

Contents

Foreword	xi
<i>By Kent D. Peterson</i>	
Preface	xiii
Acknowledgments	xix
About the Authors	xxi
Part I: The Principal's Many Roles	1
1. Leader as Learner	3
Principal as Lifelong Learner	3
Learning in Many Contexts	4
The Expanding Role of the Principal	8
A Global Perspective	9
When Old and New Ideas Converge	10
Reflections	14
2. Leader as Manager	15
Instructional Leadership Requires Effective Management	16
Management Responsibilities and Strategies	17
Crisis Management Planning	24
A Final Observation Regarding School Management	32
Reflections	33
3. Leader as Shaper of School Culture	35
Defining Culture	36
Core Values and Beliefs Are the Heart of Culture	39
The Physical Environment Reflects	
Core Values: Portraits of Practice	40
Rituals Display Core Values and	
Call Attention to What Is Important	42
Celebrations Call Attention to What Is Important	45
How People Spend Time Reflects Core Values	46
Norms Are the Unwritten Rules of Culture	47
Powerful Stories Communicate and Reinforce Cultural Values	48
Reading, Transforming, or Shaping a Culture	51
Final Thoughts on Culture	57
Reflections	58

Part II: Critical Skills for Effective Leadership	59
4. The Art of Human Relations: Getting the Job Done	61
Task and Relationship Behaviors	64
Differentiated Support	65
Personality Styles	65
Recommendations for Skillful Human Relations	66
The Role of Emotions in the	
Organization: Remembering the Heart	70
Reflections	72
5. Managing Time: Leading With Purpose	73
Brevity, Fragmentation, and Variety	74
Techniques for Time Management	74
Managing Bifocally	76
Multitasking: A Modern-Day Solution or Hazard?	77
Final Thoughts on Using Time	79
Reflections	80
6. Effectively Working With the Central Office: Coordinating Teaching, Learning, and Professional Development	81
Caught in the Middle	82
How Is the School District Governed?	82
Communication Between the	
Schools and the Central Office	83
The District Office as a Teaching and Learning Center	84
The District Office and Principal	
Evaluations: Partnering for Success	85
Management Tips for Working With the Central Office	86
Maintaining a Strong Relationship	
Between the Central Office and the School	87
Forging a School and Central Office Partnership:	
Putting Staff and Student Learning First	88
Reflections	89
Part III: Honoring the School's Mission	91
7. Understanding, Planning, and Implementing Change	93
Guiding the Change Journey: Three Questions	94
Understanding Change	95
Change Brings Loss and Resistance	96
Change Influences Individuals and the Organization	97
Failure, Risk-Taking, and Conflict: Ingredients for Change	98
Strategies to Promote Trust	99
<i>With Konni deGoeij</i>	
Classical Insights Regarding Change and	
Continuous Improvement	101
Three Phases of Change	102
A Look at Change From the Individual's Perspective	103
Stages of Concern	105

Some Final Thoughts on Change	106
Reflections	109
8. Building a Vision and a Mission Together	111
Reflecting on Vision and Mission	111
Why Have a Shared School Vision and Mission?	112
School Activities That Highlight the Mission	115
Mission-Building Activity	116
Developing Yearly School Improvement	
Goals to Accomplish the Mission	117
Reflections	122
Part IV: Working Together to Build a Learning Community	123
9. Enhancing Teacher Growth Through Supervision and Evaluation Practices Designed to Promote Student Learning	125
Issues and Dilemmas	125
Essential Ingredients for Successful Supervision	127
Effective Instructional Strategies	130
Brain-Compatible Teaching Practices	133
Guidelines to Successfully Navigate	
Through Required State and District	
Teacher Evaluations Frameworks	136
Increasing Teacher and Administrative	
Understanding Through Reflective Clinical Supervision	139
Tips for Conferencing and Observing	143
Walk-Throughs, Instructional Rounds, Snapshots, or Drive-Bys	148
Guidelines Related to Evaluation and Legal Concerns	150
Final Thoughts on Supervision and Evaluation	152
Reflections	153
10. Maximizing Feedback About Teaching: Differentiated Professional Growth Options	155
Reflections on Feedback	155
Creating the Environment for Maximizing Feedback	156
Building a Foundation: Getting Started	157
Moving Toward Collaborative Feedback	157
Differentiated Professional Growth	
Options: How the System Works	158
Sources of Feedback: Categories and Approaches	159
Self-Assessment: Establishing Benchmarks of Progress	164
Individual Reflection and Institutional Renewal	164
Reflections	165
11. Building a Collaborative School: The Power of Teacher Leadership and Community	167
Portrait of a Collaborative School:	
A Professional Learning Community	168
An Image of Reality: Obstacles to Collaboration	169

The Case for Collaboration	169
Moving Toward Collaboration	172
Necessary Conditions for a Collaborative School	174
Teacher Leadership and the Collaborative School	178
The Principal and Collaboration	180
Some Final Thoughts on Collaboration	180
Reflections	181
12. Fueling the Learning Organization	
Through Professional Development	183
Why Professional Development?	183
Professional Development Defined	184
Standards for Professional Learning	184
Creating a Context Where Professional	
Learning Thrives: Some Guidelines	185
Leadership Teams and Professional Learning	190
Optimizing the Individual’s Professional	
Learning Experience	191
Central Office Support for Professional Learning	192
<i>With Elsie Rodriguez</i>	
Final Thoughts on Professional Learning	193
Reflections	194
13. Faculty Meetings: A Tool for Capacity Building	195
Faculty Meetings as Learning	
Opportunities—Getting Started	196
The School Mission and Faculty Meetings	197
Increasing Teachers’ Roles in Faculty Meetings	198
Successful Faculty Meetings: Stories of Practice	199
Faculty Meeting Strategies That Work!	201
A Final Thought	207
Reflections	208
14. Asking the Right Questions About Curriculum, Instruction, and Assessment: Getting to Know the C.I.A.	209
We Live in Interesting Times	209
Asking the Right Questions	210
Continuing the Curriculum Discussion	229
Reflections	229
Part V: Starting Effectively and Staying the Course	231
15. First Days of School	233
Logistical Concerns	234
Beginning-of-the-Year Faculty Meetings	
Set a Tone	237
Departmental and Grade-Level Meetings	240

Orienting Teachers Who Are New to the School	241
Teacher Time in the Classroom	243
Welcoming Students and Parents	243
Be Visible on the First Days of School	244
Reflections	244
16. Tips: Ideas That Work and Align With the School's Mission	245
Organizing Your Time	245
Additional Helpful Ideas to Stay on Task	246
Tips From a Superintendent: What Makes a Successful 21st Century Principal?	247
<i>By Dr. Deb Clemens</i>	
The School Budget: Commonsense Efficiency Tips Based on the Mission	250
Providing Experiences to Celebrate the School's Culture	252
Tips on Opening a New School	255
<i>By Dr. Becky Berg</i>	
Tips on Using Technology to Enhance a Principal's Performance	257
<i>By Brent Howard and Scott Friedman</i>	
Using Tips in Your Setting	262
Reflections	263
Part VI: Embracing Your Constituencies	265
17. Working With Parents and Partnering With the Greater Community	267
Effectively Communicating With Parents	267
Building Bridges With the Parent Community	270
Additional Ways to Bring Parents and Community Members Into School	274
Broadening School Support and Partnerships	275
Community-Based Organizations	276
Seeking School Support Through Educational Grants	278
Reaching Out and Working With the Media	279
A Reflection on Partnering With Parents and the Community	283
Reflections	284
18. Making a Difference for Students: The Heart of the School	285
The Challenge of Excellence and Equality, Social Justice, and School Leadership	286
"Those Kids" and Their Stories	287
The Right to Be a Child and to Make Mistakes	288
Maximizing Opportunities for Students With Disabilities	289
Response to Intervention	292

School Discipline: The Principal’s Role, the Discipline Gap, and Promising Options	293
Broad Disciplinary Guidelines	297
Reducing Bullying Behavior	298
Cyberbullying and Social Responsibility	301
Supporting Lesbian, Gay, Bisexual, and Transgender Youth	302
Graduating America’s Youth: Making Progress on a Long Road	303
Principal Lori Wyborne: Making a Difference at Rogers High School	306
Student and Teacher Resiliency	308
Final Thoughts on “Those Kids”	309
Reflections	310
Part VII: The Principal’s Professional and Personal Worlds	311
19. The Newcomer to the Principalship	313
Problems That Challenge New Principals	314
A Profile of the New Principal	317
Helping Prospective and New Principals Make the Grade	318
Practical Suggestions for Newcomers	320
Final Thoughts on the Newcomer Experience	322
Reflections	322
20. Taking Care of Yourself	323
Achieving Success Over Stress	324
Taking Control of Time	325
Towards Realizing the Vision: A Personal Mission Statement	326
Gaining Perspective by Spending Time With Students	327
Body and Mind: Healthy and Ill Together	327
Reflections	330
21. Keeping the Professional Candle Lit	331
Institutionalizing Professional Learning	332
Reflection as a Tool	335
A Principal’s Portfolio	335
Other Growth Opportunities	336
Reflections	337
22. Reflections on the Principalship	339
Serving the School Community	339
Where Do We Go From Here?	343
The Good School	344
Take Time to Smell the Roses	345
Reflections	346
References and Additional Readings	347
Index	363

Foreword

Kent D. Peterson

Professor Emeritus

University of Wisconsin–Madison

The fourth edition of *The Principal's Companion* maintains the relevance, quality, and usefulness of the earlier editions. Continuing the clear and cogent writing and thinking of the first three editions, this volume provides an enormous wealth of ideas, information, and conceptual models that will be important to aspiring principals, new principals, and experienced principals as well.

In addition to updating new knowledge about leadership, curriculum and instruction, the change process, working with the community, and many other topics, this edition adds considerably to our understanding and concerns about bullying, the use of data for decision making, and student differences. Both the updating and the new topics make this a very contemporary look at how to be an excellent principal in the 21st century.

While the number of chapters may seem a little daunting, all work well together. The organization of the ideas makes the book highly useful whether read through or delved into topically. The chapters cover all the major tasks, responsibilities, and roles of school principals. These can be read as stand-alone sections, when the reader wishes to dig deeply into that topic such as working with parents or faculty meetings. Or they can be read as a well-sequenced look at the principalship overall.

The Contents section offers an excellent overview of the broad and well thought out set of ideas found in this book. The set of topics and the organization of sections, chapter titles, and section headings are themselves a useful tool for an aspiring or new principal. The ideas and issues addressed and described in the Contents provide a useful organizer for thinking about the principalship. But to gain the full benefit of the book, a close read of the chapters is needed.

Some chapters attend to specific aspects of the school year, the roles one takes, the nature of a principal's relationships, and the personal side of leading. Some focus on particular aspects of the principal's year—such as the first days of school—and provide thoughtful and useful ideas on that time period. Other chapters look at various roles of the principal—shaping the school's culture, developing the vision and mission of the school, or engaging parents—and detail concrete and specific ways of taking on these roles effectively. Several chapters speak to the nature of a principal's relationships with teachers, parents, and central office. These are definitely a must-read, for these relationships often make or break a school. A set of chapters address the importance of attending to the emotional and personal needs of a leader, which, if ignored, will affect the quality of relationships and even one's health. These chapters are rich with insight.

The fourth edition comes to us from two highly reflective practitioners and thinkers who have brought a wealth of useful ideas and knowledge from a wide array of sources. The book is conceptual and practical, readable and complex, as well as useful and applicable.

Books for principals and aspiring principals should foster careful thinking and relevant skills in an easily accessible format. *The Principal's Companion*, fourth edition, accomplishes these things in a highly usable format. The richness of ideas, breadth of examples, and thoughtful questioning make this book applicable for the development of more successful leaders as well.

Effective principals should not be a luxury that schools only occasionally enjoy. Rather, effective leadership is needed and required in *all* schools. This fourth edition provides an enhanced array of the most current ideas and research for achieving this important end.

Preface

Alone, the principal often wonders, “Am I doing the right thing? Have I demonstrated a commitment to the success of each teacher and student? Have I taken a moral stand to represent the voiceless?” Although she is surrounded by hundreds of individuals on a daily basis, the school principal ironically often feels isolated when key decisions need to be made, for there is no colleague on-site with the same role. For example, alone in her office, a high school principal wonders about the subtle and not-so-subtle remarks students are making about ethnicity. Having 54 nationalities represented in the school could make it a potential tinderbox or an incredible context for teaching tolerance, social justice, valuing diversity, and building understanding. Her leadership actions will have a profound affect in determining which of these possibilities becomes reality.

Many principals reflect on the nature of their work and describe it as characterized by paradox. Some say that they feel like they are alone and in the spotlight at the same time. Alone, in the privacy of his office, a middle school principal, having heard from teachers about several students being bullied, wonders why the school’s commitment to address this issue has not succeeded. The secretary then informs the principal that several concerned parents have called asking to see him and an assistant principal concerning the issue. A local reporter has also called to ask for an interview with the principal on cyberbullying in the school.

Principals feel alone when asked to lead an effort in an area in which they have received little formal training. One district sent out an August memo to all principals indicating that they will be using the new teacher evaluation system this school year. The principals have received two days of training on the new system and instruments. Upon reading this memo, an elementary principal reflects, “I’m pleased that we are taking evaluation seriously, but I do not have enough training. Shouldn’t we first pilot the instrument? How am I going to build trust with the faculty? This is a big part of my job, yet I have never really had any guidance on how to do this.”

Creating a learning environment that promotes college and career readiness, teacher accountability, raising student achievement, 21st century skills, diversity, tolerance, and social justice, as well as academics, school safety, environmental guidelines that protect the health and general

welfare of staff and students, developing and maintaining a green focus, social and emotional learning, and with diminished resources . . . never before has the principal's role as a public figure been so demanding. What's more, there is pressure to perform in a context where others frequently offer "expert" advice. After all, everyone's been to school! But what is the best decision? How can the principal ensure what is in the best interest of students and staff? Because of questions like these, we wrote *The Principal's Companion*.

WHY A FOURTH EDITION?

Although some educational issues remain constant, practitioners, researchers, the daily news, and the Internet remind us that much of the educational landscape has changed since the 2009 third edition of *The Principal's Companion*. In response to these changes, the fourth edition includes more than 200 new references and examines the principal's role in relation to various topics, including the following:

- Shifts in curriculum, instruction, assessment, and professional development
- Federal legislation that affects practice—from No Child Left Behind to Race to the Top
- Principal standards and expectations for the 21st century
- Common Core State Standards
- Moral leadership, social justice, and committing to students without privilege
- Addressing the achievement, opportunity, and discipline gaps
- Supporting lesbian, gay, bisexual, and transgender students
- Accountability and state testing
- Assessment and data-driven decisions
- Teacher supervision and evaluation process that enhances the quality of student work and achievement
- Updated instructional implications of brain research
- Walk-through supervisory approaches and instructional rounds guided by the concept of visible learning and feedback from students
- Strategies to enhance teacher conferencing and observations
- Approaches to improve graduation rates
- Crisis management after Sandy Hook Elementary School
- Trust and leadership
- Classroom management strategies that address system inequities
- Bullying, cyberbullying, and social and community responsibility
- Strategies to work with all parent communities
- Teacher leadership and leadership teams
- A model to promote student learning (a revised graphic: the student learning nexus) reflecting current trends to support supervisors and teacher leaders

- Structures for professional development that build individual and schoolwide capacity to address differentiated staff and student needs in ways that leave their mark on policy and practice
- Faculty meetings and a faculty meeting planning template
- Shaping school cultures to promote professional learning communities and the expanded role of teacher leadership teams
- Storytelling as a powerful culture-shaping leadership tool
- Social and emotional learning
- The Individuals With Disabilities Education Improvement Act of 2004 and Response to Intervention
- Technology as a leadership, teaching, and professional development resource
- Tips on budgeting during tough times
- Superintendent expectations for principals
- Websites on leadership topics

Some of these issues have historically been part of the administrator's work life, but many are new or are being spotlighted more emphatically now than in the past. As authors, we continue to feel compelled to explore both research and practice to support principals in their quest to effectively address important issues. However, we are quite cautious about taking on topics simply because they are in vogue. Our focus in *The Principal's Companion* is steered by a continuing commitment to promoting those actions that best serve all students and a belief that relationship building and communication skills represent critical leadership abilities. For example, high test scores on challenging state and national performance measures are certainly important. But equally important is developing within students a reverence for learning and those social and emotional skills that enable them to become contributing citizens in a democratic society. Although these attitudes and skills often are not measured formally, research shows that they are essential to leading a satisfying life and fostering a healthy 21st century society.

ENDURING FEATURES OF THE BOOK

The Principal's Companion seeks to explore both classical and current leadership issues that are likely to impact student learning for many years to come. The primary purposes of this book remain the same—to provide ideas, approaches, strategies, resources, tools, techniques, and reflective opportunities for practicing and aspiring principals and to facilitate educational improvement when and where it counts, in every classroom and school, each and every day.

There are countless theories and ideas about leadership, but there is no one secret formula for success. Effective leaders invent creative solutions as they face challenges associated with new demands on their role or new situations and examine the consequences of their actions, often making

midcourse corrections. As one principal put it, "I try to make thoughtful decisions. Operating by the seat of one's pants is not the best way 'to do' the principalship. Yet the work demands that one address issues as they emerge. The bottom line is you try to do what is best for students and staff." Although principals cannot succeed without a fundamental understanding of theory, because of the immediacy of workplace demands, they often hunger for tried-and-true practices. Both theory and practice are essential for effective leadership.

Experience tells us that many principals have discovered strategies to tackle problems similar to those faced by their colleagues. However, because of the isolation that characterizes the principalship, there are seldom avenues to tap this tremendous potential treasure. *The Principal's Companion* mines multiple sources to provide practical strategies for principals who often operate alone. School principals need to know that they are part of a learning community of educational companions working together to help colleagues be the best they can be. This combined collegial effort will help principals create the kind of teaching and learning environment that supports teachers' efforts to bring about successful student performance. The interactive nature of the book, with reflective questions at the end of each chapter, is intended to help principals feel as if there is a colleague out there with whom to interact. The reader also will "hear" the voices of many practitioners who are quoted throughout the text. This will give current and aspiring principals a perspective of what it is like in the field and different contexts to help them connect with others. Ultimately, newcomers and seasoned principals will learn that all of us make mistakes, meet challenges, and succeed.

Although this book is written primarily for current and aspiring principals, it will also be of interest to principal mentors, central office leaders, professional developers, university professors, school board members, directors of national and international principals' centers and associations, and leadership consultants.

Recognizing that principals are quite busy and have little time to waste, the chapters in this book have been kept short and to the point. Each one reflects a topic that principals have indicated is important. The ideas, experiences, strategies, and techniques described in each chapter are grounded in research and practice. Each chapter concludes with a set of questions so that the reader can write reflections inspired by the chapter or note strategies that he or she wants to try. This is an invitation to write between the lines, to add to one's collective knowledge base, thus enhancing the value of the book for the reader. Each chapter is designed to stand on its own and can be read in one sitting.

Success in the principalship depends on many factors. This book addresses these factors in seven parts, with chapters included under umbrella themes:

Part I: The Principal's Many Roles describes the roles of learner, manager, communicator, and leader during a crisis, co-creator of the learning

organization, and shaper of school culture. This section makes a strong case for recognizing that effective principals and assistant principals play a variety of roles—all of which are necessary for instructional leadership and the essential role of teacher leadership teams. Fulfilling the roles that create a climate for growth, making sure schedules work, and setting a personal example of learning from successes and mistakes are some of the issues we address in this section.

Part II: Critical Skills for Effective Leadership examines and makes many suggestions regarding effective human relations strategies characterized by emotional intelligence and the vitally important function of time management and working effectively with the central office. We emphasize that these are critical areas because one cannot get the job done without succeeding in cultivating, practicing, and maintaining collegial relationships at the school site and central office and without taking control of one's time.

Part III: Honoring the School's Mission concentrates on the importance and process of mission building as a guiding force in the organization. We examine how to implement change in a way that provides meaning and constant renewal of the school's mission and generates commitment to the change among organizational members with an emphasis on the critical role of trust and how school leaders cultivate and sustain trust.

Part IV: Working Together to Build a Learning Community links a variety of components that must interact synergistically if a school is to truly be a learning community. These components include building a collaborative environment; promoting teacher leadership; addressing critical issues in instruction, curriculum, and assessment that relate to classroom decisions that enhance student work; effectively using faculty meetings as a tool for capacity building; and meeting a variety of professional growth needs focused on building teachers' collective capacity to promote student learning. Additional components include supervision and evaluation of teachers to promote quality teacher decision making based on student learning and strategies to maximize feedback to teachers regarding their performance in meeting professional goals and student needs.

Part V: Starting Effectively and Staying the Course looks at the importance of providing meaning to traditional events such as the first days of school or the opening of a new school. Often principals miss opportunities to see how these events can serve as key tools for shaping the school's culture and providing a foundation for continuous growth. We also include an expanded section on tips to enhance a principal's effectiveness. Here, the reader will find ideas about organizing time, budgeting when resources are scarce, planning for a new school, using technology efficiently, and incorporating helpful strategies to stay on task.

Part VI: Embracing Your Constituencies provides strategies to enhance one's interactions with students, parents, and the greater community, including businesses, emergency service personnel, social services, senior citizens, politicians, and the media. This section takes a holistic approach, viewing parents and the greater community as an integral part of the school, and examines social justice issues and efforts to improve graduation rates.

Part VII: The Principal's Professional and Personal Worlds looks at the individual principal. The focus here is to examine ways for the principal to grow, personally and professionally, and to remain vibrant, healthy, and continuously engaged in the pursuit of best practice regarding teaching, learning, and ethical school leadership.

The individual chapters serve as a menu of options from which the reader can select to meet pressing needs, assist in planning, or use as a resource. Many readers of the earlier editions commented that *The Principal's Companion* validated their existing practices, foreshadowed situations that needed to be addressed, and raised the bar for professional practice. In lonely moments of reflection, it also served as a companion. As professional colleagues, we welcome you in joining a continuous conversation about the principalship and wish you much success in what we believe is a sacred profession.

Pam Robbins
Staunton, VA, and Napa, CA

Harvey B. Alvy
Cheney, WA