVE

JOYFUL

What?

Where?

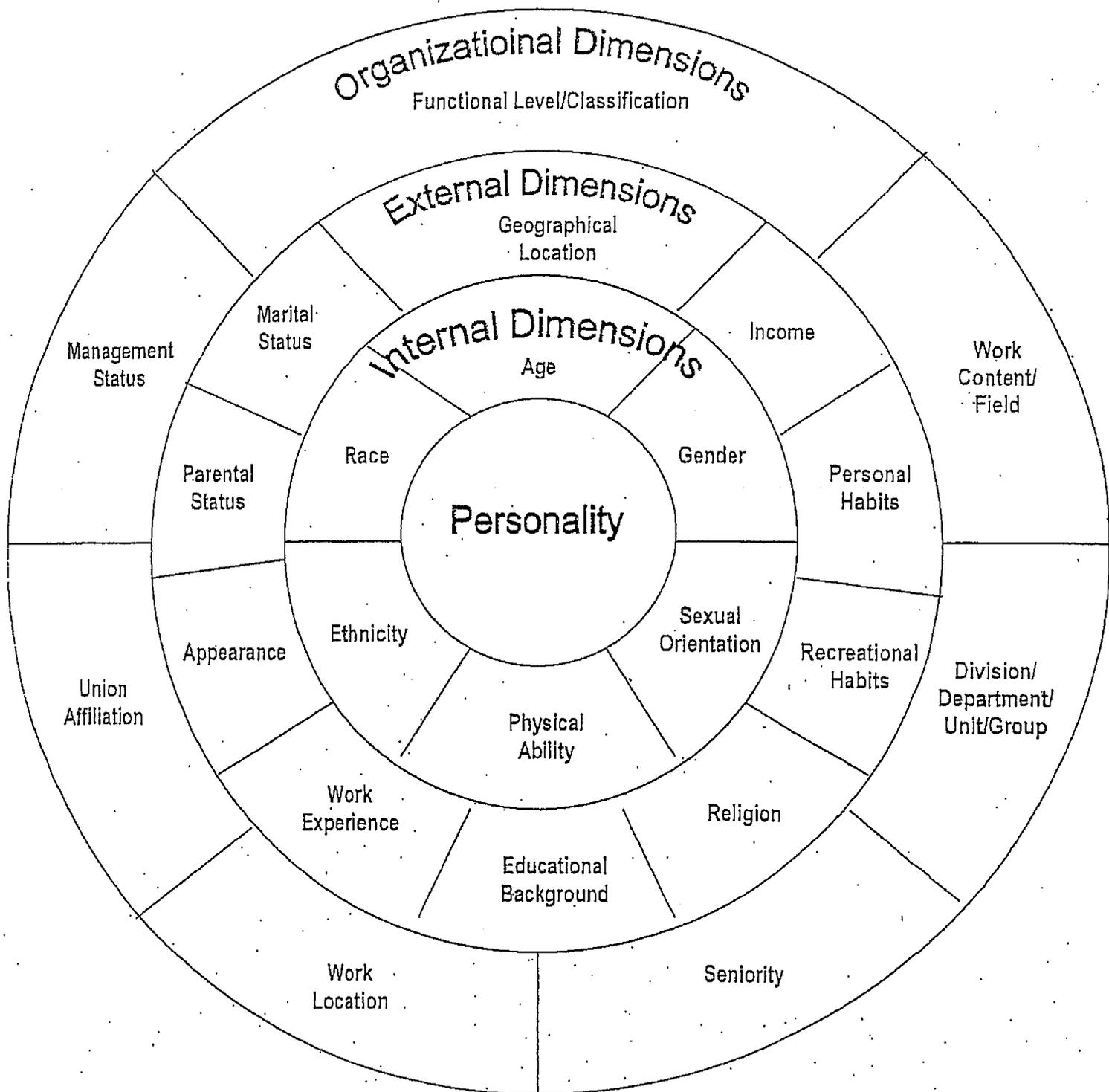
With Whom?

Under What Psychological Conditions?

Five central concerns that influence the one issue that matters most in highly motivating school renewal – the classroom.

- a shared language focused on teaching and learning that guides lesson design, instructional interactions, and reflective practice
- instructionally focused adult learning & collaboration that is a part of daily work
- conventional and creative data that provide persuasive insights into schoolwide instructional practice & student learning
- support at every level of the system, from parents to central office.
- A “signature” or theme that represents a real vision

FOUR LAYERS OF DIVERSITY



Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener. *Workforce America* (Business One Irwin, 1991)

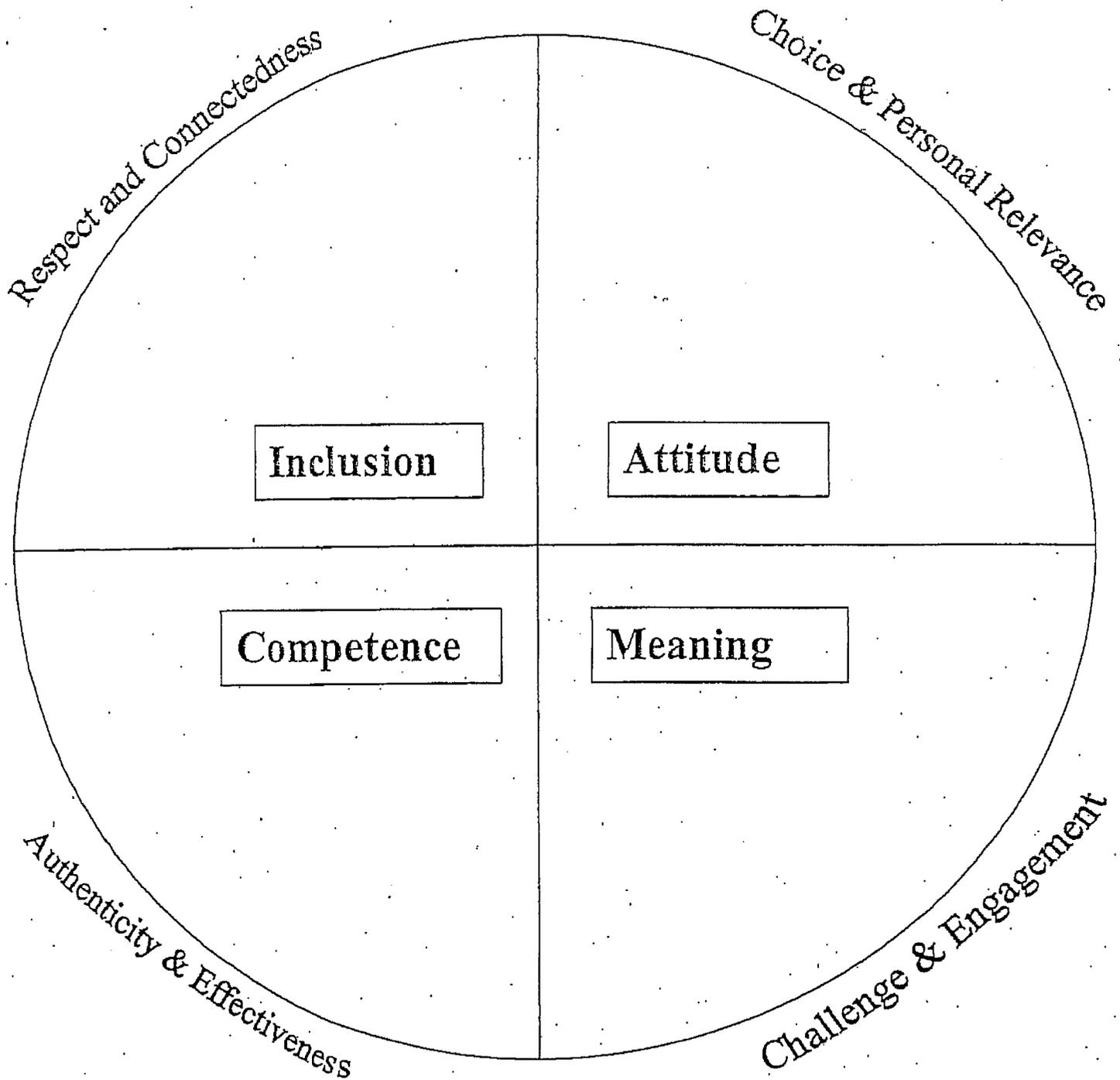
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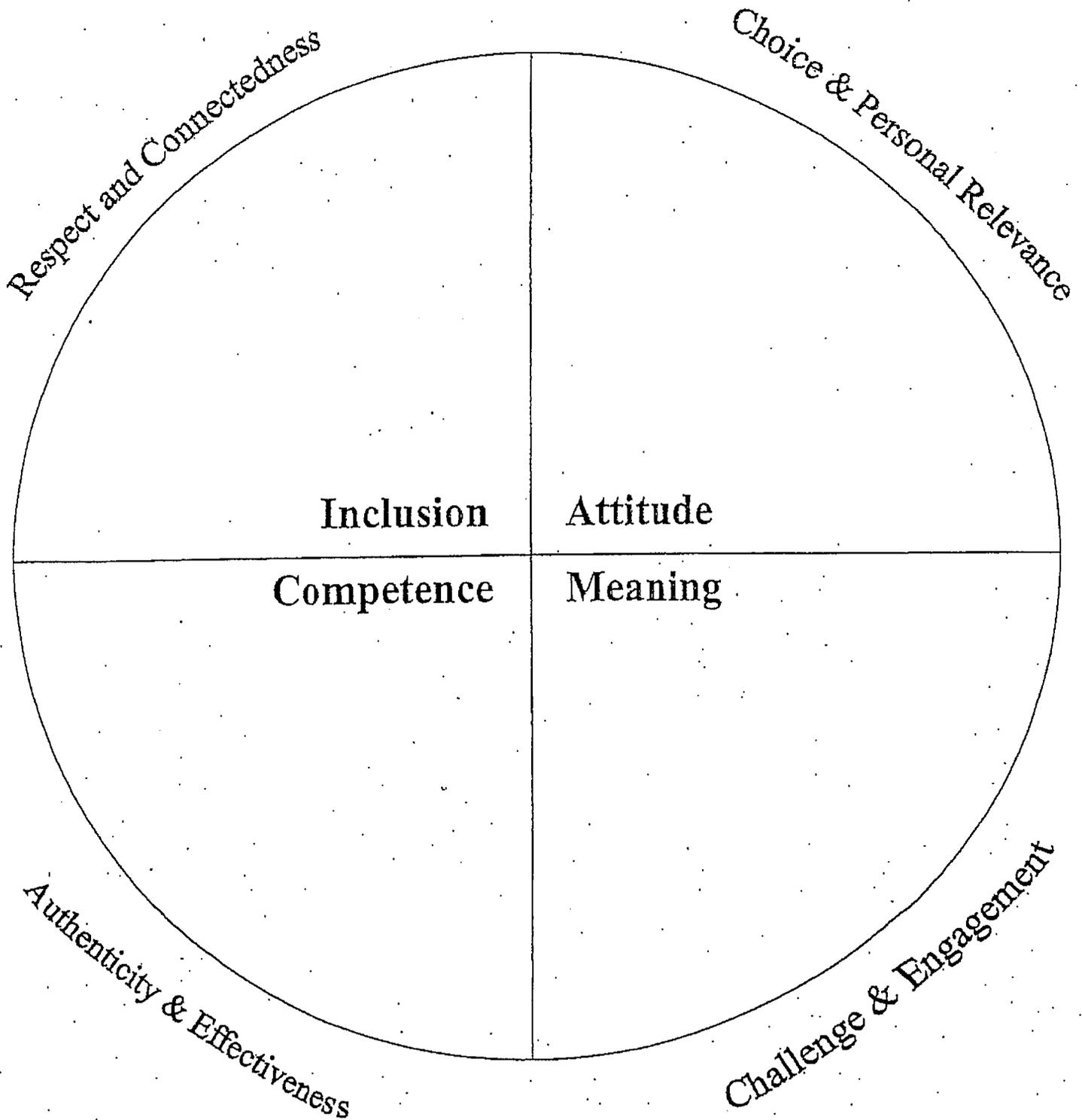
The Motivational Framework for Culturally Responsive Teaching

Standards:



The Motivational Framework for Culturally Responsive Teaching

Standards: _____



MOTIVATIONAL FRAMEWORK LESSON PLAN ©

Class:

Date:

Standard(s)/Benchmarks(s):

How does this learning experience ...

... contribute to developing as a community of learners who feel respected by & connected to one another and to the teacher?

**Establishing Inclusion:
Respect and Connectedness**

... offer meaningful choices & promote personal relevance to contribute to a positive attitude?

**Developing a Positive Attitude:
Choice and Personal Relevance**

... engage participants in challenging learning that has social merit?

**Engendering Competence:
Authenticity and Effectiveness**

... create students' understanding that they are becoming more effective in authentic learning that they value?

**Enhancing Meaning:
Challenge and Engagement**

Other considerations:

Inclusion

(Respect and connectedness)

	Yes/Obvvious	Yes, but	Not Seen This Visit	Ideas
Routines & rituals are present that contribute to respectful learning (e.g. Ground rules, cooperative learning)				
Students comfortably and respectfully interact with each other				
Students comfortably and respectfully interact with teacher (e.g. students share their perspectives)				
Teacher treats all students respectfully and fairly				

General Information/Comments

Attitude

(choice and personal/cultural relevance)

Yes/Obvious

Yes, but

Not Seen This Visit

Ideas

Classes are taught with students' experiences, concerns or interests in mind.

Students make choices related to learning that include experiences, values needs & strengths.

Students are able to voice their opinions.

Teacher varies how students learn (discussion, music, film, personal interaction).

	Yes/Obvious	Yes, but	Not Seen This Visit	Ideas

General Information/Comments

Meaning

(challenge & engagement)

Yes/Obvius

Yes, but

Not Seen This Visit

Ideas

Students actively participate in challenging ways
 • engaging in investigations, projects, simulations, case study)

Teacher asks questions, goes beyond facts
 • encourages students learn from different points of view.

Teacher helps students learn all what they know
 • build on it.

Teacher respectfully encourages high quality responses.

	Yes/Obvius	Yes, but	Not Seen This Visit	Ideas

General Information/Comments

Competence

(authenticity and effectiveness)

teacher shares or develops with students clear criteria for success (e.g. rubrics, personal conferences).

grading policies are fair to all students (e.g. students can learn from mistakes & the grades reflect what students know and can do).

there are performances and demonstrations with real world connections.

assessment includes student values (e.g. students self assess where are multiple ways to demonstrate learning).

	Yes/Obvious	Yes, but	Not Seen This Visit	Ideas

General Information/Comments

Key Points: Motivational Framework for Culturally Responsive Teaching

BACKGROUND

- **the concept of culture**
We use the term "culture" broadly, referring to race, ethnicity, gender, social class, and a host of other influences on the ways in which we are socialized - but the focus of the motivational framework for culturally responsive teaching, especially as it relates to school renewal, is students who have been historically under-represented in education.
- **macrocultural framework**
The motivational framework is supported by research about what works within and across cultural groups - as opposed to a group specific approach.
- **intrinsic motivation - point of synthesis for research**
We are intrinsically motivated when we feel wise, capable, creative, joyful. These are the emotions of intrinsic motivation. This is what we want *all* students to experience as they learn.
Principles and practices of intrinsic motivation provide synthesis for research on *culture and learning*, e.g. the work of Gloria Ladson-Billings, James Banks, Jim Cummins, Sonia Nieto, Lisa Delpit, John Ogbu...
and research on *specific methodologies*, e.g. cooperative learning, multiple intelligences, brain-based learning, authentic assessment, learner-centered principles, experience-based learning, language acquisition, emotional intelligence...
- **intrinsic motivation - why it is important**
Intrinsic motivation presumes all people are naturally curious and want meaning in their lives and that *all people are motivated* to do something (even if it is not what we want them to do). People own their own motivation. When we act as if motivation is something we *do to* someone else, we put them in a one-down position, one of dependency. What we, as educators do, is to create the conditions in which people can access their motivation. To avoid using phrases like, "I motivate students to learn," we might say, "I encourage students' motivation to learn," or "I help to elicit students' motivation."
Intrinsic motivation is cognitively more effective than extrinsic motivation for problem solving, persevering in creative tasks, avoiding the necessity to cram for tests.
Respect for intrinsic motivation diminishes power issues in learning and helps students see themselves as being the agent of their own learning.
However, intrinsic motivation can work alongside extrinsic motivation if the extrinsic reward is culturally valued and highly informational about performance on a goal (as an example: the Olympic gold medal).

THE FOUR MOTIVATIONAL CONDITIONS

- the motivational framework for culturally responsive teaching has four conditions that are interdependent and that can be defined by two criteria (or critical attributes) One condition without the other doesn't provide consistent motivation and may actually undermine motivation (as an example: cooperative learning but competitive grading where only a few can excel).

A good metaphor for the interactions between the four conditions of the motivational framework is jazz.

- **1st Condition: Establishing Inclusion**

Criteria: respect & connectedness

A strong sense of belonging and respect contributes to emotional safety - to an environment in which it is *safe* to take risks and to learn.

- **2nd Condition: Developing a Positive Attitude**

Criteria: choice & personal relevance

We can't assume students have a positive attitude toward school, a particular teacher, or a particular subject. As an example of how quickly attitudes form, there is evidence that many jurors make up their minds about guilt or innocence within the first ten minutes. First impressions are often lasting impressions.

Choice does not imply a wide-open free-for-all. It occurs within a framework that respects agreed upon norms for working together as a community of learners where everyone has an opportunity to learn.

There are several kinds of choices - what to learn, when to learn (everybody at the same time?), where to learn, how to learn, with whom to learn, how you will assess your accomplishments, how you will be assessed by others.

- **3rd Condition: Enhancing Meaning**

Criteria: challenge and engagement

Flow is created when there is a need for high challenge, but there is low threat.

Flow is the state that occurs when a person is so completely absorbed in an experience that they may lose track of time or may even lose their appetite. The critical issues are challenge and safety nets. *All* students ought to experience academic challenge. However, if they are to meet those challenges, we need to provide multiple kinds of "safety nets."

Then, *all* students have a genuine chance to successfully challenge themselves. Safety nets might be cooperative base groups where students regularly meet during class time for example, to support each other in solving problems associated with completing homework assignments. Another safety net might be for teachers to resist the

temptation to average grades - especially if they believe that grades ought to represent what students know and can do at the end of a learning experience - and understand that averaging can penalize students who are cautious starters or who need more time to learn but who can meet high standards if given the support and flexibility. Projects, critical inquiry, and learning through the arts are examples of when students are most likely to experience challenge and engagement.

- **4th Condition: Engendering Competence**

Criteria: authenticity and effectiveness at what students value (This value is integrated with what is of value to society)

More than anything else, students need to believe that they are implicitly and explicitly connected to a hopeful future. Every time we help students clearly identify their success we help link them to a hopeful future. This can occur in both small and large ways.

An example of a "small" way is a "door pass," where students - as a ticket to leave - reflect upon a question and write their response on a three by five card. They hand this card to the teacher who collects them at the door. This activity has the added benefit of ensuring that the teacher makes contact with every student. Questions to which students might respond on their door pass include, "What is one way in which you challenged yourself today?" or "What is an example of a way in which you assisted the learning of another person this week? An example of a "large" way might be to re-examine grading policies from the perspective of equity.

CONCLUSION

- **the framework can be used as a template for a single strategy (e.g. cooperative learning) and it can be used to design a lesson or unit.**
The goal is to "hit on all fours" as simultaneously as possible - but at least within a reasonably short time span.
Consistency is key.
- **good lesson planning is motivational planning**
- **schoolwide collaboration is essential**

Give One, Get One

Give One:

Get One:

Data-in-a-Day

- What might be the purposes of Data-in-a-Day for your school?
- Who would participate on the visitation teams?
- What protocol could help to maintain confidence and respect throughout the process?
- How might your school want findings to be shared?
- How could Data-in-a-Day have a leading quality – so that it is more than just an “event”?

Walk-through Summaries Based on Motivational Framework

Room #	Student Engagement	Standards	Wall Walk	Student Interview What? Why? Support for Success?	Examples of motivating teaching & learning
	Circle One H M L	Circle One Y N			
	Circle One H M L	Circle One Y N			
	Circle One H M L	Circle One Y N			
	Circle One H M L	Circle One Y N			
	Circle One H M L	Circle One Y N			
	Circle One H M L	Circle One Y N			
	Circle One H M L	Circle One Y N			

Strategies from *Creating Highly Motivating Classrooms*

Establishing Inclusion

Venn Diagram

Think, Pair, Share Exercises

Response Cards

Fist-to-Five

Historian

Review exercises

Bean Experiment

Communication Agreements

Note Cues

Cooperative Groups

Developing a Positive Attitude

Carousel Graffiti

Human Highlighter

Story Posters

Examples and Indicators of a Successful School

Metaphorical Ecosystems

Creating Time for Collaboration

Creating a Statement of Purpose for "Schoolwide Instructional Leadership Cadres"

Establishing Norms for Teamwork

Change Process

Enhancing Meaning

Link

Jigsaw Cooperative Learning

360 Degree Turn-Around

Dot Graphing (an approach to initiating action research)

Engendering Competence

Door Passes

Seasonal Partners

Head, Heart, Hand

Class Evaluation from the Perspective of K-12 Students

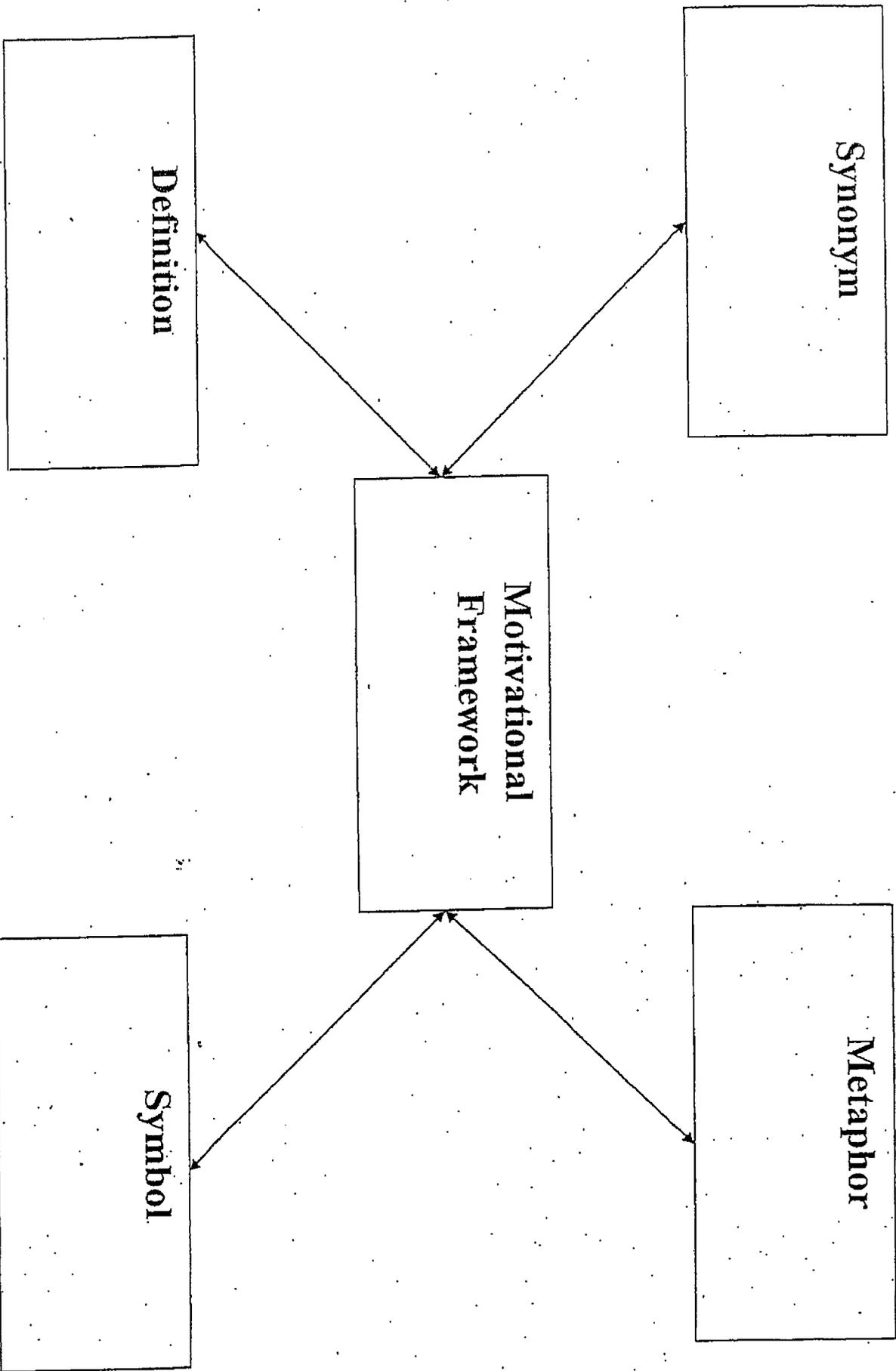
Examining Grading Practices

Evaluating the Motivational Conditions of an Institute

Designing Lessons Using the Motivational Framework for Culturally Responsive Teaching

Walkthrough Summaries Based on the Motivational Framework

Room #	Inclusion: Routines and rituals, Respect, Students' lives rep.	Attitude: Purpose/standards, Relevance, Choice (Student interview)	Meaning: Student engagement (H/M/L), Motivating teaching	Competence: Wall walk, Student work, Evidence of understanding (Student interview)



LINK

Spring Woods High School

*A National Blue Ribbon School - Texas TAAS Recognized Campus
US Dept. of Ed. Model Professional Development Award*

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FOCUS ON THE FUTURE **A Motivational Framework for** **Culturally Responsive Teaching**

ESTABLISH INCLUSION

- * RESPECT
- * CONNECTEDNESS

Routines & rituals are visible and understood by all.
All students equitably & actively participate & interact.

DEVELOPING POSITIVE ATTITUDE

- * RELEVANCE
- * CHOICE

Teacher works with students to personalize relevance of course content.
Teacher encourages students to make real choices in how, what, where, when to learn.

ENGENDERING COMPETENCE

- * AUTHENTICITY
- * EFFECTIVENESS

Information, consequence or product supports students in valuing & identifying learning.
Opportunities for "real world" experiences are provided.

ENHANCING MEANING

- * CHALLENGE
- * ENGAGEMENT

Teacher encourages all students to learn apply, create & communicate knowledge.
Teacher helps students activate prior knowledge & provides multiple safety nets to ensure success.

*c1998 Margery B. Ginsberg
Creating Highly Motivating
Classrooms for All Students*

Houston Chronicle

Wednesday, Sept. 8, 1999

Spring Woods High Award wins national honor for teaching program

KIMBERLY REEVES
Week Correspondent

Teacher Peggi Stewart's commitment to keep instruction meaningful and relevant in her classroom at Spring Woods High School each day is the reason why the U.S. Department of Education has recognized the school for its outstanding professional development program. Stewart, who teaches speech and English at the Spring Branch Independent School District high school, is using a framework for instruction known by a long name: Motivational Framework for Culturally Responsive Teaching. The framework has guided Stewart, and a long list of colleagues at Spring Woods High School, to try new strategies to make sure all students participate, learn and understand curriculum.

"My students have a much more positive attitude in the class," said Stewart, who has been using the framework for two years. "I know that's because the kids fill out a survey, a self-reflection, at the end of the course, and their response to the survey over the years has really improved. The students taking the course feel more included and more challenged."

Spring Woods High School is one of three schools and three school districts recognized for its teacher training efforts on Aug. 27 by U.S. Secretary of Education Richard Riley.

The award, known as the S. Department of Education's National Awards Program for Model Professional Development, is aimed at comprehensive school or district efforts that improve both teacher effectiveness and student achievement. Spring Woods High will be recognized by Riley at the Improving America's School conference next month.

**Brett Springston,
Spring Woods High principal**

"This model program provides good instructional practices that assure that all youngsters are included, that all youngsters are intrinsically motivated," said Eloise Hambricht-Brown, the director of accelerated and compensatory education in Spring Branch. "It assures that what the students are learning is meaningful and relevant, and that they're respected and connected to the learning environment. It means that they're acquir-

ing lesson, but students in the classroom may shut down or be intimidated because of the approach she uses in teaching the material. Or a teacher may have a rapport with the class, but material that may have no real use to the student, she added. The framework provides a checklist the teacher can review each day and incorporate into lessons.

"We all have our weaknesses and our strengths as a teacher," Stewart said. "What this does is make sure when you approach your lesson that you're setting goals for your students on a daily basis. It challenges you to make sure your lesson challenges them, that it's relevant to them."

Surveys since the implementation of the framework have shown both students and their parents see more relevance in the coursework and a higher comfort level in the classroom, Stewart said.

The Motivational Framework for Culturally Responsive Teaching also

includes components such as peer observation. Pairs of teachers who often teach in different curricula areas will observe lessons to note the inclusion of framework components into the classroom.

The non-threatening assessment allows teachers to share ideas and strengthen teaching strategies, Stewart said.

Teachers also meet in small groups during conference periods to review the work of students who are falling behind in class, Stewart said. In the meeting, a teacher will discuss an assignment with her peers and then the group will talk about new strategies or different approaches.

"We have a lot of coaching and a lot of peer sharing on the campus," Hambricht-Brown said. "Our hope is that the students will soon be using the language of the framework, and that this kind of framework can be replicated on other Spring Branch campuses."

Continued from Page 1.

of the framework, which requires daily attention from Spring Woods High teachers.

"The teachers on our campus are learning the latest innovative practices and implementing them in their classrooms," Springston said. "It shows a lot of heart and a lot of desire."

The framework, created by a Colorado educational consultant, has been so successful at Spring Woods, Hambricht-Brown said, that it will be expanded to three additional Spring Branch ISD campuses this year — Spring Woods Middle School, Northbrook Middle School and Northbrook High School.

Stewart said the program has an impact on the classroom. A teacher may have strong material for a daily

THREE MINUTE PAUSE

<p>Information or Ideas Worth Noting</p>	<p>Graphic Representations</p>
<p>Questions or Points of Confusion</p>	
<p>Summary of Key Ideas</p>	

By the numbers

Data-in-a-Day technique provides a snapshot of teaching that motivates

BY MARGERY B. GINSBERG

There are no scripts for teaching in culturally diverse classrooms because culture is not an isolated part of life. As an adult educator who regularly provides demonstration classes to encourage teachers to question their practice, I know that it's nearly impossible to ever "get it right." In fact,

one of the beautiful things about the education profession is that we work with human beings, none of whom can be reduced to a checklist of pedagogical or cultural terms.

A framework that helps teachers identify strengths and ideas for more equitable and motivational teaching can help them focus on the core of school renewal — everyday instructional practice.

The Motivational Framework for Culturally Responsive Teaching (Ginsberg & Wlodkowski, 2000) helps the schools with which I work focus on teaching, learning, and equity. Data-in-a-Day, an action research approach, uses the framework to help teachers take a snapshot of what teaching and learning look like in their school. By disaggregating and examining the data, staff can begin planning for improvements to eliminate differences in achievement among student



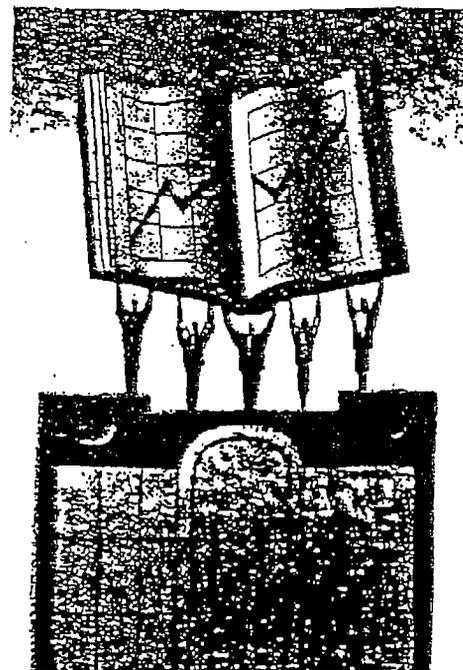
groups. The framework helps take the guesswork out of how to do that, once the data have been captured.

EXAMINING MOTIVATIONS

The high-poverty schools with which I work often scrutinize conventional data: standardized tests, promotion and retention rates, attendance records, and so forth. But such data don't help teachers understand effective classroom practices or help them talk about how to create conditions that contribute to intrinsic motivation and learning among diverse student groups. Using only conventional data doesn't help address education's foremost challenge — how to support students' intrinsic motivation given the diversity of experiences, beliefs, and learning modes in today's classrooms.

Students will challenge themselves more and learn more when they value and have an interest in learning — intrinsic motivation — than when they are motivated by reward and punishment (Deci & Ryan, 1985; McCombs & Whistler, 1997).

Data-in-a-Day encourages understanding that all people have intrinsic motivations and how that motivation can be supported across all racial, ethnic, and



cultural groups. The framework has four motivational conditions that apply to a range of racial, ethnic, and cultural backgrounds. When used as part of instructional design, these four conditions encourage learning.

When students can see that what they are learning makes sense and is important according to their values and perspectives, motivation emerges like a cork rising through water (Ginsberg & Wlodkowski, 2000). Data-in-a-Day can help to create those environments — for teachers as well as students.

Teachers on visitation teams can visit classrooms and see clear examples of practices that engage students of varying demographic groups. Schools then can

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ORIGIN

Data-in-a-Day was introduced by Northwest Regional Educational Laboratory to help students, parents, and staff examine and reflect on classroom practices in their schools. This article presents an adapted process developed with teams from Spring Woods High School in Houston, Texas, that integrates research on classroom practices that support student motivation within and across racial, ethnic, and cultural groups (Ginsberg & Wlodkowski, 2000).

design learning experiences that honor the diverse perspectives, values, and talents that students bring to the classroom and increase students' value for and interest in learning. When educators examine student work, develop and reflect upon demonstration lessons, review videotapes of classroom interactions, or initiate peer coaching, they design their approach with questions based on the framework's four conditions.

Generally, teachers and other members of the school community base their impressions of classroom practices on what they hear or talk about with a few teachers. By applying the Data-in-a-Day process and the Motivational Framework, staff have a truer picture of everyday practices and can begin to talk about the distance between pedagogical ideals and everyday practices. This can lead to a more cohesive school improvement plan and focused professional development.

ORGANIZING DATA-IN-A-DAY

Generally, Data-in-a-Day is a three-day self-study. It can be adapted according to a school's logistical challenges. This outline is based on the most effective approaches for groups with whom I have worked.

The first step is establishing a planning committee of about five teacher-leaders from the school, two parents, and, at the high school level, at

Additional graphics and tools by Margery Ginsberg are available on the NSDC web site, www.nsdcc.org/library/jsd/ginsberg222.html.

MOTIVATIONAL FRAMEWORK

Data-in-a-Day teams focus on four conditions that form the motivational framework — how classroom practices:

- Help students respect and feel connected to each other and to their teachers (inclusion);
- Help students develop a positive attitude toward learning by offering a relevant curriculum (positive attitude);
- Create learning experiences that challenge and engage diverse students (meaning); and
- Assess what matters to students and society (competence).

least two students, as well as building and district-level administrators. This committee is needed to communicate with the rest of the school, organize a team preparation dinner, and produce a brief video of a teaching segment to prepare teams to identify motivational attributes and to use the framework. Committee members also are guides and leaders for classroom visitation teams, develop visitation schedules, create folders that contain team visitation schedules, and participate in all team activities. Having a coordinator to ensure that the planning team has maximum support for each task is essential.

After the planning committee is selected, it drafts a brief letter to the faculty explaining the "what," "why," "how," "who," and "when" of the process.

(See "Sample initial communication" on page 47). At this time, the committee asks for a teacher volunteer who will be videotaped to help visitation teams apply the rubric based on the Motivational Framework. As an alternative, a professionally prepared tape, such as *Good Morning, Miss Toliver*, can be used. As team members watch the demonstration video, they practice looking for the motivational condition for which they will be responsible during classroom visits.

The Data-in-a-Day process begins with an evening dinner to develop a sense of community and prepare teams. Throughout the next day, all of the teams visit classrooms and collect data. The teams discuss their observations with five items in mind:

- Examples of how teachers address the framework's four conditions;
- Motivational conditions with which teachers are most comfortable or show competence in;
- Any aspects of motivating teaching that were not apparent at the time of the visits;
- Wishes or suggestions that might assist teachers; and
- Insights students offer.

At the end of the third day, generally just after school, Data-in-a-Day teams share insights with faculty. Insights can spark dialogue, generate additional inquiry, enhance individual and school-wide goals, and focus professional development activities.

Some schools, especially the first time they initiate Data-in-a-Day, prefer simply to list examples of highly motivating practices and then to note questions the school could ask itself based on these observations. For example, after observing mostly teacher-directed instruction, one team posed this question: "How might we more actively involve students in learning?"

In another school, teams consistently reported that the fourth motivational condition, "engendering competence," wasn't seen. The group talked about assessment and grading practices, a conversation that led teachers to use team

planning time to share and design more motivationally effective approaches to assessment and grading. And the school as a whole began to talk about varying philosophies on grading and research on the limited or negative impact of grades on the performance of low and middle performing students (Stiggins, 1988; Wlodkowski & Ginsberg, 1995).

LEARNING FROM DATA-IN-A-DAY

Evaluations of Data-in-a-Day have been positive. Comments included, "We were of varied backgrounds, but we often observed or shared similar feelings." Participants said the benefits were: "Hearing students' points of view," "seeing different subjects and different approaches," "listening to the perspectives of students and parents," and "help(ing) my school make itself better."

Some common challenges noted were: "Some students seemed to be non-participants and were even excluded from the classroom community;" "It seems like the school as a whole might need more help working with groups;" "It looks like we still have many classrooms in which the teacher is dispensing information to a relatively passive class." Although students on visitation teams typically shared these perspectives, they also realized the effect of classroom behavior, as in the comment, "I never understood before how hard it is for the teacher when I talk so much to my friends in class."

Data-in-a-Day promotes attributes that successful schools share: Engaging students, parents, community members, and district-level personnel in continuous renewal; job-embedded learning with a clear focus on teaching and learning; and, in districts such as Spring Branch, Texas, Fremont, Calif., and Richmond, Calif., questioning assumptions about how effort and reward are driving forces in academic achievement among diverse learners.

Participants frequently comment that Data-in-a-Day would be an excellent precursor to schoolwide peer-coaching.

CONCLUSION

More and more, states are requiring school districts to look at test scores

according to race, poverty, and gender so schools will acknowledge and deal with differences in achievement. Educators may be sensitive to this requirement because schools often are caught in

shifting or superficial political agendas. Yet individual schools can be inspiring examples of how looking at data and acting on it can contribute to reversing the academic effects of racism and poverty.

Building the team

TEAM COMPOSITION

Ideally, teams should represent the demographic makeup of the school, include parents as well as teachers and administrators, and, at the middle and high school level, students. Student representation is especially important and should include low-, middle-, and high-performing students. Tenth and 11th grade participants are particularly valuable because they are familiar with high school and since they are not graduating in the near future, they can sustain their relationships with team members. In fact, in some cases, participation in this process has been the first step to establishing mentorships between student and adult participants.

A FEW SUGGESTIONS

1. Be very clear about the purpose and how data will look and be used.
2. Recruit more than enough volunteers for teams to guarantee enough members in case of sickness.
3. Recruit volunteers and schedule classrooms to be visited well in advance.
4. Provide a comfortable place for visitation teams to refresh themselves.
5. Put the debriefing process in writing.
6. Establish clear agreements with faculty about how to maintain an environment in which student participants feel safe enough to express their perspectives.
7. Repeat the process until all faculty have participated in visitations.
8. Make certificates of appreciation for all participants, accompanied, if possible, by a photograph of the visit.

TEAM PREPARATION SAMPLE AGENDA

TIME	TOPIC	FACILITATOR
5:30-6:00	Dinner	
6:00-6:05	Introduction	Principal and coordinator
6:05-6:15	Personal introductions	Teams
6:15-6:45	Introduction to the motivational framework	External consultant, principal, or coach
6:45-7:00	Recording information Using the motivational framework	Same as above
7:00-7:20	Video	External consultant or coach
7:20-7:40	Discussion	Expert groups (representatives from observations different teams who share the same motivational condition)
7:40-7:50	Visitation protocols and helpful hints	Designated member of the planning committee
7:50-7:55	Logistics	Coordinator
7:55-8:15	Questions, comments	Coordinator

D I V E R S I T Y

S A M P L E I N I T I A L C O M M U N I C A T I O N

WHAT?

DATA-IN-A-DAY OVERVIEW

This event provides an opportunity for stakeholders to observe educational practice in our school and to collect information we can use to understand the ways in which we are supporting student motivation and meeting some of the challenges we still face.

WHY?

IS THIS REALLY IMPORTANT?

We are committed to highly motivating teaching and learning and have been finding ways to strengthen classroom practice in support of the diverse students we serve. However, none of our data provide perspective on how we look on any given day — and what we can do to provide ongoing support to each other, given the range of expertise in our school. Data will be used to share successes and engage the school community in dialogue about how we might tackle challenging areas of classroom practice. None of the data will contain teachers' names (unless teachers would like to reveal that themselves). As a school with many accomplishments, we may not easily see the gaps that exist between what we say we are doing and what we are really doing. Data-in-a-Day can enhance our commitment to always seeing ourselves as "in-progress."

HOW?

TEAMS, VISITATION RUBRICS, VISITATION PROTOCOLS

There will be eight teams of five people (two students, one parent, one teacher, and a team leader) to accurately

WHEN?

(List events, dates, and participants. An example follows. Dates are fictitious.)

EVENT	DATE	PARTICIPANTS
Planning meeting	9/19/00	Schoolwide leadership cadre
Planning meeting	9/21/00	Data-in-a-Day planning committee
E-mail to faculty	9/21/00	Data-in-a-Day planning committee
Team preparation	9/28/00	Classroom visitation teams
Classroom visitations	10/3/00 (school day)	Visitation teams
Data analysis	10/3/00 (3-7 p.m.) (Dinner provided)	Visitation teams, faculty

reflect our demographics. Each team will visit six different classrooms during 1st, 2nd, and 3rd periods for 30 minutes. By the end of the day, teams will have collectively visited 48 classrooms. Each team member will use an observation tool that concentrates on one condition of the motivational framework (inclusion, positive attitude, meaning, or competence). They will look for ways in which classroom practice demonstrates the presence of the condition. At the conclusion of the six classroom visits, team members will meet and share their observations with other Data-in-a-Day team members who looked for the same motivational condition. For example, all of the people who looked for inclusion will meet and compare notes. After they compare results, look for trends, identify areas of strength, and areas that seem to need support to increase student success, they will develop a way to share information with the whole faculty. This information will be shared at the end of the school day that follows the classroom visitation day.

WHO?

We need teachers to volunteer to be on Data-in-a-Day teams, and we also need teachers to suggest student volunteers, parent volunteers, and to volunteer their classroom for a visit. Even if these classrooms tend to reflect "best practices," it will give the school an understanding of what "best practices" look like right now. Please contact _____ (name of coordinator) by _____ (date). Because teachers are often modest about their teaching or cautious about being visited while working with students, we will probably need to invite people to volunteer and hope that you will consider this. This process will provide a valuable service to all of us — and especially to our students. A tribute to participating teachers will precede our session with faculty as a whole.

WHERE CAN I GET MORE INFORMATION?

(List names of organizing committee). Thank you!

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A Framework for Culturally Responsive Teaching

Raymond J. Wlodkowski and Margery B. Ginsberg

Research has shown that no one teaching strategy will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds.



Chris Hatcher

To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (O'neck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995).

To that end, we have developed a

comprehensive model of culturally responsive teaching: a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. The foundation for this approach lies in theories of intrinsic motivation.

Before we outline our framework for culturally responsive teaching, we will address the bond of motivation and culture, and analyze some of the social and institutional resistance to teaching based on principles of

intrinsic motivation. Understanding these relationships provides a clearer view of the challenges we must overcome if we are to genuinely transform teaching and successfully engage all students.

Motivation Is Inseparable from Culture

Engagement is the visible outcome of motivation, the natural capacity to direct energy in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives. For example, one person working at a task feels frustrated and stops, while another person working at the task feels joy and continues. Yet another person, with an even different set of cultural beliefs, feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture.

While the internal logic as to why a student does something may not coincide with that of the teacher, it is, nonetheless, present. And, to be effective, the teacher must understand that perspective. Rather than trying to know *what to do to* students, we must work with students to interpret and deepen their existing knowledge and enthusiasm for learning. From this viewpoint, motivationally effective teaching is culturally responsive teaching.

Locked in Mid-Century

Most educators with whom we have worked would agree that there is a strong relationship between culture and motivation, and that it only makes sense to understand a student's perspective. Why, then, do we have such difficulty acting this way in the classroom?

One major reason is that we feel very little social pressure to act otherwise. The popular media and structural systems of education remain locked in a deterministic, mechanistic, and behavioristic orientation toward human motivation.

If one were to do a content analysis of national news broadcasts and news magazines for the last 40 years to identify the most widely used metaphor for motivation, "the carrot and the stick"—reward and punish, manipulate and control—would prevail. As a result, our national consciousness assumes there are many people who need to be motivated by other people.

The prevailing question, "How do I motivate them?" implies that "they" are somehow dependent, incapable of self-motivation, and in need of help from a more powerful "other." In this sense, the "at-risk" label acts to heighten our perception of students as motivationally dysfunctional, and increases our tendency not to trust their perspective. The fact that an inordinately high number of "at-risk" students are poor and people of color should cause us to reflect on how well we understand motivation. Thoughtful scholars have suggested that this label now serves as a euphemism for "culturally deprived" (Banks 1993).

Secondary education is influenced a great deal by the practices of higher education, and both levels tend to follow the precepts of extrinsic reinforcement. Teaching and testing practices, competitive assessment procedures, grades, grade point averages, and eligibility for select vocations and

colleges form an interrelated system. This system is based on the assumption that human beings will strive to learn when they are externally rewarded for a specific behavior or punished for lack of it.

Schools and colleges successfully educate a disproportionately low number of low-income and ethnic minority students (Wlodkowski and Ginsberg 1995). Because the importance of grades and grade point averages increases as a student advances in

"understand" and "elicit"; to change the concept of motivation from reward and punishment to communication and respect. We can influence the motivation of students by coming to know their perspective, by drawing forth who they naturally and culturally are, and by seeing them as unique and active. Sharing our resources with theirs, working together, we can create greater energy for learning.

Intrinsic systems of motivation can accommodate cultural differences.

What may elicit frustration, joy, or determination may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification.

school, it is legitimate to question whether extrinsic motivation systems are effective for significant numbers of students across cultures. We can only conclude that, as long as the educational system continues to relate motivation to learn with external rewards and punishments, culturally different students will, in large part, be excluded from engagement and success in school.

Changing Consciousness About Motivation

It is part of human nature to be curious, to be active, to initiate thought and behavior, to make meaning from experience, and to be effective at what we value. These primary sources of motivation reside in all of us, across all cultures. When students can see that what they are learning makes sense and is important, their intrinsic motivation emerges.

We can begin to replace the carrot and stick metaphor with the words

Theories of intrinsic motivation have been successfully applied and researched in areas such as cross-cultural studies (Csikszentmihalyi and Csikszentmihalyi 1988); bilingual education (Cummins 1986); and education, work, and sports (Deci and Ryan 1985). Ample documentation across a variety of student and regional settings suggests that noncompetitive, informational evaluation processes are more effective than competitive, controlling evaluation procedures (Deci et al. 1991, Deci and Ryan 1991).

A growing number of educational models, including constructivism and multiple intelligences theory, are based on intrinsic motivation. They see student perspective as central to teaching. Unfortunately, educators must often apply these theories within educational systems dominated by extrinsic reinforcement, where grades and class rank are emphasized. And, when extrinsic rewards continue to be the primary motivators, intrinsic moti-

vation is dampened. Those students whose socialization accommodates the extrinsic approach surge ahead, while those students—often the culturally different—whose socialization does not, fall behind. A holistic, culturally responsive pedagogy based on intrinsic motivation is needed to correct this imbalance.

An Intrinsic Motivational Framework

We propose a model of culturally responsive teaching based on theories of intrinsic motivation. This model is respectful of different cultures and is capable of creating a common culture that all students can accept. Within this framework, pedagogical alignment—the coordination of approaches to teaching that ensure maximum consistent effect—is critical. The more harmonious the elements of teaching are, the more likely they are to evoke, encourage, and sustain intrinsic motivation.

The framework names four motivational conditions that the teacher and students continuously create or enhance. They are:

1. *Establishing inclusion*—creating a learning atmosphere in which students and teachers feel respected by and connected to one another.

2. *Developing attitude*—creating a favorable disposition toward the learning experience through personal relevance and choice.

3. *Enhancing meaning*—creating challenging, thoughtful learning experiences that include student perspectives and values.

4. *Engendering competence*—creating an understanding that students are effective in learning something they value.

These conditions are essential to developing intrinsic motivation. They are sensitive to cultural differences. They work in concert as they influence students and teachers, and they happen in a moment as well as over a period of time.

Culturally Responsive Teaching

Let us look at an actual episode of culturally responsive teaching based on this motivational framework. It occurs in an urban high school social science class with a diverse group of students and an experienced teacher.

At the start of a new term, the teacher wants to familiarize students with active research methods. She will use such methods throughout the semester, and she knows from previous experience that many students view research as abstract, irrelevant, and oppressive work.

After reflecting on the framework, her teaching goal, and her repertoire of methods, she randomly assigns students to small groups. She encourages them to discuss any previous experiences they may have had in doing research as well as their expectations and concerns for the course. Each group then shares its experiences, expectations, and concerns as she records them on the chalkboard. In this manner, she is able to understand her students' perspectives and to increase their connection to one another and herself (*motivational condition: establishing inclusion*).

The teacher explains that most people are researchers much of the time, and she asks the students what they would like to research among themselves. After a lively discussion, the class decides to investigate and predict the amount of sleep some members of the class had the previous night. This experience engages student choice, increases the relevance of the activity, and contributes to the favorable disposition emerging in the class (*motivational condition: developing attitude*). The students are learning in a way that includes their experiences and perspectives.

Five students volunteer to serve as subjects, and the other students form research teams. Each team must develop a set of observations and

questions to ask the volunteers. (They cannot ask them how many hours of sleep they had the night before.) After they ask their questions, the teams rank the five volunteers from the most to the least amount of sleep. When the volunteers reveal the amount of time they slept, the students discover that no research team was correct in ranking more than three students.

Students discuss why this outcome may have occurred, and consider questions that might have increased their accuracy, such as, "How many hours of sleep do you need to feel rested?" Collaborative learning, hypothesis testing, critical questioning, and predicting heighten the engagement, challenge, and complexity of this process for the students (*motivational condition: enhancing meaning*).

These procedures encourage and model equitable participation for all students.

After the discussion, the teacher asks the students to write a series of statements about what this activity has taught them about research. Students then break into small groups to exchange their insights. Self-assessment helps the students to gain, from an authentic experience, an understanding of something they may value (*motivational condition: engendering competence*).

This snapshot of culturally responsive teaching illustrates how the four motivational conditions constantly influence and interact with one another. Without establishing inclusion (small groups to discuss experiences) and developing attitude (students choosing a relevant research), the enhancement of meaning (research teams devising hypotheses) may not have occurred with equal ease and energy; and the self-assessment to engender competence (what students learned from their perspective) may have had a dismal outcome. According to this

Four Conditions Necessary for Culturally Responsive Teaching

1. Establish Inclusion

Norms:

- Emphasize the human purpose of what is being learned and its relationship to the students' experience.
- Share the ownership of knowing with all students.
- Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change.
- Treat all students equitably. Invite them to point out behaviors or practices that discriminate.

Procedures: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing.

Structures: Ground rules; learning communities; and cooperative base groups.

2. Develop Positive Attitude

Norms:

- Relate teaching and learning activities to students' experience or previous knowledge.
- Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Procedures: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory; pedagogical flexibility based on style; and experiential learning.

Structure: Culturally responsive teacher/student/parent conferences.

3. Enhance Meaning

Norms:

- Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner.
- Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue.

Procedures: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods.

Structures: Projects and the problem-posing model.

4. Engender Competence

Norms:

- Connect the assessment process to the students' world, frames of reference, and values.
- Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- Encourage self-assessment.

Procedures: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment.

Structures: Narrative evaluations; credit/no credit systems; and contracts for grades.

Based on Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass

model of teaching, all the motivational conditions contribute to student engagement.

Norms, Procedures, and Structures

Although the above event actually occurred, it may sound like a fairy tale because everything worked smoothly. In reality, teaching situations often become fragmented by the competing needs and interests of a diverse student body. All too often, we use educational norms and procedures that are contradictory. The result is that we confuse students and decrease their intrinsic motivation. For example, consider the teacher who uses cooperative learning yet gives pop quizzes; or who espouses constructivist learning yet grades for participation; or who abhors discrimination yet calls mainly on boys during class discussions.

In an effort to help educators avoid such errors of incoherence, we have compiled educational norms, procedures, and structures that are effective from a motivational as well as multicultural perspective (see fig. 1). Together, they provide an integrated system of teaching practices for our model of culturally responsive teaching. They are categorized according to the motivational conditions of the framework:

Norms are the explicit values espoused by the teacher and students; *Procedures* are learning processes that carry out the norms; *Structures* are the rules or binding expectations that support the norms and procedures.

Teaching in a way that respects diversity is challenging, of course. Consider the following case example. The *norm* that Mr. Clark, a U.S. history teacher, is aiming for is "sharing the ownership of knowing." The topic is the notion of cultural pluralism, and, later, the roles that our socioeconomic backgrounds play in our lives. Clark uses the *procedures* of collaborative learning and critical questioning to facilitate student

When students can see that what they are learning makes sense and is important, their intrinsic motivation emerges.

comprehension of the concepts of "melling pol," "social class," and other terms.

Clark asks the class to first brainstorm words that are associated with culture. Students volunteer "language," "ethnicity," "gender," "religion," "food preference," and so forth. In pairs, students then talk to their partner about ways in which they believe they are culturally similar and distinct from each other.

After 15 minutes, the teacher asks students to note three observations about the concept of culture. The most prevalent response is that "we were surprised at how much we have in common." Clark indicates that he sees this as well. He asks the class, "If we have such commonality, why do some groups of people in the United States have such difficulty becoming economically secure?" Note what happens as students struggle over whose perceptions are the most accurate.

First student: Some have more difficulty because of discrimination, because people have prejudices against people whose skin is a different color from theirs.

Second student: I don't think it's that simple. Look how many people of color are doing well. We've got generals, mayors, and corporation executives. There's a black middle class and they are economically secure.

Third student: Yeah, that might be so, but it isn't as many people as you think. The newspapers just make a big deal about minorities succeeding.

Clark's ground rules (*structure*) for this conversation endorse honesty in offering opinions and forbid putdowns, so the tone of this exchange is respectful. Interest in the topic intensifies as a result of the exchange.

Clark acknowledges the different points of view and asks the class: "What questions might provide

insights or clarify the differences between these viewpoints?" The class breaks into small groups after which Clark records the suggested questions. Some that emerge:

1. Which ethnic groups are most economically successful? Least successful?
2. What proportion of each ethnic group is lower income, middle income, upper income?
3. Are more people of color economically successful today than 20 years ago? 100 years ago?
4. What is the relationship of educational opportunity to income status?
5. Do middle- and upper-class African Americans and Latinos encounter more discrimination than do European Americans?
6. Is there a difference in the quality of family and community support among middle- and upper-income African Americans, European Americans, and Latinos?

As a result of the discussion, students begin to see how the viewpoints about race and socioeconomic backgrounds are part of a broad and complex picture. The difference of opinion has become a stimulus for deeper learning. Students then divide into three groups: one to conduct library research of relevant documents and studies; one to read and analyze relevant biographies and autobiographies; and one to interview community members who represent different cultures.

A Holistic Approach

For culturally different students, engagement in learning is most likely to occur when they are intrinsically motivated to learn. This motivational framework provides a holistic and culturally responsive way to create,

plan, and refine teaching activities, lessons, and assessment practices. ■

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Grading Practices & Assessment Considerations

(This synopsis contains many ideas from ASCD Education Update, Volume 40, No. 8., 1998)

Overview

Grading is the most idiosyncratic things we do. There is little agreement among educators on what should be included in a grade, whether the grade is criteria- or norm-referenced, and whether grades should be to motivate, communicate, or both. Only 30 percent of U.S. school districts have grading policies and it is difficult to know how many teachers in these districts actually follow the policies. Precision of feedback is the primary goal so that students can set realistic goals for themselves to improve their learning.

1. Limit the attributes measured by grades to individual achievement.

Such things as effort, participation, or attitude should be reported separately, which may require an extended report card format. Unfortunately, it is not uncommon for educators to make the mistake of using their assessment policy for things that ought to be addressed by behavior or discipline policy.

2. Sample student performance.

Many teachers are trying to be careful not to mark everything students do, and they don't include all marks in the final grades. They provide feedback through formative assessments and include only summative assessments in grade calculations.

3. Grade in pencil.

Generally, it is wise to emphasize the most recent information when grading progress. For example, it makes little sense to average the marks of a student in the first week and the last week of a keyboarding class; the most recent marks offer the best the best assessment of the student's keyboarding skill. When possible, it is a good idea to offer multiple opportunities to improve marks. This doesn't mean teachers have to offer unlimited chances to pass a test or improve a paper. Some teachers require students who want to retake an assignment to demonstrate that they have done additional work to increase the chance that they'll do better the second time around.

4. Relate grading procedures to the intended learning goal.

The emphasis given to different topics or skills in a class should be reflected in the weight they have in determining the final grade. (The typical method is determining final grades by allotting 40 percent to tests and quizzes, 20 percent to homework, 20 percent to class participation, and so on.)

5. Use care "crunching" numbers.

One of the biggest quandaries is what to do when a student gets a zero on an assignment. Zeros are problematic, in and of themselves, because they often presume that no learning has occurred. But they become especially problematic if teachers average scores to determine a student's final grade. If scores on all assignments are simply averaged, a single zero can yield a grade that doesn't really reflect the student's performance. Teachers might consider using students' median

score. If a student earns a zero on a major assignment, however, teachers might give an incomplete until the assignment is made up.

6. Use criterion-referenced standards to distribute grades.

In addition to other problems, grading on a curve does not allow all students to see how close they are coming to high standards of performance. If all students reach the standard, it is okay for all students to reach the highest grade.

7. Discuss assessment, not grading, with students at the beginning of instruction.

Most educators are realizing that criteria for quality work should not be a mystery to students. They help students see and *understand* the grading schemes and rubrics that will be used to judge performance. In many cases, grading schemes and rubrics are co-created with students.

Additional considerations:

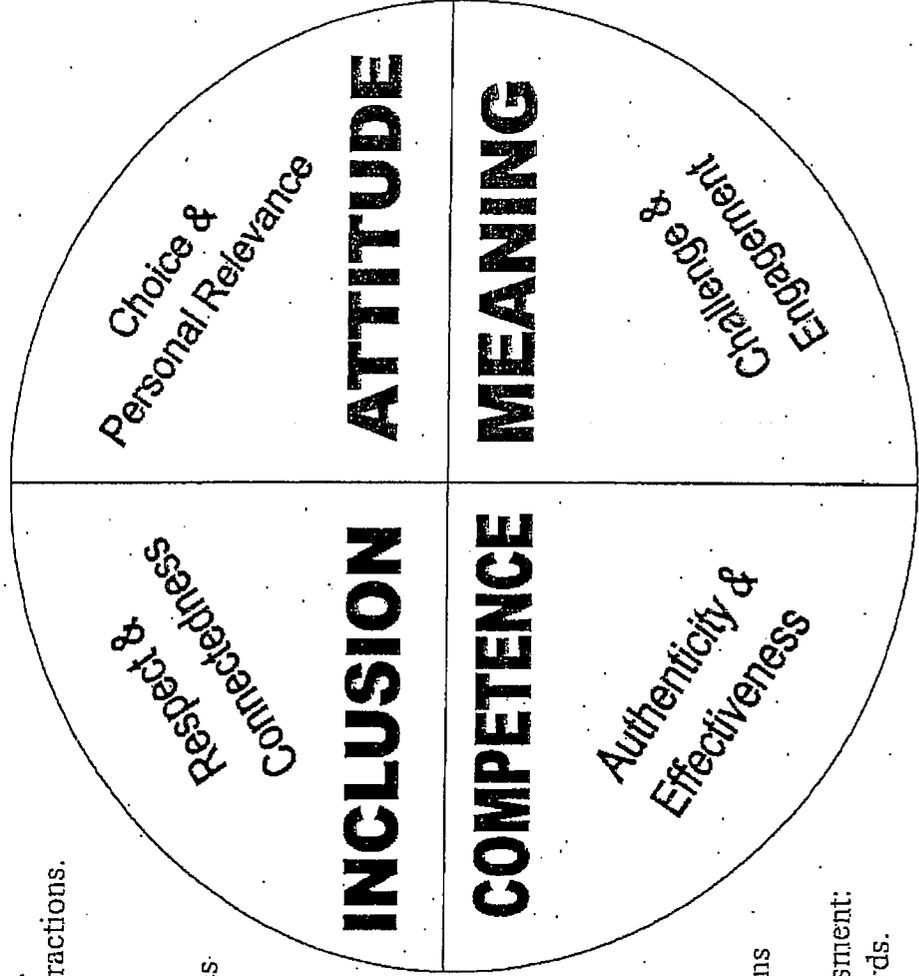
- For each new area of study, teachers might work with students to compose a letter to parents or family that outlines what is being studied, the performance standards parents/family/students can expect, and the percentage of the grade that different standards will be designated. For example, one standard might be that an effective oral presentation will be 10% of the final grade.
- Consider agreed upon, common district-wide or school-wide rubrics that help students, across content areas, master literacy and learning skills such as vocabulary, details, organizing ideas, skills, processes, and behaviors that contribute to personal and community success. (Heidi Hayes Jacobs recommends school-wide rubrics in writing so that every teacher shares responsibility for teaching reading, writing, speaking, and listening. Vocabulary is the best predictor of overall success on any achievement measure. Speaking is the first way into a good job.)
- Many schools are trying to be especially careful not to confuse standards with standardization. They strongly believe that the idea that "all kids can learn" does not presume that all human beings can learn the same thing in the same way at the same time. One of the things they do to avoid the trap of homogenizing curriculum, instruction, and assessment is to teach conceptually. For example, when the topic is the Civil War, the concept might be conflict. When the topic is planets, the concept might be systems, when the topic is equations, the topic might be balance (Carol Ann Tomlinson).
- Bring in experts for the community to work with teachers and students to ensure that tasks and scoring systems are authentic. For example, an editor of a local paper might help create a scoring rubric based on what she or he looks for in a good article. Students might interview a panel of community experts to create criteria based on a range of opinions.
- Consider a dissertation and defense model where students create inquiry-based projects with support of a committee with teacher, peer, parent, and community representation. An excellent resource on this topic is *Assessing Student Learning: From Grading to*

Understanding, David Allen (ed.). Teachers College Press, 1998.

- Hold quarterly demonstrations for students to display work of their choice.
- In many schools, educators at all levels are trying to actively model for students and for the community their own interest in growth. This also includes evening programs where parents, teachers, and students learn together.

The Motivational Framework for Culturally Responsive Teaching

- Routines & rituals present.
- Respectful learning & interactions.
- Students are comfortable.
- Teacher treats all students respectfully & fairly.
- Students' lives and cultures represented.



- Classes taught with students' experiences, concerns or interests.
- Students make choices related to learning that include experiences, values, needs & strengths.
- Students are able to voice their opinions.

- Clear criteria for success.
- Grading policies fair to all.
- Performances & demonstrations with real world connections.
- Students' perspective in assessment: multiple ways to reach standards.

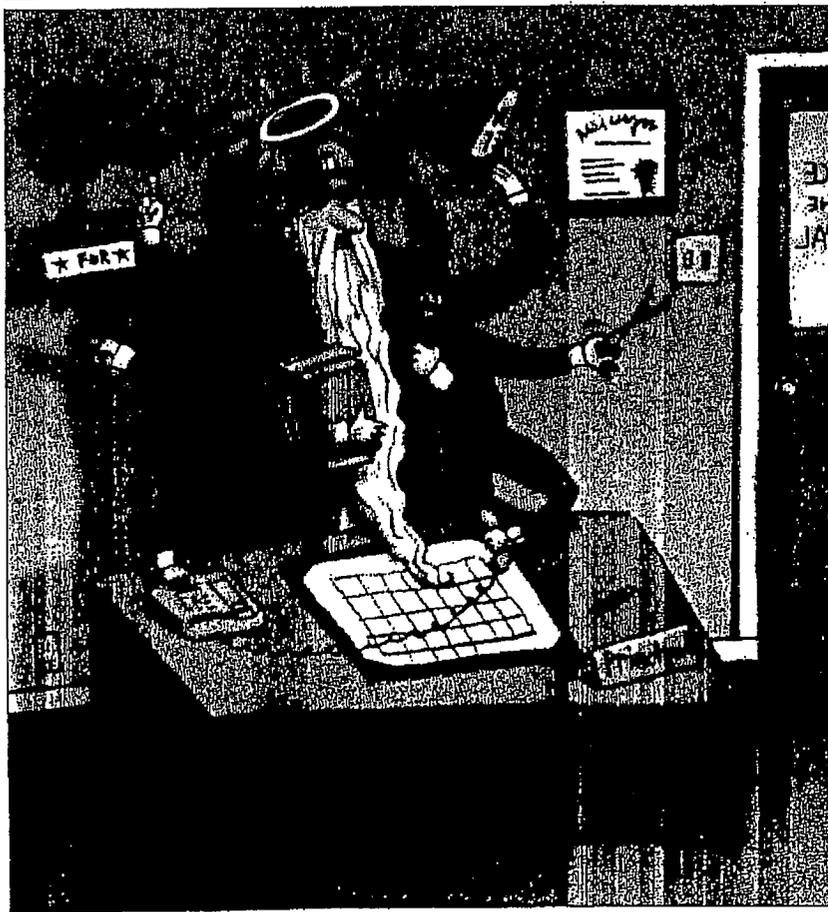
- Active participation in challenging ways.
- Questions that go beyond facts and encourage different points of view.
- Teacher builds on what students know.
- Teacher respectfully encourages high-quality responses

The Myth of the Superprincipal



Though experimentation with changing leadership roles is still in the early stages, new conceptions of leadership have the potential to replace at least some of the functions traditionally handled by the principal, Mr. Copland observes. If these emerging models can be made to work with new supports for principals, we may be able to turn the current shortage of principals into a momentary blip on the radar screen.

BY MICHAEL A. COPLAND



Position Opening: School Principal, Anytown School District. *Qualifications: Wisdom of a sage, vision of a CEO, intellect of a scholar, leadership of a point guard, compassion of a counselor, moral strength of a nun, courage of a firefighter, craft knowledge of a surgeon, political savvy of a senator, toughness of a soldier, listening skills of a blind man, humility of a saint, collaborative skills of an entrepreneur, certitude of a civil rights activist, charisma of a stage performer, and patience of Job. Salary lower than you might expect. Credential required. For application materials, contact . . .*

WHILE this job description intentionally exceeds the bounds of the ridiculous, one need not retreat too far from parody to authentically capture the current set of demands facing our nation's school principals. Consider the following excerpt from an actual job listing recently posted for an elementary principalship in a large, urban school system:

- Under the general direction of a "cluster leader," the elementary school principal provides direction and leadership within the assigned school. This involves overseeing the management of the educational program, decision-making and communication processes, business operations, staff and community relations programs, and the physical plant.
- The principal directs the establishment and maintenance of a school climate conducive to student achievement and learning, including overseeing the enforcement of school rules and regulations, the implementation of disciplinary measures, when necessary, as well

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as serving as a catalyst to motivate and empower staff, students, and parents to become active participants in the efforts to increase student achievement by improving the educational experience and program.

- The principal facilitates and coordinates the implementation of various cluster initiatives, including school participation in the cluster council; the development and implementation of an effective school council; the development of small learning communities; and the planning, implementation, and administration of decentralization plans.

- The principal's responsibilities include the improvement of instruction; assessment of student and program success; classroom visitations; the rating of professionals and paraprofessionals; staff orientation and staff development; program planning, monitoring, and evaluation; identification of school needs in terms of personnel and programs; providing staff development for teachers, paraprofessionals, and parent/community volunteers; establishing close working relationships with the Home and School Association; serving as a member of the instructional support team; fostering parent involvement in school activities; establishing and maintaining communications with business, civic, and religious leaders; working with community groups; interpreting existing school programs to the community; developing new and revised school programs to meet community needs and concerns; identifying social and emotional needs of students; ensuring the provision of programs to meet the needs of students beyond the basic skills and basic curricular areas; and performing related duties as required.

- The responsibilities described above are to be seen in the context of a shared governance model which supports consultation, collaboration, and consensus among the various constituent groups within the school.¹

Yes, prevailing expectations associated with the principal's role are excessively high, and this trend may be at the root of a pressing problem for education.

A Shortage of Principals

Growing anecdotal evidence suggests that it is increasingly difficult to find school principals at a time when the demand for them is on the rise. A recent survey jointly commissioned by two national princi-

pals' groups indicates that fewer and fewer qualified people want the principal's job.² In the state of Washington during a recent school year, roughly 30 elementary and secondary principalships were held by retired educators who had been called back to "fill in" because of districts' inability to staff the positions with new faces.³ Several articles in *Education Week* have reported that school districts in various locales are experiencing difficulty attracting candidates for principal openings.⁴ In my community, a recent vacancy for an assistant principal at a comprehensive high school that is recognized as one of the top public high schools in America yielded a pool of three candidates.⁵ These indicators appear to constitute an emerging trend. Moreover, if a shortage of principal candidates is a problem now, the issue is only likely to grow. The U.S. Bureau of Labor Statistics projects a 10% to 20% increase in vacancies for educational administrators through 2008.⁶

Provided that the reports of an impending shortage are accurate, the problem can be understood in at least two different ways. First, there may simply be a shortage in the number of candidates: too few prospective principals to fill too many openings. Framing the problem in this way directs one to a host of possible underlying causes. We know, for example, that school administrator retirements alone will account for a moderate increase in openings for the next several years.⁷ Further, recent reports point to shifting educational demands, huge workloads, and lack of job security as major issues that may be fueling the growing shortage.⁸ Familiar issues of limited compensation, inadequate preparation options, high stress, and lack of respect associated with the work of school administration surely make entering the field less attractive. Yet one can argue that these issues are not new; many have plagued the profession in some form for years.

Judging from recent reports, the problem can also be framed as one of declining candidate quality. If quality is at issue, what factors contribute? Again, it's easy to jump to familiar conclusions. It is well known, for example, that students of school administration historically score near the bottom of the Graduate Record Examinations (GRE) rankings of professional fields.⁹ Indeed, failure to recruit top-quality students into the field is an issue that has frustrated educational administration

for many years. Moreover, the inadequacy of administrator preparation programs is bemoaned time and again, a long-standing lament in the literature.¹⁰ Yet, as with the familiar rhetoric about a supply problem, these constraints on quality, while perhaps genuine, are not new and so can't be wholly blamed for a dearth of qualified candidates, whether real or perceived.

No, something is different about the current educational landscape, something that exacerbates both the problem of the limited supply of candidates and the perceptions of their declining quality. Expectations for the principalship have steadily expanded since the reforms of the early 1980s, always adding to and never subtracting from the job description. As expectations have grown, the principal's role has come under more and more scrutiny. Now, two decades into the current age of school reform, one can argue that we have reached the point where aggregate expectations for the principalship are so exorbitant that they exceed the limits of what might reasonably be expected from one person.

Analysis of the current situation through the lens of excessive expectations leads to a hypothesis different from those commonly cited, yet one that sheds light on the two problems we have been discussing. First, this view raises the possibility that it is precisely the overwhelming expectations that currently deter those who otherwise would have aspired to the principalship — hence enlarging the supply problem. Moreover, it is possible that school district leaders and school board members, swept up by the wave of monumental expectations, may be searching for principals who simply don't exist — further intensifying notions of a widening problem of candidate quality.

Great Expectations

If prompted, veteran principals will tell you that the expectations associated with the principalship have mushroomed over the past 20 years. Principals are now commonly portrayed as the key actors in school-level reform and face an audience of multiple constituencies who are ever more critical of their craft. Held accountable by superintendents, school boards, staff members, parents, the media, and community members, today's principals are charged with "big picture" responsibilities to strike

a vision, lead from the center, and build a community of learners. They must share decision making, link with external partners, and generally broaden the involvement of the community in shaping a vision for the school. In forging this shared vision, however, they remain centrally accountable for the ultimate success of any plans that are made. They are counted on to ensure learning for every pupil in an increasingly diverse student population, while at the same time they are charged with infusing new technologies throughout their schools and fostering the professional growth of faculty and staff members.

Embedded just a notch below the call to visionary leadership is the expectation that principals will manage the day-to-day operation of schools. They craft budgets and engineer staff and student schedules. As key players in personnel decisions, principals hire, supervise, and evaluate dozens of employees, who are represented by many different collective bargaining units, each with a unique set of contractual concerns. They handle manifold facilities issues, from light bulbs to boilers, and are expected to understand and adhere to often rigid poli-

cy edicts issued by their supervisors.

Other demands of the principalship do not fall under the categories of visionary and manager. For instance, principals are counselors, regularly called on for guidance of various kinds by employees, students, and families. They must deal swiftly and unerringly with student discipline and ensure a safe and productive school environment in a media climate obsessed by incidents of school violence. And increasingly, principals are action researchers, mandated to collect, analyze, interpret, and communicate various forms of school assessment information ranging from data at the level of the individual classroom to data on nationally normed standardized tests.

This list of principals' duties would not be complete without mention of the mundane, yet consequential, demands of everyday administrative life, characterized elsewhere as "a life filled with minor things, short-term horizons, and seemingly pointless (and endless) commitments."¹¹ Beyond efforts to catalyze a vision and manage the enterprise, principals also supervise bus lines, cafeterias, and basketball games; han-

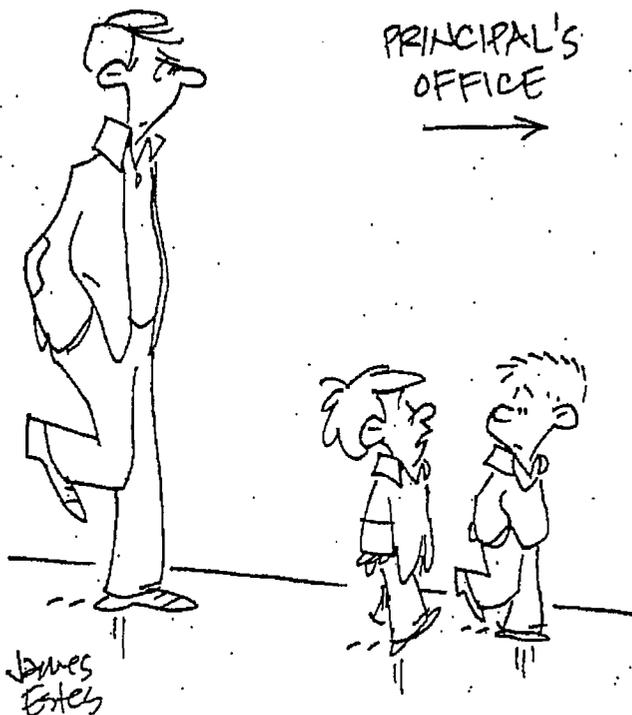
dle a legion of daily complaints from the minor to the life-threatening; participate in a host of miscellaneous meetings; chase unwelcome visitors off campus; call substitutes; unstick stuck student lockers; and follow up on such niggling concerns as the student sent to the office by his classroom teacher for lack of a pencil. Such a list could go on ad infinitum.

How is it that expectations for the principal's role have reached such gargantuan proportions? One might be tempted to argue that principals brought the problem on themselves by their thirst for control or their inability to let go of duties that might be delegated to others within the organization. Certainly such cases exist. Conversely, heightened expectations might be said to grow from the general school reform trends that push decision making away from district offices and into school sites. This phenomenon undoubtedly contributes to the growing demands associated with the role. However, the systemic roots of the exaggerated expectations go deeper. A serious examination of the question suggests that expanding expectations ensue in large part from expanding conceptions of the role of the principal that were established over the last two decades by those who might seem the least likely culprits — scholars within the field of educational administration.

Literature-Based Conceptions Of Principal Leadership

The belief that principals have an impact on schools is long-standing in the folk wisdom of education.¹² However, it was not until the dawn of the reform and accountability movements of the early 1980s that much empirical attention was paid to school leadership. Since that time, researchers in the field of educational administration have devoted considerable time and energy to cultivating and shaping conceptions of the principalship, and they have viewed it through many different interpretive lenses.

Scholars have proceeded with worthy intentions; for the literature lacks a clear understanding of school leadership,¹³ and each new conception offers a fresh way to think about the principalship. Some models emphasize the connections between principal leadership and school performance outcomes. Others are designed to guide the preparation of prospective school ad-



"It's like my grampa always says: 'We're born naked, wet, and hungry — then things get worse.'"

ministrators and thus offer more prescriptive definitions of the principal's role. Yet each new formulation implies a set of expectations for those who work as principals, and these expectations accrete and persist in our collective understanding.

Most discussions of *instructional leadership*, for example, stress that a principal's authority and influence are partly inherent in the role but also derive from the principal's expert knowledge.¹⁴ Perhaps the most fully articulated and best-tested conception of principal instructional leadership was developed by Philip Hallinger and his associates.¹⁵ This model consists of three broad categories of leadership practice: defining the school's mission, managing the instructional program, and promoting school climate. Twenty-one more specific functions suggested as central to principals' instructional leadership, such as the supervision of instruction, are embedded within these three broad categories. Considered by itself, this conception of the principal's role seems reasonable enough. Many would agree that the core technology of schools is teaching and learning, and what could be more important for school principals than to focus on such issues? But wait, there's more.

Another line of thinking in the literature suggests that school leaders are primarily responsible for providing *moral leadership*. As Daniel Duke has noted, the normative aspects of leadership have constituted one of the fastest-growing areas of leadership study in the 1990s.¹⁶ One oft-cited description of moral leadership concludes with a short list of moral admonitions for school leaders.¹⁷ The advice deals with everything from psychology to personal conduct to administrative skills, including mastery of parliamentary procedure.

Still another conception of the principal's role hails from the literature on *managerial leadership*. This model focuses on the functions, tasks, or behaviors of the leader and assumes that if these functions are carried out competently the work of others in the organization will be facilitated.¹⁸ One major review of leadership literature identified a relatively comprehensive set of 10 school management dimensions or functions.¹⁹ Among them were providing adequate financial and material resources, managing the school facility, accommodating policies and initiatives passed down from the district office, acting as a

buffer for staff members, and mediating conflicts and differences in expectations.

Another line of thought centers on conceptions of *participative leadership*. Site-based management (SBM), which some consider to be the centerpiece of the past decade's school restructuring initiatives,²⁰ offers one well-developed and widely accepted form of participative leadership. An illustrative book on SBM captures five domains of decision making through which power is pushed down to the local school site.²¹ These domains include the determination of the organization's purpose and goals; budgeting; hiring and development of staff; selection of curriculum and instructional materials; and decisions about organizational structure, such as the configuration of the school day. Under typical SBM reform strategies, the principal is called on to provide leadership in each domain, while operating under a collaborative arrangement that actively seeks to involve various individuals from the school community in the decision-making process.

Conceptions of the *transformational leader* originate in James Burns' classic book on leadership.²² This form of leadership aims to enhance the resources of both the leader and the led by raising their levels of commitment to mutual purposes and by further developing their capacities for achieving these purposes.²³ The most fully developed conception of transformational leadership as it applies to principals and schools has been provided by Kenneth Leithwood and his colleagues.²⁴ This model conceptualizes such leadership along several dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices and important organizational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions. This conception of transformational leadership focuses on visionary concerns while tacitly ignoring routine managerial concerns.

The principal's role has elsewhere been likened to that of minister or steward,²⁵ visionary,²⁶ potter or poet,²⁷ and architect or commissar,²⁸ to name but a few. These conceptions trickle down from academe to influence writing on the principalship that appears in well-respected and widely read mainstream education publications such as *Education Week* and the *Kappan*.²⁹ Pro-

fessional practitioner journals such as the *NASSP Bulletin*, *Principal*, and *American School Board Journal* routinely feature pieces that focus on understanding the principal's role. Articles exploring various aspects of the principalship even turn up in national news magazines and newspapers.³⁰ Arguably, this trend has some merit, for the dissemination of various translations of principals' work adds value to our collective comprehension of a complex and challenging role.

Yet one can also contend that, when considered en masse rather than separately, these myriad views create unintended dark consequences that fuel the current problems of supply and quality in the principalship. Distinct understandings continually graft new fragments onto a comprehensive definition of the principal's role. To the extent that these various conceptions commingle and contribute to overwhelming expectations for principals, they may serve as a deterrent to those considering entry into the field. Furthermore, the numerous conceptions may lead to unrealistic standards for judging principal quality. Through continual attempts to "name the baby," academics contribute to an ever-expanding rubric by which principals are held accountable and evaluated. Indeed, one can reason that it is these multiple conceptions of principal leadership that have shaped the ever-growing set of expectations about what constitutes "excellence" in the principalship. The result? A largely unattainable ideal of mythological proportions — the *superprincipal* — a role that fewer and fewer aspire to and for which few appear qualified.

One final example from the literature provides a vivid illustration of how various conceptions of the principalship and high expectations for principals get blurred in practice. Allow me to introduce Fran Washington, a "bifocal" principal who performs as both *artist* and *technician*. Washington is highlighted in *The Leadership Paradox*, by Terrence Deal and Kent Peterson.³¹ The authors present her as a stirring example of the prototypical superprincipal — one who possesses all the skills of the technician as well as the artistic attributes that are so valuable in leading a community of learners. As the authors sketch her typical day, week, and year, a portrait emerges of excellence in school leadership, not so subtly reinforcing the notion that, if Ms. Washington can do it all as

principal, surely others can, too.

However, there is one small caveat buried in the footnotes accompanying this portrayal. Superprincipal Fran Washington doesn't exist. She is a fictitious composite drawn from observations of and discussions with hundreds of principals across many different settings. None of the examples used to illustrate Washington's work is out of the ordinary, yet when combined, they paint a picture of extraordinary leadership, thereby perpetuating the myth.

Now it is certainly possible, even probable, that a Fran Washington, or someone like her, exists somewhere. As certainly as there are a small number of .350 hitters in baseball, there are undoubtedly a small number of extremely gifted school leaders (or would-be leaders) who possess all the knowledge, skills, abilities, characteristics, and attitudes portrayed in various scholarly conceptions. However, we squander enormous potential resources by setting the bar so high. Not only are we likely to fail to attract such rare persons, but they will never exist in the numbers necessary to staff the principals' offices of even a small percentage of America's schools. Rather, most of those positions will be filled by mere mortals who will fail periodically, who will recognize that they won't be able to do it all, and who shouldn't be expected to do so.

Debunking the Myth

Capable principals are critical providers of leadership for schools, and it is important to construct models of excellence that guide and inspire practice. But it is no longer reasonable or intelligent to assume that every principal can or should be able to do it all — living up to every expectation that falls out of our literature-based conceptions. If America's schools are going to deal affirmatively with the problems of candidate supply and attract strong, competent leaders into the ranks of school administration, we must deflate the pervasive myth of principal as everything to everyone. At the same time, districts can foster quality by finding ways to help principals cope with the high expectations and by encouraging other forms of leadership within schools. Just as it has been influential in shaping conceptions of the principal's role over the past 20 years, research and scholarship that tackles these issues will be centrally important in mak-

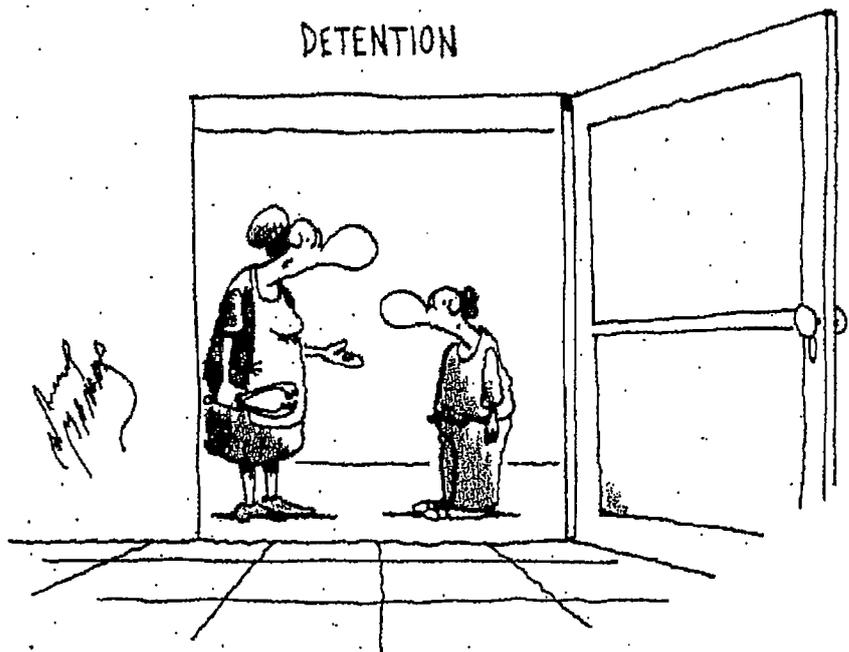
ing this shift. We are beginning to see some important signs that this can and will occur.

First, there is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. To illustrate, a recent study that examined principals' effects on teachers' community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics.³¹ Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done. The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make the schools work for their students and to build teachers' determination and capacity to pursue this collective goal.

Second, scholars focusing on school reform are beginning to perceive a need for policy that supports effective school

leadership. For instance, a recent piece summarizing a study conducted in five urban schools pointed out the important role of school-level leadership in the development of professional community.³² However, the article also lamented the fact that in only two of the five cases was building-level leadership up to the task of understanding and promoting professional community. Instead of blaming the individuals in those roles, the researchers concluded that the systems of recruitment and support for school-level leadership were woefully inadequate. Such criticism is useful in that it situates the problem systemically and thereby creates an opportunity to consider policy-oriented solutions that attack the problem from an organizational perspective.

Third, exciting work is under way that explores specific ways in which schools might distribute leadership more broadly.³⁴ The rise of research and scholarship advancing teacher leadership, for example, signals a growing understanding of the need to identify and support aspects of leadership beyond the role of the principal. Efforts to place teachers more centrally in charge of teaching concerns through such processes as peer review and early career



"The 'meatball surprise.' What are you in for?"

mentoring offer a hopeful change in the distribution of leadership, power, and accountability in schools.

Finally, there is emerging evidence that some school systems are heeding the need to promote supports designed to help principals deal affirmatively with high expectations. Some districts are taking action to head off potential "principal disasters" through the support and mentoring of new administrators.²⁵ Superintendents and boards, in recognition of the difficult nature of the work, are beginning to build systemwide supports for principals — for example, hiring early-career mentors and establishing mandatory periods of rest and reflection throughout the year.²⁶ Such strategies acknowledge that the expectations for the principalship are high and underscore the need for professional development, growth, and reflection in the process of becoming more skilled at leading. They also deal directly with principals' need to maintain a balance between their professional and personal lives in the face of such overwhelming expectations.

Through positive changes such as these, we may see a turning of the tide regarding the impending shortage of principal candidates. Current trends appear to indicate that, while principal leadership remains crucial for schools and school improvement, other conceptions of leadership in schools continue to evolve. While experimentation with changing leadership roles is still in the early stages, new conceptions of leadership have the potential to replace at least some of the complex of functions traditionally handled by the principal. This development presents a welcome change from conceptions built over the past 20 years that have only added to the expectations for principals. If these emerging models can be made to work with new supports for principals, we may be able to turn the current shortage into a momentary blip on the radar screen.

1. City of Philadelphia Public Schools, online job posting.

2. Telephone survey jointly sponsored by the National Association of Elementary School Principals and the National Association of Secondary School Principals, cited in Bess Keller, "Principal's Shoes Are Hard to Fill," *Education Week*, 18 March 1998, p. 3.

3. Sandra L. Barker, "Is Your Successor in Your Schoolhouse? Finding Principal Candidates," *NASSP Journal*, vol. 81, 1997, p. 592.

4. See, for example, Keller, op. cit.; Caroline Hendrie, "Tenured Principals: An Endangered Species,"

Education Week, 4 March 1998, pp. 1, 17; and Lynn Olson, "The Push for Accountability Gathers Steam," *Education Week*, 11 February 1998, pp. 1, 12-13.

5. Personal conversation with local school administrator, October 1999.

6. U.S. Bureau of Labor Statistics, "Education Administrators," in *2000-01 Occupational Outlook Handbook*, available at <http://stats.bls.gov/ocohome.htm>.

7. Ibid.

8. Lisa Richardson, "Principal: A Tougher Job, Fewer Takers," *Los Angeles Times*, 23 June 1999, pp. A-1, A-15.

9. Comparing recent GRE results with those from a decade earlier suggests that the situation is not improving and might even be worsening. See *Graduate Record Examinations: 1985-86 Guide to the Use of Scores* (Princeton, N.J.: Educational Testing Service, 1985); and *Graduate Record Examinations: 1996-97 Guide to the Use of Scores* (Princeton, N.J.: Educational Testing Service, 1996).

10. See, for example, Philip Hallinger and Joseph Murphy, "Developing Leaders for Tomorrow's Schools," *Phi Delta Kappan*, March 1991, pp. 514-20; Daniel Griffiths, Robert Stout, and Patrick Forsyth, *Leaders for Tomorrow's Schools* (Berkeley, Calif.: McCutchan, 1988); Joseph Murphy, "The Reform of School Administration: Pressures and Calls for Change," in idem, ed., *The Educational Reform Movement of the 1980s: Perspectives and Cases* (Berkeley, Calif.: McCutchan, 1990), pp. 277-303; and idem, *The Landscape of Leadership Preparation* (Newbury Park, Calif.: Corwin Press, 1992).

11. James March, "How We Talk and How We Act: Administrative Theory and Administrative Life," in Thomas Sergiovanni and John E. Corbally, eds., *Leadership and Organizational Culture* (Urbana: University of Illinois Press, 1986), pp. 18-35.

12. Ronald H. Heck and Philip Hallinger, "Next Generation Methods for the Study of Leadership and School Improvement," in Joseph Murphy and Karen Seashore Louis, eds., *Handbook of Research on Educational Administration*, 2nd ed. (San Francisco: Jossey-Bass, 1999), pp. 141-62.

13. A number of scholars have observed that definitions of leadership are somewhat arbitrary. For example, see Bernard M. Bass, "Leadership Traits 1904-1947," in Ralph Melvin Stogdill, ed., *Stogdill's Handbook of Leadership* (New York: Free Press, 1981), pp. 43-72; Warren Bennis, "Leadership Theory and Administrative Behavior: The Problem of Authority," *Administrative Science Quarterly*, vol. 4, 1959, pp. 259-60; and Gary Yukl, *Leadership in Organizations*, 3rd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1994).

14. Kenneth Leithwood and Daniel Duke, "A Century's Quest to Understand School Leadership," in Murphy and Louis, pp. 45-72.

15. See Philip Hallinger and Joseph Murphy, "Assessing the Instructional Management Behavior of Principals," *Elementary School Journal*, vol. 86, 1985, pp. 217-47; and Philip Hallinger and C. E. McCary, "Developing the Strategic Thinking of Instructional Leaders," *Elementary School Journal*, vol. 91, 1990, pp. 89-107.

16. Daniel L. Duke, "Perception, Prescription, and the Future of School Leadership," in Kenneth Leithwood et al., eds., *The International Handbook of Educational Leadership and Administration* (Dordrecht, The Netherlands: Kluwer Academic Publishers, 1996), pp. 841-72.

17. Christopher Hodgkinson, *Educational Leadership: The Moral Art* (Albany: SUNY Press, 1991).

18. Leithwood and Duke, op. cit.

19. Daniel Duke and Kenneth Leithwood, *Management and Leadership: A Comprehensive View of Principals' Functions* (Toronto: OISE, 1994), mimeo.

20. Leithwood and Duke, op. cit.

21. Joseph Murphy and Lynn G. Beck, *School-Based Management as School Reform* (Thousand Oaks, Calif.: Corwin Press, 1995).

22. James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978).

23. Leithwood and Duke, op. cit.

24. See, for example, Kenneth Leithwood, Diana Tomlinson, and Maxine Genge, "Transformational School Leadership," in Leithwood et al., pp. 785-840.

25. Thomas J. Sergiovanni, *Leadership for the Schoolhouse* (San Francisco: Jossey-Bass, 1996).

26. Roland Barth, *Improving Schools from Within* (San Francisco: Jossey-Bass, 1990).

27. Anna W. Hart and Paul V. Bredeson, *The Principalship: A Theory of Professional Learning and Practice* (New York: McGraw-Hill, 1996).

28. Larry W. Hughes, "The Leader: Artist? Architect? Commissar?," in idem, ed., *Principal as Leader* (Upper Saddle River, N.J.: Prentice-Hall, 1999), pp. 3-24.

29. See, for example, Bess Keller, "Principal Matters," *Education Week*, 11 November 1998, p. 1; and Anne C. Lewis, "Standards for New Administrators," *Phi Delta Kappan*, October 1997, pp. 99-100.

30. See, for example, Richard Stengel, "Walking the Hallways in Some Big Shoes," *Time*, 31 May 1999, p. 8; Dale Mezzacappa, "Strong Principals," *U.S. News & World Report*, 18 January 1999, pp. 64-67; and Erik Larsen, "It's Not the Money, It's the Principal," *Time*, 27 October 1997, pp. 92-93.

31. Terrence E. Deal and Kent D. Peterson, *The Leadership Paradox: Balancing Logic and Artistry in Schools* (San Francisco: Jossey-Bass, 1994).

32. Milbrey W. McLaughlin and Joan E. Talbert, *High School Teaching in Context* (book manuscript in progress, 2001).

33. Karen Seashore Louis and Sharon D. Kruse, "Getting There: Promoting Professional Community in Urban Schools," in idem, eds., *Professionalism and Community* (Thousand Oaks, Calif.: Corwin Press, 1995), pp. 208-27.

34. See, for example, Thomas J. Sergiovanni, *Building Community in Schools* (San Francisco: Jossey-Bass, 1994); and James P. Spillane, Richard Halverson, and John B. Diamond, "Distributed Leadership: Toward a Theory of School Leadership Practice," paper presented at the annual meeting of the American Educational Research Association, Montreal, 1999.

35. A number of examples of mentoring strategies can be found in practitioner journals from the field of educational administration. See, for example, Allan Walker et al., "Mentoring Programs for Aspiring Principals: Getting a Solid Start," *NASSP Bulletin*, January 1994, pp. 72-77; and Elaine L. Wilmore, "It's Not Easy Being Green: Mentoring for the First-Year Principal," *NASSP Bulletin*, April 1995, pp. 91-96.

36. Mentoring strategies for new principals are being used in the Cambrian School District in San Jose, Calif., and four-day reflection weekends have been instituted in the San Carlos (Calif.) School District.



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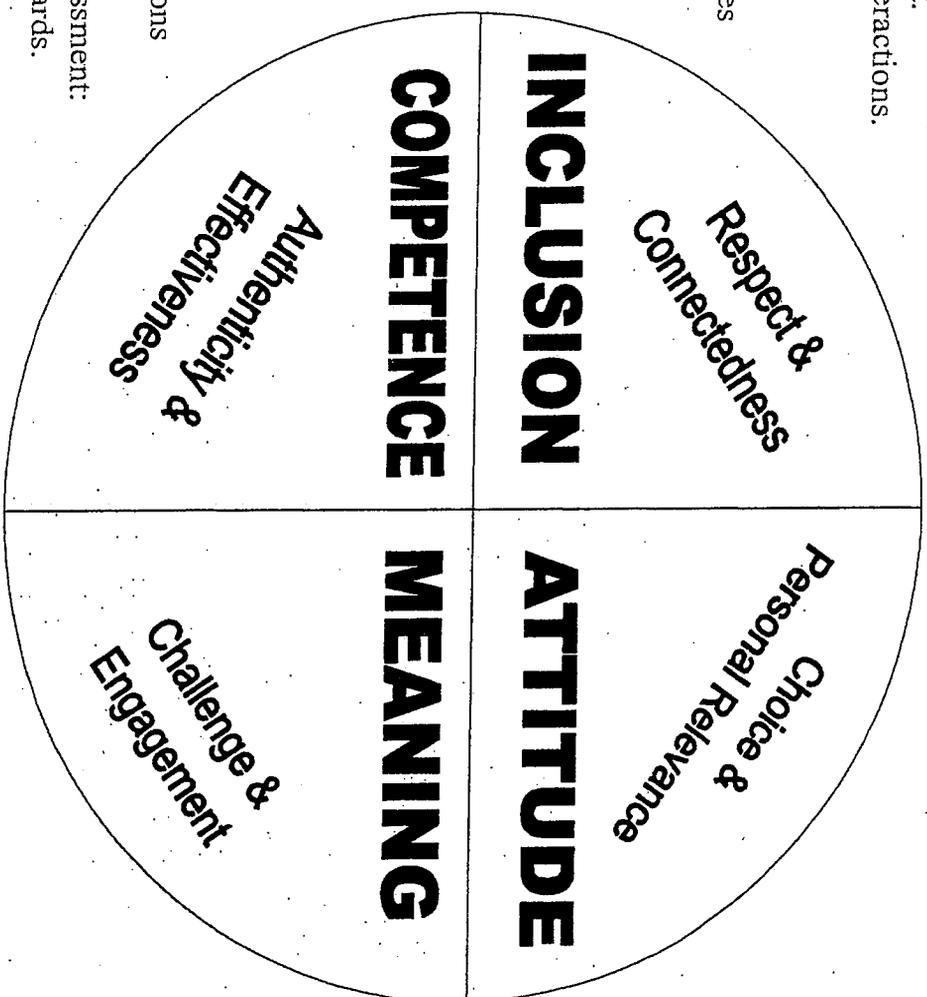
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The Motivational Framework for Culturally Responsive Teaching

- Routines & rituals present.
- Respectful learning & interactions.
- Students are comfortable.
- Teacher treats all students respectfully & fairly.
- Students' lives and cultures represented.



- Clear criteria for success.
- Grading policies fair to all.
- Performances & demonstrations with real world connections.
- Students' perspective in assessment: multiple ways to reach standards.

- Classes taught with students' experiences, concerns or interests.
- Students make choices related to learning that include experiences, values, needs & strengths.
- Students are able to voice their opinions.

- Active participation in challenging ways.
- Questions that go beyond facts and encourage different points of view.
- Teacher builds on what students know.
- Teacher respectfully encourages high-quality responses