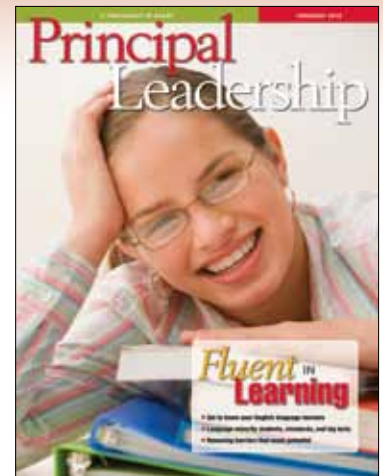


# Principal Leadership

## Begin the Conversation

### A Discussion Guide for *Principal Leadership*

Use this discussion guide with your staff members to begin conversations that will expand your school's vision of school improvement, introduce multiple perspectives of successful practices, and focus the local discussion on broader possibilities for improving student achievement. Selected articles have one or two content questions in each of the three *Breaking Ranks* core areas, plus a list of resources for additional exploration of the topic so you can customize the questions for your school.



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To get started:

- Select one or more of the feature articles for staff discussion.
- Give all participants a copy of the text. (NASSP grants permission for you to make 100 copies of each article for educational purposes.)
- Ask individuals to suspend their assumptions and use specific textual references to support their comments.
- Add discussion questions to continue the conversation in a way that's most relevant to your school.
- Conclude the discussion with open-ended questions designed to further inquiry, such as How do these actions align with our existing school improvement initiatives? What would it look like here? What new actions are you considering after having read the article?

An implementation template is included at the end of the Discussion Guide to help you organize the new actions being considered for implementation. (For strategies to assist in organizing effective discussion groups, see the *Text-Based Discussion Guidelines*, at [www.principals.org/textbasedguide](http://www.principals.org/textbasedguide))

#### Article 1: Enhancing Relationships With Parents of English Language Learners by Rocío Delgado, Mary Esther Huerta, and David Campos

Collaboration	Personalization	Curriculum, Instruction, and Assessment
<p>How does active collaboration with the parents of English language learners (ELLs) improve their educational outcomes?</p> <p><b>Have we investigated ways to improve the participation of our ELL families at school events and their engagement in support of their children in our school?</b></p>	<p>How does effective involvement of parents and incorporation of the culture of Latino students improve both their social and educational outcomes?</p> <p><b>How can the family and cultural values of our ELLs enrich our teaching, increase student motivation, improve educational opportunities, and sustain the academic growth of every ELL at our school?</b></p>	<p>What strategies can teachers, administrators, and school personnel use to better connect Latino students with the curriculum and improve their academic progress?</p> <p><b>Which strategies from this article could we implement to reinforce academic rigor in the classroom and better connect classroom content with the real-world experiences of our ELLs?</b></p>

#### Want to know more?

Elizalde-Utrick, G. (2010). Immigrant families: Strategies for school support. *Principal Leadership*, 10(5), 12–16. [www.nassp.org/Portals/0/Content/61199.pdf](http://www.nassp.org/Portals/0/Content/61199.pdf)

Rourke, J., & Hartzman, M. (2009). Giano Intermediate School: The parent factor. *Principal Leadership*, 9(10), 24–27. [www.nassp.org/Portals/0/content/59762.pdf](http://www.nassp.org/Portals/0/content/59762.pdf)

Rourke, J. (2007). No barriers, no excuses. *Principal Leadership*, 8(3), 44–48. [www.nassp.org/Portals/0/Content/56411.pdf](http://www.nassp.org/Portals/0/Content/56411.pdf)

Culturally & Linguistically Appropriate Services (CLAS)—Early childhood/early intervention resources for children with disabilities, their families, and service providers who work with them. <http://clas.uiuc.edu>

## Article 2. Collaborative Practices to Support All Students by Andrea Honigsfeld and Maria G. Dove

Collaboration	Personalization	Curriculum, Instruction, and Assessment
<p>What additional initiatives and strategies did full staff collaboration provide for implementation of an effective ELL program?</p> <p><b>Which new actions and strategies might our collaborative teams use to improve the instructional decisions and academic support of our ELL or diverse students?</b></p>	<p>How can professional learning communities work collaboratively to support students who are struggling academically?</p> <p><b>Which of these strategies might our school implement to better engage students and families in school activities and provide support to struggling students?</b></p>	<p>How can principals and school leaders create a learning community that implements strategies to ensure high academic standards for every learner?</p> <p><b>What actions and strategies can our school leadership and instructional teams implement to ensure that every student at our school meets high academic standards?</b></p>

### Want to know more?

Flynn, K., & Miller, K. (2008). Learning the language of the classroom: Academic English for nonnative speakers. *Principal's Research Review*, 3(1). [www.nassp.org/Portals/0/Content/56824.pdf](http://www.nassp.org/Portals/0/Content/56824.pdf)

Protheroe, N. (2010). Supporting English language learners. *Principal's Research Review*, 5(5). [www.nassp.org/Content/158/prr\\_sept10.pdf](http://www.nassp.org/Content/158/prr_sept10.pdf)

Saifer, S., & Barton, R. (September 2007). Promoting culturally responsive standards-based teaching. *Principal Leadership*, 8(1), 24–28. [www.nassp.org/Portals/0/Content/56016.pdf](http://www.nassp.org/Portals/0/Content/56016.pdf)

## Article 3. Raising the Bar by Bryan Wells, Lori Gambero, Michael Allen, and Alejandro Juarez

Collaboration	Personalization	Curriculum, Instruction, and Assessment
<p>How did the staff members of Roosevelt High School in Fresno, CA, collaborate to increase the number of students passing the California High School Exit Exam?</p> <p><b>What strategies and actions aligned with our school improvement plan might our high-performing teams initiate to improve the academic achievement of our students?</b></p>	<p>How did a student-centered focus, defined by four questions, individualize the school environment and connect parents and Roosevelt staff members?</p> <p><b>What strategies can we implement at our school to increase academic engagement and academic support for our students?</b></p>	<p>Describe the process that the Roosevelt staff established to maintain rigorous curriculum standards and better align test objectives to improve assessment results.</p> <p><b>How might our staff identify potential gaps between curriculum standards and assessment? What specific strategies could we implement at our school to improve both mastery and assessment scores for our students?</b></p>

### Want to know more?

Johnson, L., & Protheroe, N. (2003). *What we know about: Culture and learning*. Arlington, VA: Educational Research Service.

King, N. J. (2007). Exit strategies: Cultural implications for graduation tests. *Principal Leadership*, 8(1), 42–47. [www.nassp.org/Portals/0/Content/56027.pdf](http://www.nassp.org/Portals/0/Content/56027.pdf)

Lindsey, R. B., Roberts, L. M., & Campbell Jones, F. (2005). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin Press.

National Association for Bilingual Education [www.nabe.org](http://www.nabe.org)

National Clearinghouse for English Language Acquisition [www.ncela.gwu.edu](http://www.ncela.gwu.edu)

Teachers of English to Speakers of Other Languages, Inc. [www.tesol.org](http://www.tesol.org)

## Breaking Ranks Plan for Action

Organize any new actions being considered for implementation at your school with this implementation template. Consider all general actions, those already begun as well as new ones and then categorize them according to:

1. Quick wins: actions that can be implemented this semester or this school year
2. Moderately difficult undertakings: actions that need summer planning, professional development, or both
3. Major tasks: actions that will need at least two years or more for full implementation and may include quick wins and moderately difficult undertakings.

	Collaborative Leadership Specific Strategies/Actions	Personalization Specific Strategies/Actions	Curriculum, Instruction, and Assessment Specific Strategies/Actions
List quick wins.			
List a few moderately difficult undertakings.			
List one or two major tasks.			

## Professional Development and Communication Planning

Consider your planned school improvement actions and strategies. Identify the teams and team members who will lead the successful implementation and the development of knowledge, skills and attitudes needed for successful implementation. Discuss and list specific steps and actions that school staff members will take to develop the knowledge, skills, and attitudes of each group below.

	<b>Actions to develop the requisite <i>knowledge</i> for success</b>	<b>Actions to practice the requisite <i>skills</i> for success</b>	<b>Actions to develop the requisite <i>attitudes</i> for success</b>
<b>Leadership team/ Steering committee</b>			
<b>Faculty colleagues</b>			
<b>District personnel</b>			
<b>Parents</b>			
<b>Students</b>			
<b>Community leaders</b>			
<b>Others (list them)</b>			