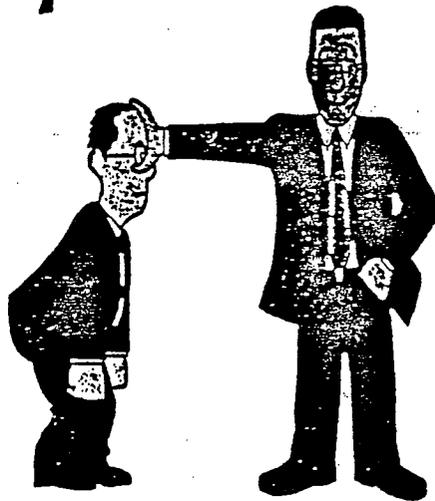
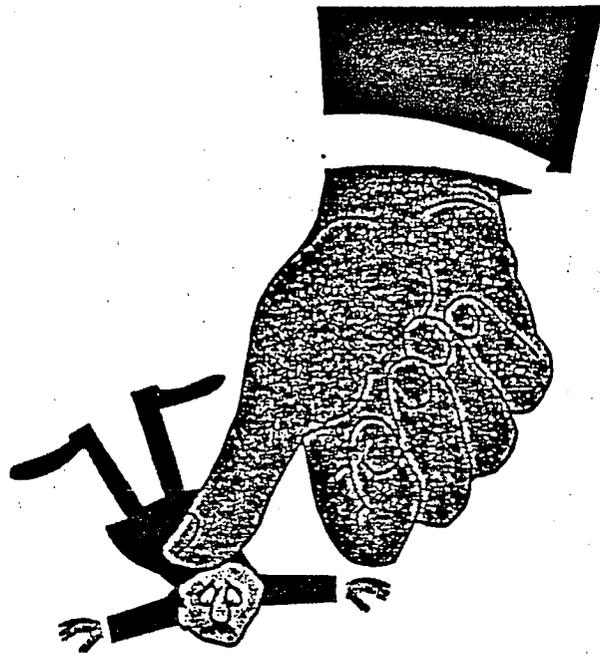


RESISTANCE is a
predictable, natural,
emotional reaction against
the process of *being helped*
and against the process of
having to face up to
difficult organizational
problems.



RESISTANCE is a predictable,
natural, and necessary part
of the learning process.

RESISTANCE



usually stems from individual
feelings of

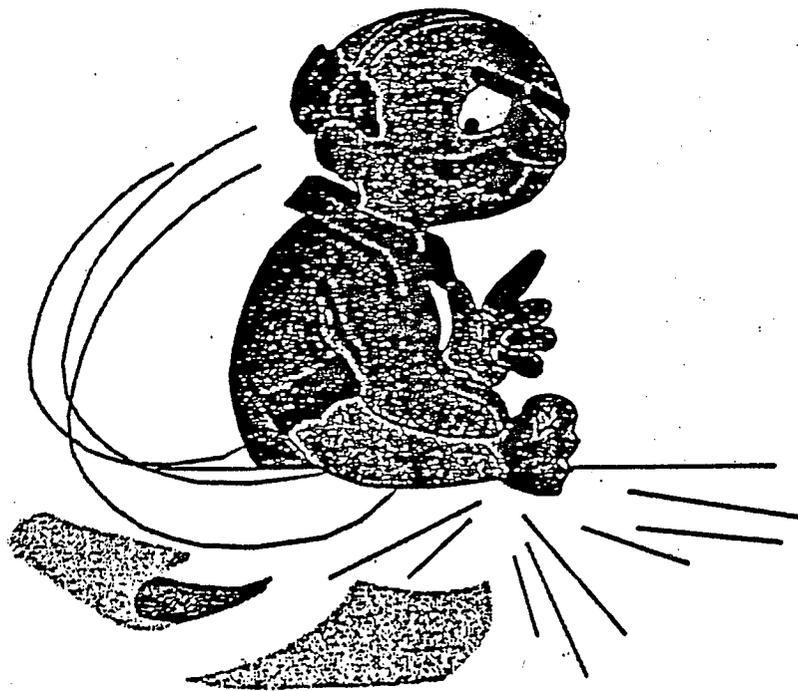
VULNERABILITY

and

LOSS OF CONTROL

RESISTANCE

... the inevitable
reaction of people to
oppose **CHANGE.**





RESISTANCE to
change is not only
inevitable, it also
can be both
HEALTHY and
USEFUL.

BUT ...

Too much
RESISTANCE
can be extremely
unhealthy and
destructive.

DISCUSSION RUBRIC

CONTENT

- 3 Expresses an opinion with elaboration and support (examples, reasons, facts, etc.)
Asks appropriate questions
Supports or adds to another person's opinion with more information
Disagrees with another person's opinion by offering good evidence and support
Takes a risk
- 2 Occasionally expresses an opinion with little elaboration or support
Asks some questions
Supports or adds to another person's opinion but merely restates that opinion
Disagrees with another person's opinion but does not offer good evidence and support
Does not take a risk
- 1 Does not express an opinion
Asks inappropriate questions
Does not support or add to another person's opinion or merely says "I agree."
Does not disagree with another person's opinion
Does not take a risk

BEHAVIOR

- 3 Participates consistently without dominating the discussion
Is attentive (good listener)
Talks on the subject (focused)
Speaks in turn (does not interrupt)
Is open
Disagrees with ideas, not people
- 2 Occasionally participates in the discussion
Is somewhat attentive
Occasionally strays from the subject
Sometimes speaks out of turn
Is somewhat open
Disagrees with ideas, but with a hostile tone
- 1 Does not participate or dominates the discussion
Is not attentive
Often strays from the subject
Does not speak in turn
Is not open
Attacks people, not ideas

Bookmark

Name: _____

Title: _____

Author : _____

Date: _____

Role: _____

PS. _____

PS. _____

PS. _____

PS. _____

PS. _____

Bookmark

Name: _____

Title: _____

Author : _____

Date: _____

Role: _____

PS. _____

PS. _____

PS. _____

PS. _____

PS. _____



STRATEGIES FOR READING FICTION

To really "get inside" a story, try the following strategies:

- **Preview the story.** Before you read, look at the title and the pictures. Skim through the pages and read some words here and there.
- **Visualize what you are reading.** Can you picture a similar place in your mind? Is the action easy to imagine?
- **Make connections.** Do any of the characters have thoughts or experiences that you have had? Does the story remind you of an event or a person you've heard of or read about?
- **Question as you read.** The events, characters, and ideas in the story ought to make sense to you. "Why is the door unlocked?" "Why is she so rude?" Asking good questions as you read is at the heart of good reading.
- **Make predictions.** During your reading, stop occasionally to predict what might happen next

and how you think the story will end.

- **Build on your knowledge.** Let your thoughts change and grow as you learn more about the characters and events in the story.
- **Evaluate the story.** Think about your feelings about the characters and their actions. Also consider how well the author is telling his or her story.
- **Discuss the story.** When you have finished reading, talk about the story with someone else.

Remember, a story never tells you everything; it leaves room for your own ideas. After you read a story, you are left with first impressions, but you need to be able to elaborate and explain them on the basis of the story itself, your own experiences, and other stories you have read.



STRATEGIES FOR READING NONFICTION

Nonfiction can be read as literature or as a source of information. The nonfiction you will read in this book has been included because of its literary quality. As you read, try to step into and enjoy the true stories and opinions the authors have to share.

Use the following strategies when you read nonfiction:

- **Preview the selection.** Before you read, look at the title, pictures or diagrams, and any subtitles or terms in boldface or italic type. All of these will give you an idea of what the selection is about.
- **Figure out the organization.** If the work is a biography or autobiography, the organization is probably chronological—that is, events are told in the order they happened. Other selections may be organized around ideas the author wants to discuss.
- **Separate facts and opinions.** Facts are statements that can be proved, such as "There are several excerpts from autobiographies in this book." Opinions are statements that cannot be proved. They simply express a person's beliefs, such as "The excerpt from *Woodson* is the best example of autobiography in this book." Writers sometimes present opinions as if they were facts. Be sure you can tell the difference.

- **Question the material.** As you read, ask yourself questions like these: "Why did things happen the way they did?" "How did people feel?" "What is the writer's opinion?" Try to decide whether you share the writer's opinion or have different ideas on the subject.
- **Stop now and then.** During your reading, pause in order to try to predict what will come next. Sometimes you will be surprised by what happens or by what an author has to say about an issue.
- **Build on your understanding.** Add new information to what you have already learned, and see if your ideas and opinions change.
- **Evaluate what you read.** Evaluation should be an ongoing process, not just something that you do after you finish reading. Remember, too, that evaluation involves more than deciding that a selection is good or bad. Form opinions about the people, events, and ideas that are presented. Decide whether you like the way the piece was written.

Finally, it is important to recognize that your understanding of a selection does not end when you stop reading. As you think more about what you have read and discuss it with others, you will find that your understanding continues to grow.



Common Concerns

- **Non-fluent readers reading independently**
 - **Various reading speeds**
 - Preassign partial reading with some time for reading in class
 - Preassign reading; reread in class
 - Let students decide how reading will be done
 - Use audio tapes
 - Teach active reading strategies

 - **Loss of control over comprehension**
 - One group reads with teacher; while others read silently, do task sheets, journal entries
 - Groups members clarify misreadings

 - **Lack of literary element instruction**
 - Do mini lessons before students read
 - Teach elements in some other context
-

Examples of mini lessons:

- | | |
|---|--------------------|
| - Point of view | - Setting |
| - Using illustrations for comprehension | - Characterization |
| - Conflict/problem/solution | - Theme |
| - Predictions and outcomes | - Author's style |

Stop Signs in Reading



**Complete
stop**

**Short
stop**

Pause

● period



semicolon



comma



exclamation
mark



dash



question
mark



colon

WHAT DOES DISORIENTATION FEEL LIKE?

All of the symptoms of dyslexia, the learning disability, are symptoms of disorientation. How could you expect a person to read a paragraph of text if they were disoriented? Their brain would not be seeing what their eyes were seeing. The disorientation would be preventing it: You can try this out yourself, take any book or magazine, hold it at arms length above your head, look up at it and spin around ten times real fast. This will cause you to become disoriented. Then sit down and try to read the text. First of all, you are more likely to fall down than sit down. Sitting down in the chair is the first problem you must solve. If you fail you must try it again. Spin around and sit down. Keep trying until you get it. Now consider criticizing the dyslexic child for not sitting still in the chair. At least he/she is in the chair. Once you are in the chair, try reading the text. The words really aren't moving around. You're crazy if you think they are, you're just not paying attention. Concentrate! You're not concentrating. If the words stop moving get up and spin around again, ten times real fast. You know what your problem is? You're just stupid.

Same experiment, only this time instead of reading when you are finally in the chair write the words pterodactyl, esophagus, and Mississippi. Sit up straight, sit still, hold your pencil properly, this is a spelling test. Voila! Not only do you have a spelling problem, you can't even write. Obviously this kind of scribble must be the result of brain damage. I think I've made the point.

IN OUR WORK THE FIRST THING WE MUST GIVE THE DYSLEXIC IS THE ABILITY TO SIMPLY TURN ON THE disorientation. It is actually quite easy for the dyslexic to learn. Usually in less than an hour the dyslexic can intentionally, and very easily turn disorientation on and off. However this does not solve the real problem. There is a reason why the dyslexic was disorienting, they weren't doing it on purpose. There is some stimuli (confusion) that causes it to happen. When the dyslexic eliminates the stimulus that causes the disorientation to happen the learning disability aspect of dyslexia is corrected.



Dyslexia

learn from one another in groups & share

#

invite you (groups) and read & share

The "DNA" of School Leadership

Saphier, King and D'Augia's (*JSD, Spring, 2006*) suggest that the research literature on successful professional school cultures includes three strands. They address these strands as the "DNA" of school leadership.

Select one of 3 - how do you compare.

1. Shared beliefs and values that generate commitment related to student ability, shared responsibility, urgency, caring and personal climate and a common core of professional knowledge
2. Productive professional relations that generate energy related to trust, honesty and open communication
3. Academic focus that provides rigor, direction and coherence

(These elements are discussed in the recent article "3 Strands Form Strong School Leadership" by Saphier, King and D'Augia (*Journal of Staff Development*, Spring, 2006 pp. 51-57)

Reflect for a moment on the three elements noted above. Jot down a few thoughts on how school leaders can combine leadership and management responsibilities to succeed in each critical area. Share your thoughts with a couple of colleagues.

* connects external - teach
 principals - told kids
 3 + 5 on - some they
 they did with kids
 make a difference -
 stand as help to
 pass word to right
 them passed to left -
 time on
 face
 face
 each side of
 cliff you
 meeting
 sent to 5 cap -
 cliff gave
 meeting school
 remain
 kept
 children - ball day and

Valuing Instructional Time and Educating the Head and Heart

Supporting Students and Valuing Instructional Time

A new principal at a high school in Michigan who was using [a purposeful time management strategy to visit areas of the school at different times each day] became aware that the previous administration had assigned lockers by hallways: seniors in A-wing, juniors in B-wing, and so on. Freshman and sophomore students who had classes in A and B wings were taunted and teased as they passed the senior and junior locker areas. As a result, several students began hiding out to avoid the torment – coming to class tardy after the seniors and juniors had made their way to class. This cut deeply into instructional time. (Just 5 minutes a day in a school year of 180 contact days adds up to 15 instructional hours!) To remedy the situation, the next semester the new principal reassigned lockers so no one class “owned” a hall. While this annoyed the seniors and juniors, they came to accept it and focused on other things of import to them. Tardies were reduced significantly, enhancing time to learn. (*The New Principal's Fieldbook*, Robbins and Alvy, p. 126)

Teaching from the Heart

Janucz Korczak is one of the best-known European educators from the first half of the 20th Century. He was a Polish doctor, teacher, and great advocate of children's rights. Tragically, he died with his students in the concentration camps. Korczak was so famous the Nazis offered to let him escape the camps, but he chose to remain with his students, knowing that they would be arrested and later murdered. This story is told of him:

In 1919 Korczak was giving a series of lectures at the Institute of Special Pedagogy in Warsaw. His first lecture was titled, “The Heart of a Child.” He asked the assembled group to accompany him with a child he was holding by the hand to the x-ray room of the children's hospital. The child was placed behind a fluoroscope and the lights in the room were dimmed. Everyone assembled could see only one light. It was the light of the child's heartbeat. Korczak then stated: “Look, and remember in the future, sometime, when you are tired or angry, when children become unbearable and distract you from your thoughts...remember what a child's heart looks like.” (quote from Kulawiec, in Brendtro & Hinders, 1990, p. 239)

(From: *The Principal's Companion*, Robbins and Alvy, pp. 248-49)

Expressing Love

At a middle school in The Bronx, New York, a second-year science teacher was abruptly deployed for military service. Her students were dismayed and angry. A young teacher at the school was asked to substitute for the class during one of his planning periods. The principal met him in the hall before he reached the classroom and said, "The class is really upset, and with good cause. Why don't you begin with offering them the option of writing their teacher? I'll make sure the letters get to her. It would be therapeutic for the class and their teacher." The young teacher nodded and walked slowly into the classroom. Just before the end of that class period, the principal stopped by to chat with the class. She spoke compassionately to the students in a soft, calm voice. "I know you guys are really hurting. You were all very close to your teacher, and she adored you. She was very sad about having to leave. She spent hours getting lesson plans together so that you would continue to learn science, even in her absence. I hope you will choose to do so. And I will do all I can to get your letters to her. It will cheer her up, I'm sure. And we'll get her e-mail address so we can continue our conversations with her, okay?" The students, often unruly and outspoken, were silent. Many had tears in their eyes. They nodded in agreement with the principal's words and slowly filed out of the classroom. After they left, the principal sat down with the teacher who had covered the class that period. "How did it go?" she asked. His eyes welled up as he said, pointing to the letters students had written, "Even the kids who usually are tough and belligerent had amazing things to say. Look at this one." He pulled a letter out of the pile and began to read, "You're the best science teacher I ever had. I didn't even think I liked science before you. I'll pray for you. I love you. Come back to us." He put the letter down. "You see," reflected the principal, "inside of every one of those rough, tough kids is a real human being with feelings. Those kids want to feel valued, cared for, loved and they are tired of being abandoned! We have to remember this—even when they are cussing at us—and seek to understand their feelings. At the same time, we can seize these moments as opportunities to teach valuable life skills as well as use the time to model handling our own emotions and empathy." (*The New Principal's Fieldbook*, Robbins and Alvy, pp. 183-185)

Questions: Reflecting upon the stories, "Supporting Students and Valuing Instructional Time," "Teaching from the Heart," and "Expressing Love," and based on our daily leadership and management actions, how can we keep the child's emotional needs—the heart—as part of the vision for a school?

Start to the school here to leader learning

remember heart
in this
equation of
learning
10

included
delta or
a day

The Value of Context in Data Driven Decision Making

**“Data must be contextualized for
maximum value.”**

Alvy and Robbins

Context can help one prioritize out of the sea of data available which data are most pertinent.

To successfully use data one must combine leadership and management roles. For example:

Managers are concerned with generating and collecting data sources. *Leaders* go beyond merely collecting and scrutinize the most valuable data sources given *contextual realities and perceptions*. *Leaders* then make decisions and act in the best interests of students, faculty and the school.

critical tools - research
- context

management tool. data do not mean anything without context
cannot judge research successful without context (Fellon)

know your school, even w/ the law
so context can become critical -
lead to "Effective Schools Collaborative"

Significant Sources of Data

Effective leaders manage data in leading the journey to excellence.

Consider the following uses of data:

- Accountability
- Staff Supervision and Evaluation
- Evaluating Programs
- Aligning Curriculum, Instruction and Assessment
- Closing the Achievement Gap
- Determining If Programs Are Addressing School Improvement Outcomes
- Taking Stock of the Culture (PLCs)
- To Address School-Wide Goals
- Student Performance
- Faculty and Parent Conferences
- Discipline Referrals
- Track Effectiveness of Fiscal Decisions
- Community Support and Trends

Reflection: Consider data sources you use in your work. Jot down two or three examples. How does context influence your selection of these data sources?

do this — what is other data that should be looked at?

Covey's Time Management Matrix

(From, *The 7 Habits of Highly Effective People*, 1989, Fireside)

Covey reminds us:

“Organize and execute around priorities.” (p. 148)

“The key is not to prioritize what’s on your schedule, but to schedule your priorities.” (p. 161)

*all have to do
with schedule
but do things
to our
schedules
refer to
calendar*

heart of effective personal management

most often missed

use calendar to help us address this

	Urgent	Not Urgent
Important	Quadrant I <i>hours spent</i> Urgent and Important	Quadrant II <i>heart of effective personal management</i> Not Urgent and Important <i>most often missed</i>
Not Important	Quadrant III <i>most often missed</i> Urgent and Not Important	Quadrant IV Not Urgent and Not Important

Covey states: “Urgent...requires immediate attention.... Importance... has to do with results....We react to urgent matters. Important matters that are not urgent require more initiative, more proactivity. We must act to seize opportunity, to make things happen.” (Covey, pp. 150-51)

“Quadrant II is the heart of effective personal management. It deals with things that are not urgent, but important.”
(Covey, p. 152)

Personal Reflection/Trio Exchange: As you reflect upon this matrix, what are some priorities that you would like to schedule, especially concerning Quadrant II? Brainstorm possible strategies with two colleagues to accomplish your priorities.

A

Leading and Learning By Wandering Around in
the Classroom:

Emphasizing Student Work:

"Rather than observing the classroom to see how the teacher is performing, the principal observes the classroom (and perhaps interviews students and reviews assignments as well) to determine the extent to which students are engaged, persist, and experience a sense of accomplishment and satisfaction as a result of what they are asked to do."

(From, Shaking Up the Schoolhouse, Schlechty, 2001, p. 144)

*ditto don't force demands
policy vs policy it's just work - quality
what is*

Schlechy's Ten Process Standard to promote quality, meaningful and engaging student work

These standards, part of Schlechy's "Working on the Work" framework (WOW), provide an excellent "Best Practice" source for those observing students to gauge the quality of student work:

- **Content and Substance**—teachers and administrator share an understanding of what students need to know and be able to do;
- **Organization of Knowledge**—content organized to maximize learning possibilities for each students;
- **Product Focus**—the work and the tasks that students engage in, the “problems, issues, products, performances and exhibitions” (p. 113);
- **Clear and Compelling Product Standards**—students’ understanding how the results of their work will be evaluated;
- **Protection from Adverse Consequences for Initial Failure**—a climate that encourages risk taking and supportive analysis when “failure” occurs;

(students, parents, teachers and community members) who participate in the affirmation of student work;

- **Affiliation**— supporting student opportunities to work in groups of two or more with classmates, parents or others in the community;
- **Novelty and Variety**—providing a substantial range of learning opportunities that are exciting, challenging, and employing simple to complex technologies;
- **Choice**—giving students opportunities to choose tasks to reach the intended goals of the school curriculum; and
- **Authenticity**—supporting tasks and consequences that are meaningful to students.
Based on, *Shaking Up the Schoolhouse* (pp. 107-128)

As you walk through your school to celebrate student and teacher success, how would you determine whether quality learning is taking place in classrooms based on Schlechy's advice? Discuss your ideas with a colleague.

*Attributes of
good work*

up here last year

Using Faculty Meetings to Leverage Professional Learning Time

Faculty meetings...

1. provide a forum for professional learning.
2. should be devoted primarily to instructional, curricula and assessment issues that foster student learning (e.g., analyzing data to make decisions about needed interventions for students).
3. create possibilities for school leaders and teachers to model/demonstrate effective instructional practices.
4. create a context for problem solving (e.g., brainstorming strategies to address the needs of English Language Learners).
5. foster opportunities to analyze student work and showcase students (e.g., meetings can, on occasion, open with a student performance).
6. are not times to review items that can be "delivered" via email.
7. should be planned with the notion that every teacher can gain valuable information from the meeting.
8. provide opportunities to build trust, collaboration, and individual and organizational capacity.
9. employ celebrations to call attention to treasured school values and goals.
10. CAN INSPIRE!

*Respect feel to
celebrate
lead teacher
and
management*

*Qigatha or feels
to share
of new
stuff of new
have wonderful
come from
for a
moment -
make faculty
meeting
inspirational*

Managing the Schoolhouse from Sunrise to Sunset

Leading and Learning By Wandering Around (LLBWA) is a purposeful leadership strategy supported by the authors--because it works. This success story uses the LLBWA strategy.

Once a month after the students are dismissed on a Friday afternoon, an elementary school principal and the school's head custodian walk through the facility. The principal and custodian drop into each classroom where teachers seem relaxed (it's Friday afternoon!) and ask about lighting, the condition of the furniture and other matters that involve maintenance work. The teachers appreciate the visit, and a few usually have one or two suggestions. Because teachers know that the principal and custodian will drop by monthly, some keep a list of maintenance concerns. The teachers know that for serious problems, maintenance requests should be sent as soon as possible. For example, moisture observed in a ceiling tile should be reported immediately. If a problem needs considerable discussion (e.g., removing, redesigning or renovating a bookcase area) the teacher and custodian plan a future meeting. Often a teacher's suggestion relates to preventive maintenance, with a possible repair or replacement during the December holiday or summer maintenance period. A Saturday repair is also a possibility. If it looks like a major summer job, the principal asks the teacher to fill out the summer work forms, which are distributed in the spring. The teachers may use this time to briefly share information with the principal that might relate to the class, a student, or some other activity. It is also an opportunity to wish a colleague a good weekend.

(From the *New Principal's Fieldbook*, pages 177-78)

Leadership and Management: Reflecting on the stories, how did the principals demonstrate that leadership and management are intertwined?

Sowing the Soil for a New Beginning

When Sarah first approached the building where she had been appointed principal, she made a mental note that something had to be done about the physical appearance of the school. Trash littered the lawn and the weeds were abundant. She thought to herself, "the school doesn't look at all inviting. It has a depressing air about it. To a student, parent, or community member, it certainly doesn't look welcoming."

As she climbed the steps to the front door her eyes met a large "No Trespassing!" sign, next to an image of a gun with a line through it and a command to "report to the office." Once in the main hallway, she found her way to the office where she was greeted by Mrs. Spiker, a grey-haired lady who had been secretary at the school for fifteen years. Mrs. Spiker peered at Sarah over the rims of her glasses and said, "so you're the one who the district chose to be principal, huh? You sure have some challenges before you!" Sarah wondered what this meant but intuited from the tone that it was not good. Sarah continued, "Well, I'm looking forward to working with you, and with your history here, I'm sure you will be a vital resource." Mrs. Spiker showed no emotion but offered, "I might as well tell you now. Mr. White, the former principal, was ticked that you got the job instead of his assistant. I think that's why he gave just about everyone—custodian, bookkeeper, assistant principal—two-weeks vacation beginning your first day on the job. And, by the way, he gave his nice office furniture to the assistant—you get her old stuff! I'm leaving at noon today. Mr. White said I could take comp time to get my hair done. Good luck to you, honey. You've got a tough road ahead!"

Sarah's heart sank. Then she felt a flash of anger. She managed to utter, "Thanks for the information," as she walked into what was to be her new office. She felt numb, but realized that she had to push on. She gazed at a white pad of paper on the desk and then began brainstorming a list of priorities and developing a plan. After work that day, Sarah drove around town and stopped at the local nurseries and hardware stores that had plant departments. She explained that, as a principal, she would very much like to spruce up the external appearance of the school to which she was assigned, but had no budget for such a purpose. She invited the merchants to partner with the school as community members to create a welcoming learning haven for students. Every merchant agreed. Some even offered to deliver plants, tools, potting soil and fertilizer to the school. That evening she called several friends and asked them to join her on Saturday for the beautification project.

On Saturday morning, a mighty group of seven met Sarah at the school. They roughed out a sketch of where the plants would be placed and took their positions. As they dug in the soil, several curious neighbors walked by and paused. Sarah stood and greeted the onlookers, explaining she and her friends were preparing the grounds so that students would feel welcomed to the school. Many offered to join in. By the end of the afternoon, thirty-five members of the neighborhood were on their knees, digging in the dirt, preparing for the opening of school. "We're going to make it," Sarah thought to herself with a smile.

The Tickler File: An Invaluable Planning Tool

“ *Using a Tickler File*: Probably one of the best organizing tools a principal can use is a tickler file that includes all of the important events, critical activities, memos, and time deadlines (end of semester or quarter, testing, grading periods, open house, parent conferences, etc.) for each month (you ‘tickle’ the file monthly). Thus, when November is about a month away, the principal and secretary meet, review a list prepared by the secretary of items in the November file, and examine each previous November memo or important activity description. It is helpful to have separate ‘beginning’ and ‘end of year’ files, in addition to the August/September and May/June files. A very helpful addition to the file is a monthly section that includes your reflections on the events so errors are not repeated, successes are noted, and ideas for next year can be immediately added to the file. A tickler file is

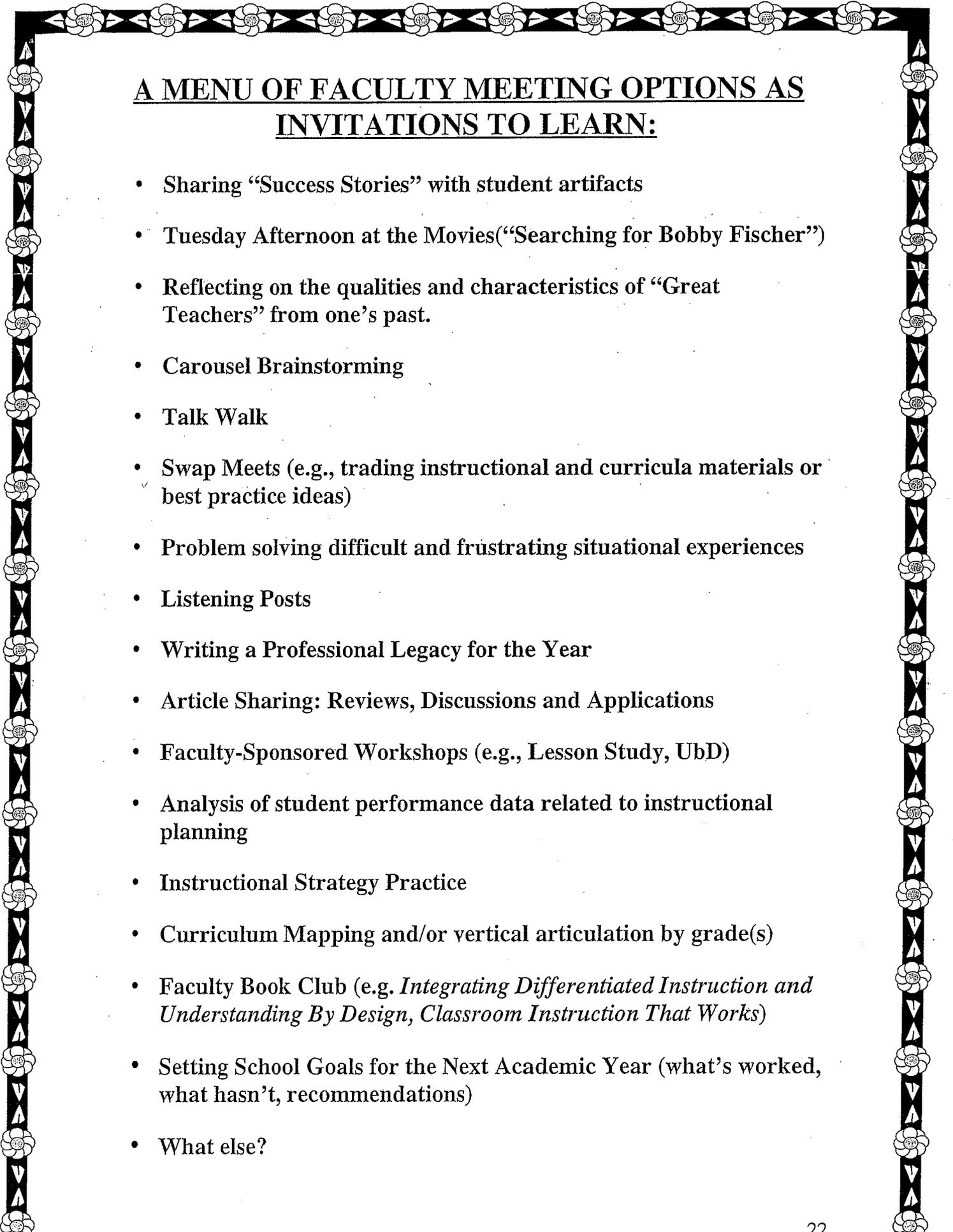
(2003 Corwin Press)

Reflecting on Your May Tickler File Items: Take a moment to brainstorm on five items that would be (or are in) your May Tickler File. Briefly list the item, action that needs to be taken, and, if appropriate, possible refinements that need to be addressed this year. Share your list with a colleague.

	Item	Action	Refinements
1.			
2.			
3.			
4.			
5.			

*Have a moment
write an addendum*

*monthly file - include events, memos, etc - keep year to year -
- Beg year file
- end year file
write reflective comments
end each month*



A MENU OF FACULTY MEETING OPTIONS AS INVITATIONS TO LEARN:

- Sharing “Success Stories” with student artifacts
- Tuesday Afternoon at the Movies (“Searching for Bobby Fischer”)
- Reflecting on the qualities and characteristics of “Great Teachers” from one’s past.
- Carousel Brainstorming
- Talk Walk
- Swap Meets (e.g., trading instructional and curricula materials or best practice ideas)
- Problem solving difficult and frustrating situational experiences
- Listening Posts
- Writing a Professional Legacy for the Year
- Article Sharing: Reviews, Discussions and Applications
- Faculty-Sponsored Workshops (e.g., Lesson Study, UbD)
- Analysis of student performance data related to instructional planning
- Instructional Strategy Practice
- Curriculum Mapping and/or vertical articulation by grade(s)
- Faculty Book Club (e.g. *Integrating Differentiated Instruction and Understanding By Design, Classroom Instruction That Works*)
- Setting School Goals for the Next Academic Year (what’s worked, what hasn’t, recommendations)
- What else?

Aspiring Leaders Meeting Activity: Article Sharing

“Growing Into Leadership”

(Harvey Alvy and Pam Robbins, *Educational Leadership*, May, 2005)

Article Sharing Possibility:

Principals can skim through 2-3 journals a month or ask colleagues, grade level teams, or departments to select articles of interest for the faculty. The articles might be used during an aspiring leaders meeting, administrative meetings, brown bag lunches, department meetings, or grade level team meetings. Principals, individual teachers, or groups of teachers can lead discussions. An example of an article for discussion during an aspiring leaders meeting comes from the May, 2005 *Educational Leadership* and is titled, “Growing into Leadership.”

Consider: How could you share this article with aspiring, new and “seasoned” administrative colleagues as a cooperative activity?

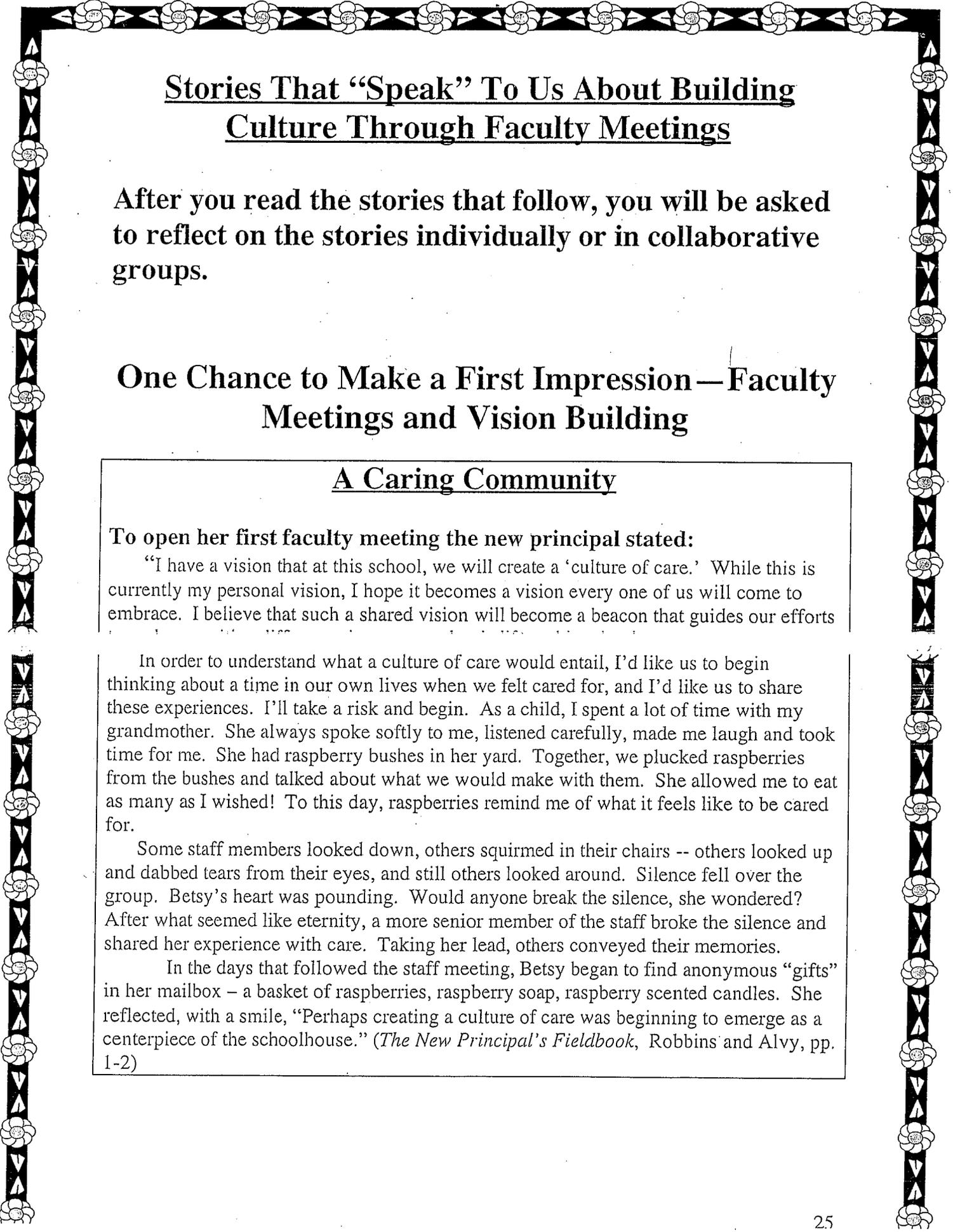
Note-Taking Guide on *Growing Into Leadership*:

- Keeping Students at the Heart-
- Being a Learning Leader-
- Acting Ethically-
- Put Instructional Leadership First-
- Practice Efficient Management-
- Build Strong Relationships-
- Know What to Expect-
- Orchestrate School-Community Partnerships-
- Lifelong Learners-

Important Leadership Themes For New Principals

After reading the article, "Growing Into Leadership" by Alvy and Robbins, discuss the article as a cooperative activity with your table group members. Together, note in each window pane what you remember about each theme. Then, discuss the implications of each theme for new and "seasoned" school leaders and/or teachers in the schoolhouse and district office.

Keeping Students at the Heart-	Being a Learning Leader-
Act Ethically-	Put Instructional Leadership First-
Practice Efficient Management-	Build Strong Relationships-
Know What to Expect-	Orchestrate School-Community Partnerships-
Lifelong Learners-	Concluding Thoughts/Insights-



Stories That “Speak” To Us About Building Culture Through Faculty Meetings

After you read the stories that follow, you will be asked to reflect on the stories individually or in collaborative groups.

One Chance to Make a First Impression—Faculty Meetings and Vision Building

A Caring Community

To open her first faculty meeting the new principal stated:

“I have a vision that at this school, we will create a ‘culture of care.’ While this is currently my personal vision, I hope it becomes a vision every one of us will come to embrace. I believe that such a shared vision will become a beacon that guides our efforts

In order to understand what a culture of care would entail, I’d like us to begin thinking about a time in our own lives when we felt cared for, and I’d like us to share these experiences. I’ll take a risk and begin. As a child, I spent a lot of time with my grandmother. She always spoke softly to me, listened carefully, made me laugh and took time for me. She had raspberry bushes in her yard. Together, we plucked raspberries from the bushes and talked about what we would make with them. She allowed me to eat as many as I wished! To this day, raspberries remind me of what it feels like to be cared for.

Some staff members looked down, others squirmed in their chairs -- others looked up and dabbed tears from their eyes, and still others looked around. Silence fell over the group. Betsy’s heart was pounding. Would anyone break the silence, she wondered? After what seemed like eternity, a more senior member of the staff broke the silence and shared her experience with care. Taking her lead, others conveyed their memories.

In the days that followed the staff meeting, Betsy began to find anonymous “gifts” in her mailbox – a basket of raspberries, raspberry soap, raspberry scented candles. She reflected, with a smile, “Perhaps creating a culture of care was beginning to emerge as a centerpiece of the schoolhouse.” (*The New Principal’s Fieldbook*, Robbins and Alvy, pp. 1-2)

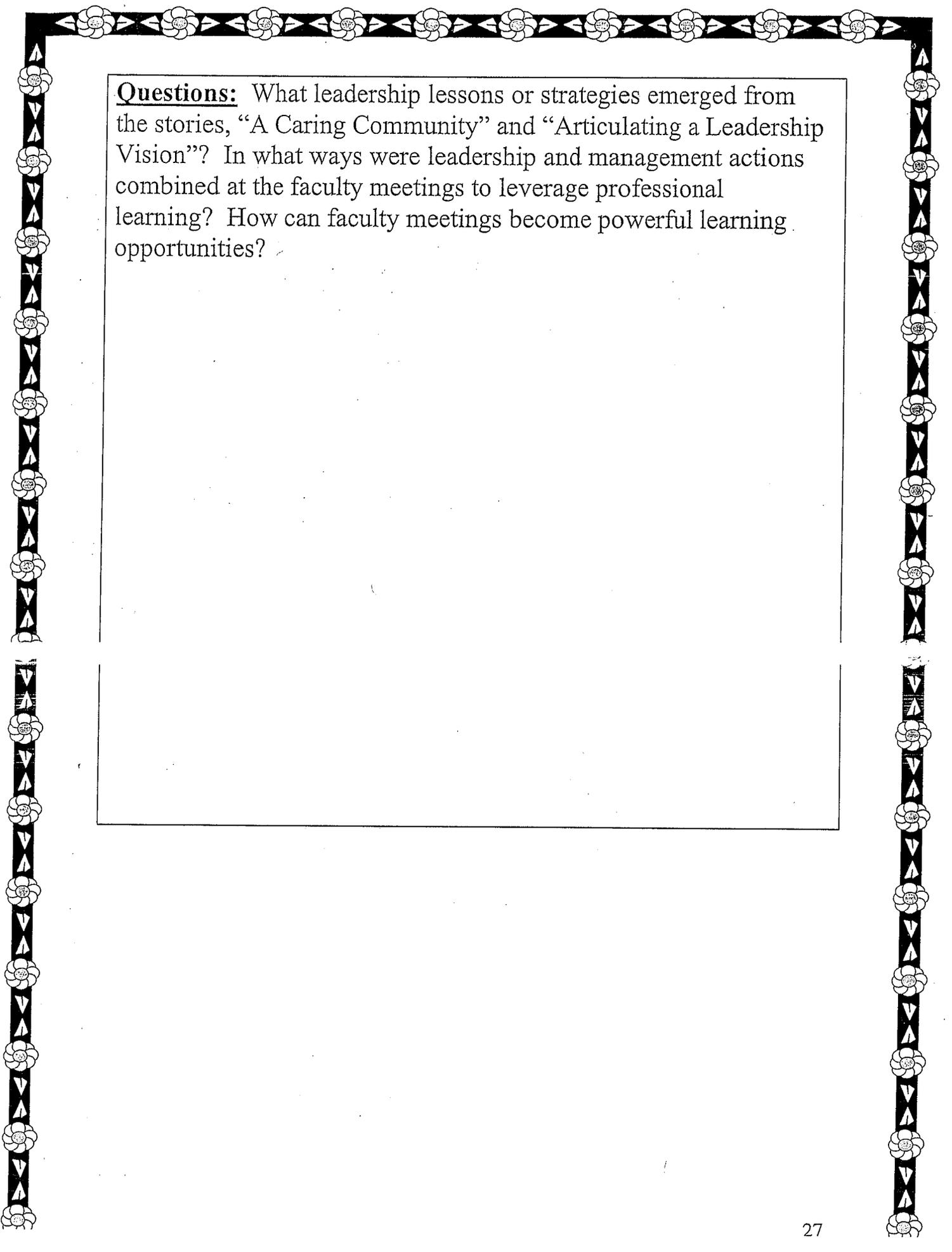
Articulating a Leadership Vision

The first faculty meeting for a new leader is a one-time opportunity for success. One new principal used this meeting to articulate his personal vision, review the research on successful schools and to share his thoughts on learning about the school culture. In his initial remarks the principal noted that teachers were the key to school success and that it was a principal's role to serve the teachers. Consequently his vision was of the leader as a servant for students, teachers and the community. He stated that he did not view becoming a principal as "moving up the ladder" as that phrase implies the principal is more important than the teacher. Instead the new principal indicated that he desired to make a different contribution to affect the whole organization in a positive way.

The new principal then reviewed and provided some personal reflections on the literature about successful schools. This gave the principal an opportunity to state how important it was to have a common vision of success based on agreed upon learning goals; high expectations for all students; an emphasis on meaningful, quality and engaging student work; working successfully with parents; monitoring student success; respecting instructional time; leadership throughout the organization; collaboration among faculty about teaching and learning; and a safe and orderly school environment. The principal purposely left out the part of the literature that stressed the "principal as instructional leader" and emphasized distributed leadership since he was concerned that some faculty may interpret these critical initial comments as a call for a dominant school leader—Napoleon was not the image that he hoped to convey.

The principal noted that he had a lot to learn about the culture of the school. He mentioned that he had heard the school was very caring, and was known as a place in which teachers were always accessible. The principal stated that he had a couple of "pet peeves" that he wanted to share with the faculty. One, he was very uncomfortable with publicly embarrassing someone. Thus he would not do that to faculty or students—he hoped they would follow his lead. Two, he indicated that he was uncomfortable with cynicism and sarcasm about kids. The principal observed that a couple of faculty members were uncomfortable with his remarks on these issues. But, the principal was satisfied that he had articulated his views.

In his closing remarks the principal indicated that in order to learn about the culture he would be visible, trying to meet students. He was looking forward to observing their successes in the classroom. He stressed that the important school events take place in the classrooms, the theatres, the gymnasiums and, on the playing fields—not in the principal's office. The new principal asked the staff to be patient with him as he would be asking lots of questions about how the school works, about curriculum, instructional resources, and other school related issues to—get up to speed. He apologized in advance about all the questions that would be asked. He reiterated, "Please be patient with all of my questions." Finally, the principal stated that he would try to articulate and celebrate whenever possible, how much he supports all of the good things the school has done and will continue to do in the future. (*The New Principal's Fieldbook*, Robbins and Alvy, pp. 64-65)



Questions: What leadership lessons or strategies emerged from the stories, “A Caring Community” and “Articulating a Leadership Vision”? In what ways were leadership and management actions combined at the faculty meetings to leverage professional learning? How can faculty meetings become powerful learning opportunities?

Reflections and Field notes on:

ESSENTIAL ELEMENTS OF BOLD & VISIONARY LEADERSHIP

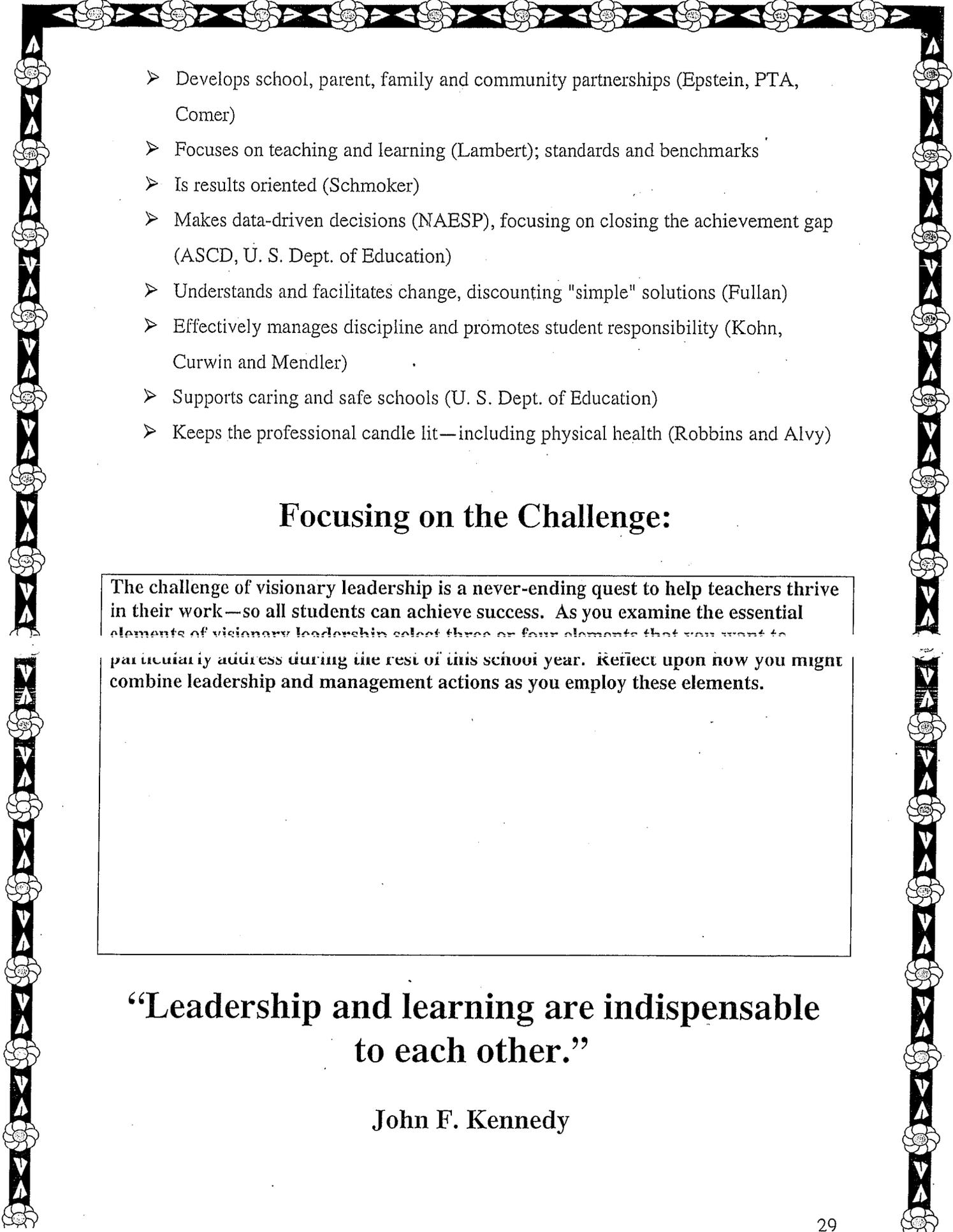
- Inspires a shared vision (Kouzes and Posner)
- Enables/empowers others to act (Kouzes and Posner)
- Advocates student success through, meaningful, engaging, and quality student work (Schlechty)
- Sets a personal example of lifetime learning (Covey), embracing a spirit of curiosity (Bennis and Little)
- Advocates positive human relations and effective communication (Coladarci and Getzels, McGregor)
- Provides daily moral and emotional leadership with head and heart (Sergiovanni, Goleman)
- Promotes a collaborative professional learning community focused on results (Senge, DuFour and Eaker)
- Balances leadership and management responsibilities (Bennis)
- Builds a positive school culture (Deal and Peterson)
- Uses celebration to enhance climate and promote treasured cultural values and goals (Robbins and Alvy) *so on that have to remember*
- Supports and celebrates diversity of issues, staff and students (Banks)
- Maintains purposeful visibility—Leading and Learning By Wandering Around (Peterson, Alvy and Robbins)
- Provides transformational leadership to maximize human potential (Burns)-- including high expectations for self, students, and others
- Fosters relational trust by emphasizing competence, respect, personal regard for others and integrity to accomplish school reform (Bryk and Schneider) *competent so important*
- Fosters professional growth through staff development; supervision and evaluation (Robbins and Alvy)
- Provides feedback on performance (Glickman, Peters, McGreal)

*at
the
heart*

address

at heart + keep to members

staff can be proud of principal

- 
- Develops school, parent, family and community partnerships (Epstein, PTA, Comer)
 - Focuses on teaching and learning (Lambert); standards and benchmarks
 - Is results oriented (Schmoker)
 - Makes data-driven decisions (NAESP), focusing on closing the achievement gap (ASCD, U. S. Dept. of Education)
 - Understands and facilitates change, discounting "simple" solutions (Fullan)
 - Effectively manages discipline and promotes student responsibility (Kohn, Curwin and Mendler)
 - Supports caring and safe schools (U. S. Dept. of Education)
 - Keeps the professional candle lit—including physical health (Robbins and Alvy)

Focusing on the Challenge:

The challenge of visionary leadership is a never-ending quest to help teachers thrive in their work—so all students can achieve success. As you examine the essential elements of visionary leadership, select three or four elements that you want to particularly address during the rest of this school year. Reflect upon how you might combine leadership and management actions as you employ these elements.

“Leadership and learning are indispensable to each other.”

John F. Kennedy