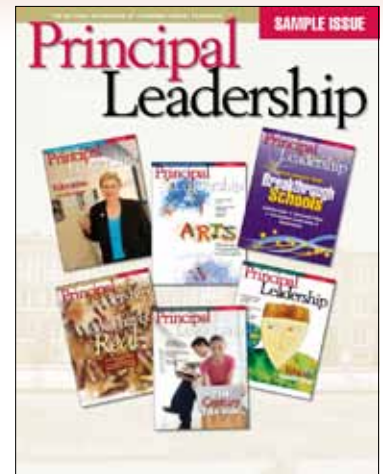


Principal Leadership

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.



SAMPLE PL

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 copies of 100 copies of each article.)
- 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 is 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)

Article 1. Brentwood High School: A School of Hope by Marlene Hartzman and Dianne Mero, p. 2		
Collaborative Leadership	Personalization	Curriculum, Instruction, and Assessment
<p>How did Brentwood High School utilize their leadership and literacy teams to improve student instruction?</p> <p>How could high performance teams and better collaboration make our school improvement initiatives more effective?</p>	<p>How did the Brentwood High School staff make their large school more personal?</p> <p>What best practice techniques would be effective in our school? Why?</p>	<p>How did teachers improve student achievement at Brentwood High School?</p> <p>What lessons from Brentwood could we utilize at our school to improve student achievement?</p>
<p>Want to know more? Boone, E., Hartzman, M., Mero, D., & Rourke, J. (2008). Breakthrough schools. <i>Principal Leadership</i>, 8(10). www.principals.org/KnowledgeCenter/Publications/PrincipalLeadership/PrincipalLeadershipArchives/PLVol8Sept2007May2008/June2008No10BreakthroughSchools.aspx Hartzman, M., & Mero, D. (May 2008). MetLife Foundation–NASSP breakthrough schools: Collaboration, personalization, curriculum, instruction, and assessment. <i>Principal Leadership</i>, 10(10). www.principals.org/KnowledgeCenter/Publications/PrincipalLeadership/PrincipalLeadershipArchives/PLVol10Sept2009May2010/May2010No9BreakthroughSchools.aspx Hartzman, M., Mero, D., & Rourke, J. (2009). Breakthrough schools. <i>Principal Leadership</i>, 9(10). www.principals.org/KnowledgeCenter/Publications/PrincipalLeadership/PrincipalLeadershipArchives/PLVol9Sept2008June2009/June2009No10BreakthroughSchools.aspx Johnson, R. (2005). Using collective wisdom. <i>Principal Leadership</i>, 6(4), 37–38. www.principals.org/Portals/0/Content/53164.pdf Worsley, D., Landzberg, J., & Papagiotas, A. (2004). On the path to personalized teaching. <i>Principal Leadership</i>, 5(4), 28–34. www.principals.org/Portals/0/Content/48810.pdf</p>		

Article 2. Mind Sets and Equitable Education by Carol S. Dweck, p. 10

Collaborative Leadership	Personalization	Curriculum, Instruction, and Assessment
<p>How did the author use the research on mind-sets to improve student instruction?</p> <p>What strategies could we implement at our school to promote a growth mind-set with our faculty members and students?</p>	<p>How does a growth mind-set encourage students to take charge of their own learning?</p> <p>What strategies could we employ at our school to improve the personal accountability of our students for improving their learning?</p>	<p>How does a growth mind-set encourage students to pursue a more rigorous curriculum?</p> <p>What growth mind-sets techniques would be effective strategies to improve achievement in the classrooms of our school?</p>

Want to know more?

Oxley, D. (2008). Creating instructional program coherence. *Principal's Research Review*, 3(5). www.principals.org/Portals/0/Content/58216.pdf

Protheroe, N. (2010). Making effective use of counselors to increase student achievement. *Principal's Research Review*, 5(3). www.principals.org/Content/158/10-000_prr_May10screen.pdf

Saleh, A. (2008). Debunking myths in brain research. *Principal's Research Review*, 3(2). www.principals.org/Portals/0/Content/57115.pdf

Sather, S. (2006). Implementing professional learning teams. *Principal's Research Review*, 1(5). www.principals.org/Portals/0/Content/54161.pdf

Article 3. Personal Power and the Common Good by John Schmidt and Jerrylyn Jones, p. 14

Collaborative Leadership	Personalization	Curriculum, Instruction, and Assessment
<p>What is the difference between community service and service learning?</p> <p>How does this difference impact implementation in our school? Which service projects are best considered with our staff and students?</p>	<p>How did Chicago students benefit from participating in service learning projects?</p> <p>What activities could be implemented in our school to help students recognize their "personal power"?</p>	<p>What were the educational benefits of service learning projects in the Chicago classrooms?</p> <p>How could service learning improve rigor and instruction in our school?</p> <p>How could you effectively monitor and assess the impact of service learning projects in our school?</p>

Want to know more?

Berman, S. H. (2004). Teaching civics: A call to action. *Principal Leadership*, 5(1), 16–20. www.principals.org/Portals/0/Content/49030.pdf

DiMartino, J., Castaneda, A., Brownstein, M., & Miles, S. Authentic Assessment. (July 2007). *Principal's Research Review*, 2(4). www.principals.org/Portals/0/Content/55886.pdf

Furco, A. (2010). Assessing all dimensions of learning. *Principal Leadership* 10(6), 32–36. www.principals.org/Content/158/PLFeb10_Furco.pdf

Vonde, D.A. S., Maas, P., & McKay, T. (2005). Teaming up to create leaders. *Principal Leadership*, 5(8), 41–44. www.principals.org/Portals/0/Content/47486.pdf

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.

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