

THE PRINCIPAL STORY FIELD GUIDE

*A Companion to the
PBS Documentary
for Promoting
Leadership for
Learning*

**THE PRINCIPAL STORY *Field Guide:*
A Companion to the PBS Documentary
for Promoting Leadership for Learning**



The **National Staff Development Council** is an education membership association with the sole focus of improving student learning through professional learning of all educators. Its more than 12,000 members serve in schools and school systems primarily throughout North America. NSDC builds a bridge between policy and practice at the federal, state, and local levels. Its purpose is to ensure that every educator engages in professional learning every day so that every student achieves. Visit www.nsd.org.



The Wallace Foundation is an independent, national foundation dedicated to supporting and sharing effective ideas and practices that expand learning and enrichment opportunities for all people. Its three current objectives are: strengthening education leadership to improve student achievement; enhancing out-of-school learning opportunities; and expanding participation in arts and culture. Many of the resources cited in this publication and other materials on education leadership can be downloaded for free at www.wallacefoundation.org. For resources related to **THE PRINCIPAL STORY** and media outreach project, please visit www.wallacefoundation.org/principalstory.



THE PRINCIPAL STORY

**THE PRINCIPAL STORY *Field Guide:*
A Companion to the PBS Documentary
for Promoting Leadership for Learning**

Author

Vivian Elliott

Senior Consultant

National Staff Development Council

Project Director

Joellen Killion

Deputy Executive Director

National Staff Development Council

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Introduction

THE PRINCIPAL STORY follows the journey of two elementary school principals throughout a school year as they strive to improve student achievement and implement school reform. Featured are novice principal Tresa D. Dunbar of the Henry H. Nash Elementary School in Chicago and veteran principal Kerry Purcell of Harvard Park Elementary School in Springfield, Ill. Their stories unfold in an hour-long documentary film that illustrates the struggles and successes these leaders encounter. In addition, a 23-minute clip reel, available on the film's supplemental outreach DVD and [website](#), draws from the documentary to highlight four themes critical to effective school leadership:

1. Stewardship of a vision;
2. Leading instructional improvement;
3. Creating the instructional environment; and
4. Holding people accountable.

THE PRINCIPAL STORY *Field Guide: A Companion to the PBS Documentary for Promoting Leadership for Learning* is a resource to help plan and facilitate interactive viewing sessions of the full film and film clips to principals, aspiring principals, supervisors and mentors, preparation program directors, and others interested in the role of school leadership. It is designed to be used by facilitators to enhance and deepen viewers' understanding of the leader's role and serve as a resource to promote school leaders' professional learning.

The field guide will help facilitate interactive viewing sessions in a variety of settings. Section 2 is designed for audiences that view the full clip reel, which illuminates school leaders' essential responsibilities in promoting student learning. Sections 3 to 6 are designed for groups that watch an individual clip to highlight one of the four themes. Section 7 provides tips for viewing the full documentary.

Each section includes an overview of the theme, a description of the film clip, a sample agenda for a viewing session, and additional pre- and post-viewing prompts to lead deeper discussions. Viewing sessions can vary from a classroom of aspiring principals, to a professional development workshop for 50 principals, or an auditorium open to an entire school community. Facilitators can use any section individually or with others, and tailor the agendas and discussion prompts to meet the needs of their audience.

The National Staff Development Council developed this field guide with support from three educator focus groups that met in the winter of 2009. Two focus groups were hosted by the National Association of Elementary School Principals and the National Association of Secondary School Principals and met in Alexandria, Va. Each focus group included 12 attendees. A third focus group of five educators was hosted by the National Staff Development Council and met in Littleton, Colo. The focus group attendees are acknowledged on pages 53-54.

Section 1: Why Leadership Matters

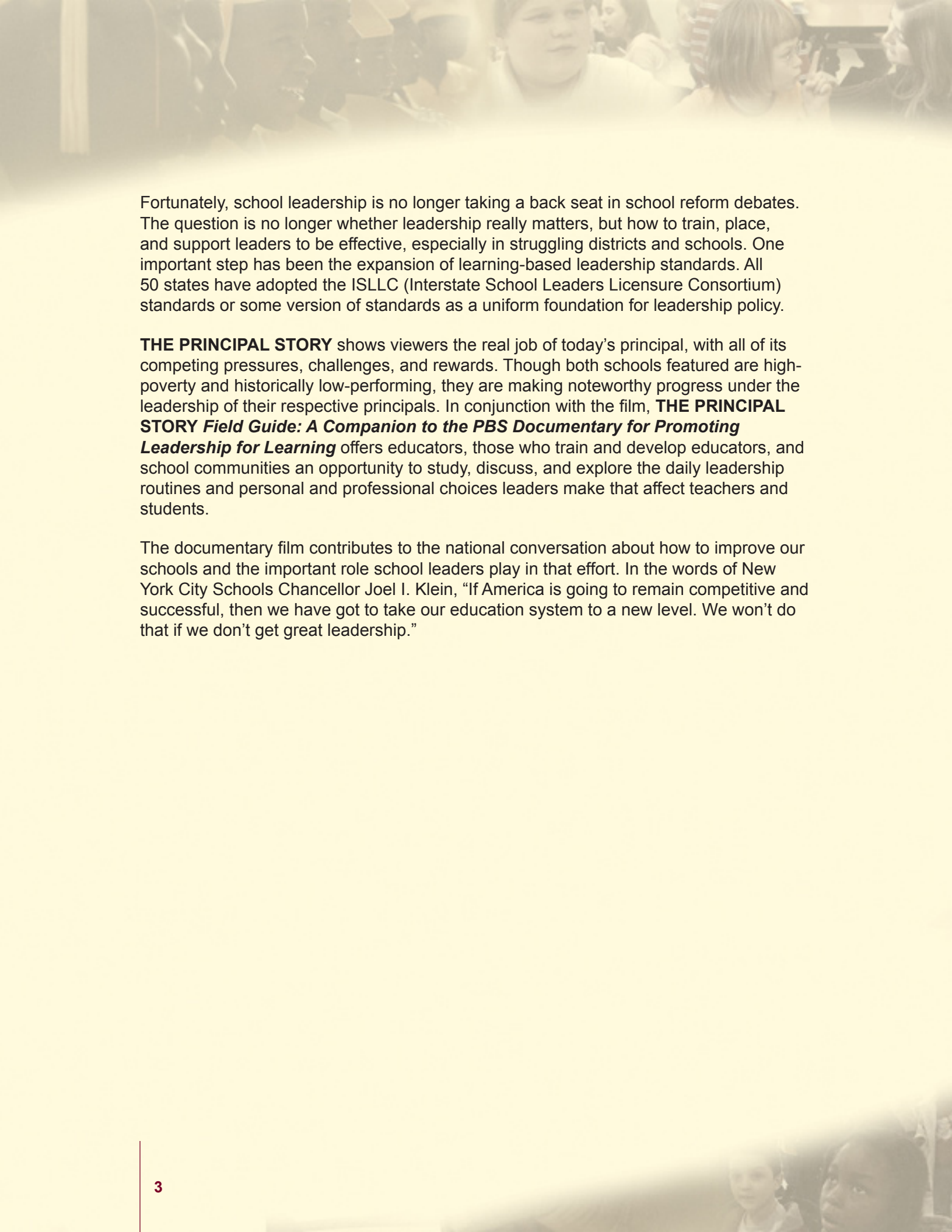
School leadership matters. Research tells us there are virtually no documented instances of troubled schools being turned around without intervention by a strong leader. Not only is leadership the catalyst that makes it possible for teachers to do their best, but it is also the main reason that teachers are attracted to and remain in challenging schools. It is not surprising that research shows leadership is second only to classroom instruction among all school-related factors that contribute to what students learn in school.¹

Nationally, schools face increased accountability for student performance, including the threat of restructuring for the lowest performers. Even so, developing and supporting highly competent and visionary leaders is critical. As Arne Duncan, U.S. Secretary of Education and former chief executive officer of the Chicago Public Schools, says in **THE PRINCIPAL STORY**, “We have no good schools without good principals.”



Effective leaders help create schools where all children learn and achieve and where gaps among different groups based on backgrounds or ethnicities narrow. Top principals are more than managers of buildings, buses, and budgets. They balance these responsibilities while also acting as instructional leaders who support and improve teaching quality to raise student achievement. They do this by setting a direction for their schools, developing people, and redesigning their organizations.

Principals must act, however, within rigorous federal and state accountability systems that demand more from schools even as budgets shrink. Students pose mounting challenges, and communities increasingly turn to the educational system to solve complex social problems. These competing responsibilities are difficult under any circumstances and even more so in our most challenging schools. Especially in urban schools, the need has never been greater for accomplished leaders.



Fortunately, school leadership is no longer taking a back seat in school reform debates. The question is no longer whether leadership really matters, but how to train, place, and support leaders to be effective, especially in struggling districts and schools. One important step has been the expansion of learning-based leadership standards. All 50 states have adopted the ISLLC (Interstate School Leaders Licensure Consortium) standards or some version of standards as a uniform foundation for leadership policy.

THE PRINCIPAL STORY shows viewers the real job of today's principal, with all of its competing pressures, challenges, and rewards. Though both schools featured are high-poverty and historically low-performing, they are making noteworthy progress under the leadership of their respective principals. In conjunction with the film, **THE PRINCIPAL STORY Field Guide: A Companion to the PBS Documentary for Promoting Leadership for Learning** offers educators, those who train and develop educators, and school communities an opportunity to study, discuss, and explore the daily leadership routines and personal and professional choices leaders make that affect teachers and students.

The documentary film contributes to the national conversation about how to improve our schools and the important role school leaders play in that effort. In the words of New York City Schools Chancellor Joel I. Klein, "If America is going to remain competitive and successful, then we have got to take our education system to a new level. We won't do that if we don't get great leadership."

Section 2: Viewing THE PRINCIPAL STORY Clip Reel (Clips 1-4)

The challenge of maintaining focus on the leadership behaviors that most influence student learning is clearly seen in the daily lives of two school leaders: novice principal Tresa D. Dunbar of the Henry H. Nash Elementary School in Chicago and veteran principal Kerry Purcell of Harvard Park Elementary School in Springfield, Ill. The two are shown throughout an academic year facing many of the same challenges experienced by the nation's 93,000 principals.

THE PRINCIPAL STORY clip reel includes 23 minutes of scenes from **THE PRINCIPAL STORY**. Scenes are organized around four themes that are central to the role of principals in improving teaching and learning. The clip reel may be viewed in its entirety, without stopping, or on a start-and-stop basis to view sequentially.

Description of Clip Reel

Length: 23 minutes

Introduction: This section provides an introduction to the documentary, explaining that it features two principals: a novice, Tresa D. Dunbar, Ph.D., and a veteran, Kerry Purcell.

- (Time code: 0:03) Arne Duncan, U.S. Secretary of Education and former CEO of the Chicago Public Schools, sets the stage for an exploration of school leadership: "Today's principals have to be entrepreneurial. They have to be extraordinarily hard workers. They have to be very, very smart and, first and foremost, instructional leaders. They have to be able to work with the community. It's a wide variety of skill sets. But the thing that I really measure is a principal's heart. How much do they really believe our children can be successful? How much do they really believe that we can be much better tomorrow than we were today or yesterday?"

Clip 1: Stewardship of a Vision: Meet Tresa and Kerry and learn about their schools. Ninety-eight percent of students at Nash and 87 percent of students at Harvard Park come from low-income families. Both principals articulate their vision for their schools and explain why they became principals. Tresa focuses on the challenges related to working with new teachers, and Kerry highlights the progress she and her staff have made in relation to student learning.

- (Time code: 0:54) Tresa comments that her work is "a wonderful way to effect change in the world." We see a mentoring/orientation session for teachers. She explains that she has 12 new teachers who are learning how to teach. She asks, "What's my responsibility?" Her answer: "To give them space and time to make mistakes, because someone gave me space and time to make mistakes, and look where I am."

- (Time code: 2:15) Kerry says she became a principal because “I wanted to change the world, really. I believed I had the skill set to help teachers become better teachers so that students could be more successful in the classroom and in life.” She contrasts what the school was like six years ago to what it is presently. Before, “the building was in crisis on a number of levels — teacher morale was low, behavior was out of control, and test scores were in the gutter.” Today, she says, “the school has a 92 percent attendance rate and test scores have improved dramatically.”

Clip 2: Leading Instructional Improvement: Tresa and Kerry monitor teacher and student progress. The principals work directly with teachers on ways to improve instruction.

- (Time code: 3:39) Tresa begins by explaining, “We’re supposed to be instructional leaders. That’s the new term — leaders who focus on instruction, who focus on good teaching.” She adds, “You have to be in the classrooms to see the teachers ... talk to the students and ... make sure they’re doing what they’re supposed to be doing.” Tresa observes a sixth-grade teacher, Mrs. Staudohor, who provides whole-group instruction, then engages with individual students and small groups. Tresa notes, “She is just one of my best all day long.”
- (Time code: 4:43) Tresa assists a new, struggling first-grade teacher, Mrs. Dubin, and tells her that she will have a temporary support person in the classroom. Mrs. King, a retired teacher, models effective instructional strategies, classroom management, and planning for Mrs. Dubin, and gives her practical advice. After four months, Tresa decides the teacher has not met expectations and “has to go” for the benefit of the students.
- (Time code: 7:38) Kerry participates in a teacher-led meeting with third-grade teachers about why student reading comprehension is low. Agreeing with one of the teachers, Kerry notes, “The idea of feedback is so important, and if it’s not immediate, it is not worth giving.” She later says, “One of my greatest passions is to build leadership within the people I work with, both teacher leaders and future principal leaders.”
- (Time code: 8:19) Tresa conducts a professional development meeting with her teachers, assigning a task that helps them to reflect on and improve their practice. A teacher responds, “By doing this activity, you’re forcing us to take the time that we need for ourselves to recognize our performance and our performance as a school.” Tresa emphasizes the importance of assessing student readiness and tells them, “Some of you are slipping.”

Clip 3: Creating the Instructional Environment: Tresa and Kerry grapple with balancing student discipline with the need to nurture children and give them the means to a successful future. The clip also emphasizes that parents are vital participants in the school learning community.

- (Time code: 9:54) Addressing Student Needs: In a scene that shows the many challenges that principals face, Sidney Guillory, assistant principal at Nash, meets with Jamiel, a student who displayed a weapon to threaten another student. Jamiel says he brought the weapon because he was previously threatened at school. “In this type of environment,” he says, “you can’t really have feelings [or] care for people. You either get or be gotten.” Jamiel, who lives with his aunt because his mother is in prison, describes his dream of becoming a cook and leaving the neighborhood. The assistant principal encourages Jamiel to stay in school, follow his dreams, and “just stick with it.”
- (Time code: 12:44) The Discipline Team: Kerry counsels Norrell, who pushed one boy and called another boy a “chocolate peen.” When he leaves, Kerry decides that an intervention is needed. In a weekly meeting of the discipline team, where staff members discuss students’ social and emotional needs, they cover Norrell’s behavior. Kerry asks the group, “Are we targeting the wrong kids?” She stresses, “It’s not discipline that we’re dealing with; it’s meeting the needs of the whole child, which goes far beyond punishment.”
- (Time code: 15:31) Parental Involvement: Kerry visits students’ homes and builds support for her student achievement goals. “I went to every house in my first year,” she says. A well-attended family education night at Harvard Park involves parents and children in a learning game and builds awareness and understanding of the Illinois Standards Achievement Test. She thanks the parents for coming and tells them, “We can’t do this work without your help and support.” Kerry adds, “School is the ticket out. If you want a better life or a different life for your child, then we have to work together.”



Clip 4: Holding People Accountable: The film clip shows how each school gathers and uses data to set goals and make decisions about instruction. Accountability policies and practices of district administrators are presented.

- (Time code: 17:16) The Walk-Through: Area administrators conduct a walk-through of classrooms at Nash, clipboards in hand, looking for ways to improve instruction and benefit children. “We’re not looking to find anything bad,” the area instructional officer says. Tresa describes the walk-through as important, but insufficient: “I think it’s valuable, but as a school that is on probation, I need so much more help than that.” She explains that many of her students face challenges outside of school, and says, “We have to start looking at what we’re holding schools accountable for.”



- (Time code: 19:01) Using Data: Kerry explains, “Every decision we make in this building is around data. What is the data telling us that’s working right? What is the data telling us that’s not working? And what our next steps are going to be?” Teachers incorporate data in a grade-level problem-solving session about low reading, math, and writing scores. Kerry has set a goal for the school to increase the percentage of students proficient in reading and math from 65 to 95 percent, and data are posted throughout the building. She greets students in the lunchroom, praising their improvement on the number of words read per minute. One student tells Kerry that he has made “a 30-word jump.”
- (Time code: 21:01) The Superintendent: We view a school board meeting about school closures. Arne Duncan, then-CEO of Chicago Public Schools, explains that the district has “taken a hard line and closed schools for academic failure.” He continues, “We have a set of objective criteria, and if a school falls below that, we’re going to look very carefully at whether we’ll keep it alive or whether we do something dramatically different and turn it around.” He says a strong principal is the best possibility for school improvement.
- The clip ends by reporting that test scores improved at Nash, and that Kerry has left her position to join a national organization that works with schools to make measurable improvements in student performance, school leadership, and decision making.

Sample Agenda

Outcome: Expand understanding of core leadership practices and the changing role of principals.

Setup: Table groups of 6 participants each

Time: 2 hours, 15 minutes

Time	Topic	Activities	Materials and tools
	Preparation	Post the title of the film and the session outcome.	Name tags, sign-in sheets, agendas
10 min.	Welcome and introduction	Welcome participants. Introduce the facilitator and participants. Introduce THE PRINCIPAL STORY , including background information on the schools and principals. Share the outcome for session.	Background information (see page 45)
10 min.	Introduce the topic of leading instructional improvement	Participants discuss with their table groups: <i>What does it mean for principals to “lead instructional improvement” in their schools? What examples or results of effectively leading instructional improvement can you share from your own practice/experience?</i>	
5 min.	Introduce film clips	Share with participants: <i>Principals have numerous responsibilities every day. We are going to examine four specific behaviors of leaders and look at how two principals demonstrate each of these behaviors by viewing these film clips.</i> Name the themes of the four film clips.	List of themes on a handout
2 min.	Introduce Clip 1	Introduce Clip 1 (Stewardship of a Vision).	Introduction to Clip 1 (see page 14)
5 min.	View Clip 1	Show introduction and first clip.	DVD player, film clip, speakers

15 min.	Table discussion	Select one or two of the discussion prompts for post-viewing and invite table groups to discuss them. Possible questions include: <ul style="list-style-type: none"> • How would you describe the leadership visions articulated by Tresa and Kerry? • How do visionary leaders challenge the status quo? How did Tresa and Kerry support change in their schools? How might different levels of experience affect principals' ability to enact change within their schools? 	Selected discussion questions on a handout for each table
10 min.	Large-group comments	Invite participants to share a few comments from their table discussions with the large group.	
2 min.	Introduce Clip 2	Introduce Clip 2 (Leading Instructional Improvement).	Introduction to Clip 2 (see page 19)
7 min.	View Clip 2	Show the clip.	
10 min.	Partner discussions	Ask participants to form pairs. Give each pair a different discussion prompt to consider following their viewing. Possible questions include: <ul style="list-style-type: none"> • What actions did Tresa and Kerry take to lead instructional improvement? • How did Tresa and Kerry support teacher learning? • What expectations did Tresa and Kerry have for professional development? • What did you learn as you observed Tresa and Kerry's experiences interacting with teachers? • How did Tresa and Kerry transfer their school visions into accountable teaching practices to ensure student learning? 	Selected discussion questions on a handout
5 min.	Large-group comments	Invite participants to share a few comments about their discussion with the large group.	

2 min.	Introduce Clip 3	Introduce Clip 3 (Creating the Instructional Environment).	Introduction to Clip 3 (see page 25)
8 min.	View Clip 3	Show the clip.	
15 min.	Table discussion	Invite participants to list principal behaviors they observed in the film clip that demonstrated establishing a learning environment.	Chart paper, markers, tape/tacks
5 min.	Large-group comments	Invite each table group to share one or two behaviors the group listed.	
2 min.	Introduce Clip 4	Introduce Clip 4 (Holding People Accountable).	Introduction to Clip 4 (see page 30)
5 min.	View Clip 4	Show the clip.	
10 min.	Table-group discussion	Divide the tables into two groups. Assign half the table groups “Tresa” and the other half “Kerry.” Invite participants to write on index cards and then share at their tables one recommendation for Tresa or Kerry related to holding people accountable.	Index cards
5 min.	Wrap-up	Share with participants how to access more information about THE PRINCIPAL STORY and its related resources. Thank participants for attending.	
5 min.	Feedback	Invite participants to complete a feedback sheet that contains the following: three ideas you will take away from this session; two strategies you want to implement; and one question you have about these four leadership areas.	Notepaper or handout

Discussion Prompts for Pre-Viewing

Stewardship of a Vision

- Education leaders promote the success of all students by working with the school community to develop, articulate, and implement a shared vision of learning. How do principals communicate their high expectations for teachers and students? How do they set this tone for the entire school community?

- Principals face persistent challenges related to transferring the school vision into accountable practices that have an impact on teaching and learning. What actions must leaders consistently employ to use school vision to increase achievement for all students?

Leading Instructional Improvement

- Research tells us that there are virtually no documented instances of troubled schools being turned around without intervention of a strong leader. What can your state or district do to make stronger leadership part of its strategy to raise student achievement, deliver quality teaching, and improve schools?
- What does it mean for principals to lead instructional improvement in their schools? What types of actions can influence instruction and student achievement?
- Much is written and said about the achievement gap that separates low-income and minority students from other students. What successful strategies have you seen that promote instructional improvement in schools with low-performing students? What role does the principal play in implementing these strategies?

Creating the Instructional Environment

- Creating an instructional environment conducive to learning for all students and teachers should be a top priority for school leaders. What are the key characteristics of such an environment? What responsibilities — such as developing leadership teams, addressing discipline issues, and working with families — do principals have for creating and maintaining schools that are focused on learning? How can developing the leadership skills of staff help build sustainable learning environments?
- To what degree are principals in your district prepared to lead teachers in creating high-quality instructional environments so that all students succeed in school? What actions should central office administrators take to support principals' focus on teaching and learning? For example, how might districts help principals build the capacity of teachers, strengthen their own skills, and engage school communities?

Holding People Accountable

- Principals create accountability through measuring and monitoring results. What kinds of data does your state or district make available to principals? Are data produced in ways that are timely enough and adequate for leaders to use in making instructional decisions that can improve teaching and learning?

- What expectations does your state or district have for how principals use data? How are these expectations communicated, and how well are they understood by principals and reinforced by the programs that prepare them? How can these expectations be made more explicit or more widely shared?

Discussion Prompts for Post-Viewing

Stewardship of a Vision

- How would you describe the leadership visions articulated by Tresa and Kerry?
- How do visionary leaders challenge the status quo? How did Tresa and Kerry support change in their schools? How might different levels of experience affect principals' abilities to enact change within their schools?
- How does a principal ensure that a vision of high expectations for teachers and students permeates every aspect of a school? What examples did you see in the film clip?
- What barriers did Tresa and Kerry face in creating and leading a compelling vision for teaching and learning? What connections should there be among a state's vision, a district's vision, and a principal's vision?

Leading Instructional Improvement

- How did Tresa and Kerry support teacher learning? What expectations did they have for professional development?
- How did Tresa and Kerry struggle with balancing management and instructional duties? How did they resolve these competing demands? What did you learn from their experiences? What differences did you notice between the novice and veteran principal?
- What do principals need to know and do in order to lead instructional improvements that promote learning for students from low-income families or different cultural and ethnic backgrounds? What examples did you see in the film clips? What are some effective ways for principals to gain the knowledge and skills to promote learning for all students?
- In the film, Tresa and Kerry are principals in low-performing schools. What strategies did they use to improve instruction and turn around their schools? How does your district help teachers and principals at these schools improve instruction?



Creating the Instructional Environment

- How did Tresa and Kerry balance the demands of schools and districts with those of the larger community? How do public expectations of principals differ from the expectations of school staffs and district supervisors?
- Describe the ways Tresa and Kerry interacted with families. How were the interactions of the veteran leader different from those of the novice principal? How do principals work effectively with parents and communities to support student learning in their schools?
- What roles do mentors, principal supervisors, and central office administrators play in developing school communities that are responsive to the learning needs of students from all backgrounds? What examples did you see at Nash and Harvard Park? What data or strategies might help principals or central office administrators assess the effectiveness of instructional environments in their schools?

Holding People Accountable

- What is the district's role in supporting effective school leadership? Based on what you viewed in the clips, how were principals and teachers held accountable? How were students held accountable? What evidence did you see of the community's role?
- What do good data look like and what questions do they answer? What kinds of data did Kerry, Tresa, and their staffs use? What examples or results of data-based decision making did you see? How can districts support principals in using data to guide school change?
- In the clip, the principals and a school superintendent speak about accountability. What are the components of an effective school and district accountability plan? What policies might strengthen school and district accountability?
- In the clip, Arne Duncan, U.S. Secretary of Education and former CEO of the Chicago Public Schools, says that today's principals need a wide variety of skill sets. What are the next steps your state or school district must take to implement the best training model to ensure more qualified principals are ready to turn around underperforming schools? How should principals of underperforming schools be held accountable?
- How were the principals and their teachers assessed in the clip? What type of feedback did they receive after being assessed? Were the results of assessments used to guide or inform professional development?

Section 3: Stewardship of a Vision (Clip 1)

Effective principals set a direction for their schools and keep their staffs and students on course to realize this vision. Current literature about school leadership and school reform, however, moves beyond merely creating the vision to the importance of stewarding the vision.²

School leaders must develop a clear, shared vision that engenders effort, passion, and commitment — particularly in challenging environments. This vision must go beyond a simple list of goals to something that helps teachers, principals, and the larger community understand what the school stands for, what is important in the school, and why things are done the way they are done. Essentially, the vision is a blueprint for the future.³

A vision, however, is not useful unless a leader is able to guide the school community to achieve the common mission and goals — that is, steward the vision. The power of a shared vision that is developed and implemented collaboratively pervades education leadership literature.⁴ Effective leaders are standard bearers, keeping the vision at the forefront of attention, using it to promote the school's agenda, and modeling it through their actions.⁵ They take the blueprint for the school and help the community transform it into action.



These responsibilities of school leaders are so fundamental that they are included in the first ISLLC standard (see page 41). It states that a school administrator is an education leader who promotes all students' success by facilitating the development, articulation, implementation, and stewardship of a vision of learning

that the school community shares and supports. Additionally, numerous professional organizations have incorporated the concept of stewardship of a vision into standards for leadership.⁶

Stewarding a vision requires courage and confidence to challenge practices, policies, or procedures that interfere with progress. Without stewardship, a vision is just a dream without hope for progress.

Description of Clip

Length: 2 minutes, 46 seconds

In this clip, viewers meet Tresa and Kerry and learn about their schools. Ninety-eight percent of students at Nash and 87 percent of students at Harvard Park come from low-income families. Both principals articulate their vision for their schools and explain why they became principals. Tresa focuses on the challenges related to working with new teachers, and Kerry highlights the progress she and her staff have made in relation to student learning.

- (Time code: 0:54) Tresa comments that her work is “a wonderful way to effect change in the world.” We see a mentoring/orientation session for teachers. She explains that she has 12 new teachers who are learning how to teach. She asks, “What’s my responsibility?” Her answer: “To give them space and time to make mistakes, because someone gave me space and time to make mistakes, and look where I am.”
- (Time code: 2:15) Kerry says she became a principal because “I wanted to change the world, really. I believed I had the skill set to help teachers become better teachers so that students could be more successful in the classroom and in life.” She contrasts what the school was like six years ago to what it is presently. Before, “the building was in crisis on a number of levels — teacher morale was low, behavior was out of control, and test scores were in the gutter.” Today, she says, “the school has a 92 percent attendance rate and test scores have improved dramatically.”



Sample Agenda

Film Clip: Stewardship of a Vision

Outcome: Gain an understanding of leaders' behaviors that focus on setting, communicating, and realizing a vision, and the challenges that interfere with their success.

Setup: Table groups of 6 participants each

Time: 90 minutes

Time	Topic	Activities	Materials and tools
	Preparation	Post the title of the film.	Name tags, sign-in sheet, agendas
15 min.	Welcome and introductions	Introduce the conveners, facilitators, and viewers by name, professional role, and school location. Present a brief description of the film and state the outcome of the session.	
10 min.	Icebreaker	Ask group members to identify the school leader's three most important responsibilities. Record responses on chart paper.	Chart paper, marker, tape/tacks, easel
5 min.	Directions for viewing film clip	Present the purpose of viewing this film clip and how participants will engage in discussion after seeing the clip.	
10 min.	Pre-viewing activity	Write on the flip chart: <i>What does "stewarding a vision" mean to you?</i> Have participants pair up. Explain the discussion guidelines. Ask pairs to share their responses, using the answers from the icebreaker activity where appropriate.	Flip chart, discussion guidelines on a handout (see page 44)
2 min.	Introduction to film	Provide background on the film clip, including information about the principals, schools, and any other relevant items.	Background information (see page 45)

3 min.	Film clip	Ask participants to record key words, phrases, sentences, and scenes they observe in the clip that reflect how the principals develop and guide a school vision. Watch the film.	DVD player, film clip, speakers
12 min.	Post-viewing activity	Write on the flip chart: <i>How did these principals steward the vision of their school?</i> Ask participants to pair again and respond.	Chart paper, markers, tape/tacks
20 min.	Discussion	Write on the flip chart: <i>How did Tresa and Kerry demonstrate stewardship of their visions? What else might they have done? Why is the concept of stewardship of a vision important in schools today?</i> Have table groups discuss.	Chart paper, markers, tape/tacks, discussion guidelines
5 min.	Sharing	Ask table groups to have one member share a comment from the group.	
5 min.	Closing	Ask participants to write on an index card two actions a leader can take to steward a vision. Collect the cards and read a few aloud without indicating whose card it is.	Index cards
3 min.	Conclusion	Thank the participants and say farewell.	

Discussion Prompts for Pre-Viewing

- What does stewarding a vision mean to you? Why is it a high priority? What does it mean to teachers and students?
- Education leaders promote the success of all students by working with the school community to develop, articulate, and implement a shared vision of learning. How do principals communicate their high expectations for teachers and students? How do they set this tone for the entire school community?
- Principals face persistent challenges related to transferring the school vision into accountable practices that have an impact on teaching and learning. What actions must leaders consistently employ to use school vision to increase achievement for all students?

Discussion Prompts for Post-Viewing

- How would you describe the visions Tresa and Kerry articulated?
- How do visionary leaders challenge the status quo? How did Tresa and Kerry support change in their schools? How might different levels of experience affect principals' abilities to enact change within their schools?
- How does a principal ensure that a vision of high expectations for teachers and students permeates every aspect of a school? What examples did you see in the film clip?
- What barriers did Tresa and Kerry face in creating and leading a compelling vision for teaching and learning? What connections should there be among a state's vision, a district's vision, and a principal's vision?
- How prepared are principals to articulate, share, and realize a vision for their schools? How can central office administrators support principals in those efforts? How can preparation programs develop the skills principals need to do this?



Section 4: Leading Instructional Improvement (Clip 2)

Leaders make a difference in whether students receive the high-quality instruction they need to succeed academically. At both the district and school levels, leaders decide which students will be taught what content, how much time students will spend learning, and who will teach which children. They make decisions about how resources are allocated, about teachers' professional learning, and about ongoing classroom and school-based support for quality teaching. Research shows that instructional leadership has a strong impact, mediated through teachers, on student achievement. Leaders' decisions affect children immediately and for the rest of their lives.

Today's school leaders are challenged to be more than just good managers. "Principal" is more than a title or nameplate, and "instructional leadership" must be more than a mantra. We now know that instructional leaders are those who understand instruction and can develop the capacities of teachers and schools to improve educational outcomes for all students. Instructional leadership that ensures student success requires changes in old habits and practices: Successful principals must make learning a focus of their work.

To be effective, school leaders must be learners themselves, studying teaching and effective adult learning theories. They must also develop leadership teams centered on instruction, and can do so by involving teachers in decision-making and ensuring that all teachers are using a common curriculum that is aligned with the school's goals. In addition, principals should build teachers' capacities through coaching, providing feedback, modeling, and praising effective practices, as well as create time and opportunities for teachers to have learning conversations.⁷

In addition, principals must learn to analyze and use data, as well as help staff do so, to create more effective instruction. They make sure that struggling students are identified early and find multiple supports to bolster students' areas of weakness and build on their successes, putting in place graduated prevention and intervention strategies that ensure a quality education for all.

Description of Clip

Length: 7 minutes, 36 seconds

In this clip, Tresa and Kerry monitor teacher and student progress. The principals work directly with teachers on ways to improve instruction.

- (Time code: 3:39) Tresa begins by explaining, "We're supposed to be instructional leaders. That's the new term — leaders who focus on instruction, who focus on good teaching." She adds, "You have to be in the classrooms to see the teachers ... talk to the students and ... make sure they're doing what they're supposed to be doing." Tresa observes a sixth-grade teacher, Mrs. Staudohor, who provides whole-group instruction, then engages with individual students and small groups. Tresa notes, "She is just one of my best all day long."

- (Time code: 4:43) Tresa assists a new, struggling first-grade teacher, Mrs. Dubin, and tells her that she will have a temporary support person in the classroom. Mrs. King, a retired teacher, models effective instructional strategies, classroom management, and planning for Mrs. Dubin, and gives her practical advice. After four months, Tresa decides the teacher has not met expectations and “has to go” for the benefit of the students.
- (Time code: 7:38) Kerry participates in a teacher-led meeting with third-grade teachers about why student reading comprehension is low. Agreeing with one of the teachers, Kerry notes, “The idea of feedback is so important, and if it’s not immediate, it is not worth giving.” She later says, “One of my greatest passions is to build leadership within the people I work with, both teacher leaders and future principal leaders.”
- (Time code: 8:19) Tresa conducts a professional development meeting with her teachers, assigning a task that helps them to reflect on and improve their practice. A teacher responds, “By doing this activity, you’re forcing us to take the time that we need for ourselves to recognize our performance and our performance as a school.” Tresa emphasizes the importance of assessing student readiness and tells them, “Some of you are slipping.”



Sample Agenda

Film clip: Leading Instructional Improvement

Outcome: Examine effective principal practices that improve instruction.

Setup: Table groups of 4 to 8 participants each

Time: 2 hours, 15 minutes

Time	Topic	Activities	Materials and tools
	Preparation	Post the title of the film clip.	Name tags, sign-in sheet, agendas
15 min.	Welcome, introduction, and outcome	Introduce the conveners, facilitators, and viewers by name, professional role, and school location. Present a brief description of the film and state the outcome of the session.	
5 min.	Opening: Journal reflection	On chart paper, write: <i>List what you might expect to see in a school if the principal is a strong instructional leader.</i> Ask participants to write their responses to this prompt.	Notepaper, chart paper, markers, tape/tacks
25 min.	Table discussion	Ask each participant share his or her response with the group. Ask table groups to discuss: <i>What similarities and differences did you notice?</i>	
5 min.	Film introduction	Inform viewers of the purpose of the viewing this film clip, its length, and the plan to engage in discussion after viewing the clip. Ask participants to watch for and write notes on examples of how principals lead instructional improvement.	Notepaper
10 min.	View film clip	Watch the film clip.	DVD player, film clip, speakers

10 min.	Post-viewing	Review the discussion guidelines. Post the following prompts on chart paper: <i>What instructional leadership practices did you observe in the film clip? What didn't you see that you would have expected? What advice would you give Tresa and Kerry about instructional leadership?</i> Ask participants to follow the guidelines in responding to these prompts.	Discussion guidelines (see page 44), chart paper, markers, tape/tacks
30 min.	Discussion in table groups	Write these prompts on chart paper and post them: <i>What leadership practices are effective in improving instruction and student learning? What are some indicators that the practices are effective?</i> Ask participants to make a two-column chart. Label the columns, "Principal Practices for Improving Instruction and Student Learning" and "Indicators of Effectiveness." Ask table groups to discuss the questions and record answers on the chart paper. Post their completed charts.	Chart paper, markers, tape/tacks
15 min.	Group response	Invite participants to share one practice and its indicators from their group discussion. Offer the group as a whole an opportunity to ask clarifying questions following each group's presentation.	
8 min.	Closing	Ask participants to respond in writing to the question: <i>What one behavior to improve instructional leadership do you plan to study further?</i>	Notepaper
10 min.	Report out	Ask each participant to share a strategy he or she plans to study further.	
2 min.	Wrap-up	Thank participants for attending. Let participants know how they can access more information about the film and related resources.	



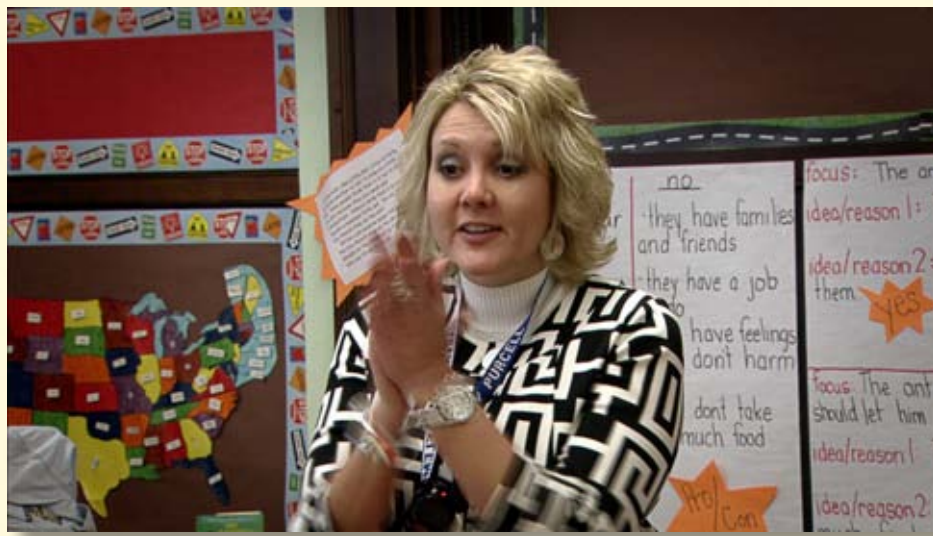
Discussion Prompts for Pre-Viewing

- Research tells us that there are virtually no documented instances of troubled schools being turned around without intervention of a strong leader. What can your state or district do to make stronger leadership part of its strategy to raise student achievement, deliver quality teaching, and improve schools?
- What does it mean for principals to lead instructional improvement in their schools? What types of actions can influence instruction and student achievement?
- Much is written and said about the achievement gap that separates low-income and minority students from other students. What successful strategies have you seen that promote instructional improvement in schools with low-performing students? What role does the principal play in implementing these strategies?

Discussion Prompts for Post-Viewing

- How did Tresa and Kerry support teacher learning? What expectations did they have for professional development? What opportunities to support teacher learning did Tresa and Kerry miss?
- How did Tresa and Kerry struggle with balancing management and instructional responsibilities? How did they resolve these competing demands? What did you learn from their experiences? What differences did you notice between the novice and veteran principal?
- How did Tresa and Kerry find time for reflection in their busy day? How did their approaches to reflection differ? How does reflection connect theory to practice? To what extent were the strategies the principals used effective for improving instruction?
- What do principals need to know and do in order to lead instructional improvements that promote learning for students from low-income families or different cultural and ethnic backgrounds? What examples did you see in the film clips? What are some effective ways for principals to gain the knowledge and skills to promote learning for all students?
- In the film, Tresa and Kerry are principals in low-performing schools. What strategies did they use to improve instruction and turnaround their schools? How does your district help teachers and principals at these schools improve instruction?

- At Nash, 98 percent of students are from low-income backgrounds, while at Harvard Park, 87 percent of students are from low-income backgrounds. How are these schools different from or similar to high-poverty schools you are aware of that produce positive results? What else could Tresa and Kerry have done to improve instruction?
- How did the Springfield and Chicago school districts support Kerry, Tresa, and their schools? What role did the districts play in helping the principals improve instruction? How does your district support principals and teachers? What is the responsibility of districts?



Section 5: Creating the Instructional Environment (Clip 3)

As part of their role in promoting high-quality instruction and achievement, principals must create environments that increase the likelihood that they will succeed. School leaders are responsible for the culture of both the school and individual classrooms. Principals create a high-performing culture by establishing personal connections and relationships with staff, families, and students. As researcher Michael Fullan noted, “Nothing motivates a child more than when learning is valued by schools and families/ community working together in partnership.”

A culture of learning means that teachers regularly exercise their professional judgment, work in teams, draw on research, and make shared decisions based on data. Leaders create the time and structures for teachers to meet during the school day, set expectations for ongoing professional learning, engage teachers in intellectually stimulating and relevant professional learning directly related to student achievement goals, monitor the work of learning teams, and support and guide all to focus on improved teaching and learning — and hold them accountable for doing so. Many school leaders do this while also meeting a broad range of student needs, which extend beyond school and into homes and communities.

Leaders must help teachers create and maintain classrooms where the most advanced curriculum and rigorous instruction improve learning for *all* students. Educators are responsible for creating classroom climates that allows children to feel respected and connected as members of a learning community.⁸ Students who are engaged in their learning are less likely to be disruptive. Principals ensure that teachers create an environment that is responsive to all students’ backgrounds and life experiences, connecting their learning in ways that validate the knowledge they bring to school in order to nurture each child’s potential.

Especially in high-poverty communities, schools must address external situations and challenges that interfere with students’ ability to focus and learn. Principals and district leaders must create school environments that give all children the safety and freedom to learn.

Description of Clip

Length: 6 minutes, 28 seconds

In this clip, Tresa and Kerry grapple with balancing student discipline with the need to nurture children and give them the means to a successful future. The clip also emphasizes that parents are vital participants in the school learning community.

- (Time code: 9:54) Addressing Student Needs: In a scene that shows the many challenges that principals face, Sidney Guillory, assistant principal at Nash, meets with Jamiel, a student who displayed a weapon to threaten another student. Jamiel says he brought the weapon because he was previously

threatened at school. “In this type of environment,” he says, “you can’t really have feelings [or] care for people. You either get or be gotten.” Jamiel, who lives with his aunt because his mother is in prison, describes his dream of becoming a cook and leaving the neighborhood. The assistant principal encourages Jamiel to stay in school, follow his dreams, and “just stick with it.”

- (Time code: 12:44) The Discipline Team: Kerry counsels Norrell, who pushed one boy and called another boy a “chocolate peen.” When he leaves, Kerry decides that an intervention is needed. In a weekly meeting of the discipline team, where staff members discuss students’ social and emotional needs, they cover Norrell’s behavior. Kerry asks the group, “Are we targeting the wrong kids?” She stresses, “It’s not discipline that we’re dealing with; it’s meeting the needs of the whole child, which goes far beyond punishment.”
- (Time code: 15:31) Parental Involvement: Kerry visits students’ homes and builds support for her student achievement goals. “I went to every house in my first year,” she says. A well-attended family education night at Harvard Park involves parents and children in a learning game and builds awareness and understanding of the Illinois Standards Achievement Test. She thanks the parents for coming and tells them, “We can’t do this work without your help and support.” Kerry adds, “School is the ticket out. If you want a better life or a different life for your child, then we have to work together.”



Sample Agenda

Film clip: Creating the Instructional Environment

Outcome: Examine how school leaders create the instructional environment.

Setup: Table groups of 4 to 8 participants each

Time: 1 hour, 15 minutes

Time	Topic	Activities	Materials and tools
	Preparation	Post the title of the film clip and the session outcomes.	Name tags, agendas
15 min.	Meet and greet	Ask participants to greet each other by sharing one benefit of studying school leadership.	
15 min.	Pre-view activity	Ask participants to identify the greatest challenges in creating a quality instructional environment. Record their responses on chart paper and post.	Chart paper, markers, tape/tacks
5 min.	Film introduction	Inform viewers of the purpose of viewing this film clip, its length, and the plan to engage in discussion after viewing the clip. Ask participants to watch for examples of how principals create an instructional environment.	
7 min.	View the film	Watch the film clip.	DVD player, film clip, speakers
15 min.	Table discussion	Review discussion guidelines with the group. Ask table groups to discuss strengths and weaknesses of how each principal developed an instructional environment.	Discussion guidelines (see page 44)
10 min.	Group presentations	Invite participants to share one strength and one weakness of each principal that they heard in their group.	

5 min.	Reflection	Ask participants to answer in writing the question: <i>What has become clearer to you about creating instructional environments?</i>	Notepaper
5 min.	Closing	Ask participants to share one idea with the group.	
3 min.	Wrap-up	Tell participants how to access more resources related to THE PRINCIPAL STORY . Thank participants for attending.	

Discussion Prompts for Pre-Viewing

- Creating an instructional environment conducive to learning for all students and teachers should be a top priority for school leaders. What are the key characteristics of such an environment? What responsibilities — such as developing leadership teams, addressing discipline issues, and working with families — do principals have for creating and maintaining schools that are focused on learning? How can developing the leadership skills of staff help build sustainable learning environments?
- To what degree are principals in your district prepared to lead teachers in creating high-quality instructional environments so that all students succeed in school? What actions should central office administrators take to support principals' focus on teaching and learning? For example, how might districts help principals build the capacity of teachers, strengthen their own skills, and engage school communities?



Discussion Prompts for Post-Viewing

- How did Tresa and Kerry balance the demands of schools and districts with those of the larger community? How do public expectations of principals differ from the expectations of school staffs and district supervisors?
- What specific challenges do new principals like Tresa face in creating and maintaining instructional environments that support effective instruction?
- How did Tresa and Kerry use data to improve teaching and learning in their schools? How can principals engage teachers in using data?
- Describe the ways Tresa and Kerry interacted with families. How were the interactions of the veteran leader different from those of the novice principal? How do principals work effectively with parents and their communities to support student learning in their schools?
- What do principals and teachers need to know and do in order to create instructional environments that promote learning for students from different cultural and ethnic backgrounds? What evidence did you observe at Nash and Harvard Park that the schools offer equitable or inequitable experiences for their students?
- What roles do mentors, principal supervisors, and central office administrators play in developing school communities that are responsive to the learning needs of students from all backgrounds? What examples did you see at Nash and Harvard Park? What data or strategies might help principals or central office administrators assess the effectiveness of instructional environments in their schools?



Section 6: Holding People Accountable (Clip 4)

Leaders' focus should be first and foremost on achieving goals for student learning. Holding people accountable for student learning requires simultaneously supporting them and conveying the expectation for effective instruction.⁹ Principals can support staff and reduce teachers' fear or anxiety about accountability by making available the resources and professional learning that facilitate effective instruction.

Policymakers and educators also have long debated how best to hold people accountable for specific outcomes. Some propose pay for performance, others favor a performance-based evaluation system, and some advocate removing teachers who do not insure student success.

Regardless of the specific accountability measures in place, principals can exert pressure by keeping a laser-like focus on students' academic success by using data to monitor progress and identify successes and challenges. Data do not tell the entire story of classrooms, however, and are not evidence of anything until educators bring concepts, criteria, and interpretive frames of reference to make sense of the data. Nonetheless, without quality data, principals have insufficient information to hold teachers accountable for students' success.

High-performing school leaders know what data to ask for; collect and compile student assessment data from classrooms; and know how to query data-reporting systems to access data about student performance.¹⁰ They also ensure teachers have real-time access to usable and meaningful data, as well as model the effective use of data to guide instructional improvements. Unfortunately, while using data and continuously assessing students' progress makes sense in theory, it is uncommon in practice.¹¹

Just as principals hold teachers accountable for student success, principals themselves need to be held accountable. For example, researchers at Peabody College at Vanderbilt have developed the Vanderbilt Assessment of Leadership in Education (VAL-ED), a validated and reliable assessment tool, which measures how effectively school leaders develop the instructional capacity of others (such as teacher leaders, instructional coaches, and content experts) and then create opportunities for sharing authority broadly within their schools to guide the learning agenda.¹²

Continuous improvement is the ultimate benefit of better assessment systems — and those who stand to gain include principals, teachers, students, school communities, and the programs that prepare educators. If our schools are to serve all students well to a high standard, they must be continuously learning organizations. In the end, it is about the core outcomes for schools — for learning, learning improvement, and educational opportunity.



Description of Clip

Length: 4 minutes, 30 seconds

This film clip shows how each school gathers and uses data to set goals and make decisions about instruction. Accountability policies and practices of district administrators are presented.

- (Time code: 17:16) The Walk-Through: Area administrators conduct a walk-through of classrooms at Nash, clipboards in hand, looking for ways to improve instruction and benefit children. “We’re not looking to find anything bad,” the area instructional officer says. Tresa describes the walk-through as important, but insufficient: “I think it’s valuable, but as a school that is on probation, I need so much more help than that.” She explains that many of her students face challenges outside of school, and says, “We have to start looking at what we’re holding schools accountable for.”
- (Time code: 19:01) Using Data: Kerry explains, “Every decision we make in this building is around data. What is the data telling us that’s working right? What is the data telling us that’s not working? And what our next steps are going to be?” Teachers incorporate data in a grade-level problem-solving session about low reading, math, and writing scores. Kerry has set a goal for the school to increase the percentage of students proficient in reading and math from 65 to 95 percent, and data are posted throughout the building. She greets students in the lunchroom, praising their improvement on the number of words read per minute. One student tells Kerry that he has made “a 30-word jump.”
- (Time code: 21:01) The Superintendent: We view a school board meeting about school closures. Arne Duncan, then-CEO of Chicago Public Schools, explains that the district has “taken a hard line and closed schools for academic failure.” He continues, “We have a set of objective criteria, and if a school falls below that, we’re going to look very carefully at whether we’ll keep it alive or whether we do something dramatically different and turn it around.” He says a strong principal is the best possibility for school improvement.
- The clip ends by reporting that test scores improved at Nash. Kerry has left her position to join a national organization that works with schools to make measurable improvements in student performance, school leadership, and decision making.

Sample Agenda

Film clip: Holding People Accountable

Outcome: Consider how data and leader assessment communicate expectations, improve teaching and learning, and set a tone of continuous improvement.

Setup: Table groups of 6 participants each

Time: 1 hour, 30 minutes

Time	Topic	Activities	Materials and tools
15 min.	Welcome	Post the title of the film clip. Introduce the conveners and facilitators. Ask participants to introduce themselves. Present a brief description of the film and the session outcome.	Name tags, sign-in sheet, agendas
10 min.	Pre-viewing activity	Ask the group: <i>What is meant by the statement, "Many schools are data-rich and information-poor?"</i>	
5 min.	Film clip introduction	Introduce the film clip, the purpose for viewing this film clip, its length, and how it connects to the session outcome. Ask viewers to identify the types of data and assessment they observe in the film clip and to write their notes on index cards.	DVD player, film clip, speakers
5 min.	Film clip	View the film clip.	Index cards
25 min.	Table discussion	Post the following discussion prompts on chart paper or handouts: <i>What data sources did you observe the principals and staff using in the film clip? What data sources would you examine for school accountability? How can you use data to improve academic achievement? How was data used as part of assessment activities?</i> Ask table groups to respond.	Discussion guidelines (see page 44), chart paper, makers, tape/tacks
10 min.	Group presentations	Invite participants to share one comment they heard in their group.	

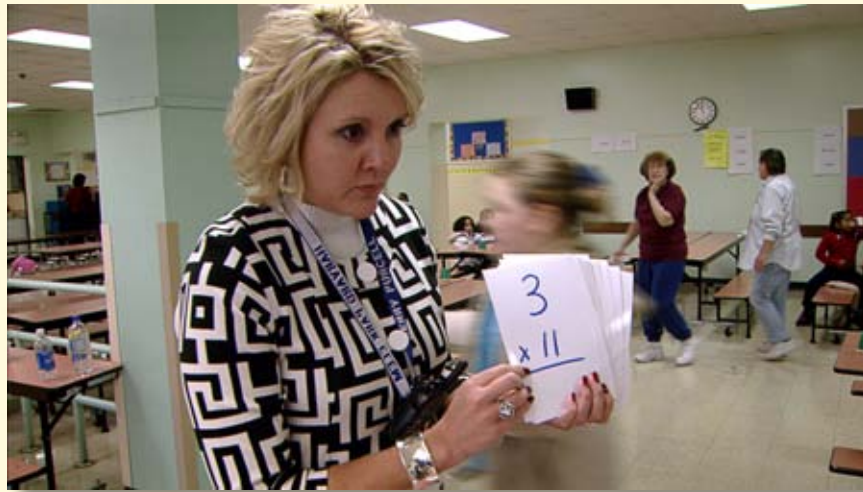
15 min.	Table discussion	Invite participants to write their response to the following prompt on an index card and share it in their table group: <i>In our discussion about holding people accountable, I discovered _____ and I intend to _____.</i> Encourage them to be as specific as possible.	Index cards
5 min.	Closing	Tell participants how to learn more about THE PRINCIPAL STORY . Thank them for attending.	

Discussion Prompts for Pre-Viewing

- Principals create accountability through measuring and monitoring results, and schools today have access to more data on student performance than ever. Still, principals and teachers complain that data arrive too late and are not user-friendly. What kinds of data does your state or district make available to principals? Are data timely enough and adequate for leaders to use in making instructional decisions that can improve teaching and learning?
- What expectations does your state or district have for how principals use data? How are these expectations communicated, and how well are they understood by principals and reinforced by the programs that prepare them? How can these expectations be made more explicit? How can states and districts support principals' use of data to guide school change?
- Effective assessments and data lead to ongoing improvement. How do the data and assessments used in your state or district lead to continuous improvement? How can these resources be used in ways that promote and create continuously learning organizations?

Discussion Prompts for Post-Viewing

- Productive data conversations led by district and school leaders help teachers interpret and use data to make instructional changes that result in greater learning for more students. What do good data look like, and what questions do they answer? What kinds of data did Tresa and Kerry use? How did they support staffs to interpret and apply data to instructional decisions? What examples or results of data-based decision making did you see?
- What differences did you observe in how Tresa and Kerry hold people accountable? How do principals learn this important practice? What are some strategies for helping principals develop this skill set?



- How can school communities discuss data and instructional improvement without pointing fingers or issuing blame? What data should be used to hold teachers accountable for quality instruction and learning? How can teachers be convinced that engaging in data discussions is worthwhile? What examples of this did you see in the film clip?
- The principals and a district superintendent speak about accountability in the film clip. What evidence did you see that Tresa's and Kerry's districts were holding them accountable for student achievement? What are the components of an effective school and district accountability plan? What policies might strengthen school and district accountability?
- In the clip, then-CEO of Chicago Public Schools Arne Duncan (now U.S. Secretary of Education) says that today's principals need a wide variety of skill sets. How are principals being prepared and supported to use data and make instructional decisions to benefit every student? What are the next steps your state or school district must take to improve preparation and support?
- How were the principals and their teachers assessed in the clip? What type of feedback did they receive after being assessed? Were the results of assessments used to guide or inform professional development? How were students assessed and held accountable?
- How are principal evaluations used to provide licensing institutions with feedback on the performance of their graduates to promote continuous improvement of programs?

Section 7: Viewing the Full Documentary

THE PRINCIPAL STORY depicts what research confirms: Leadership matters. Tresa and Kerry make this evident. The complexity of the school leader's role unfolds through daily challenges that these two principals face. The documentary demonstrates how uncertain, intellectually challenging, physically stressful, and emotionally riveting a school leader's job really is.

Viewing the film in its entirety demonstrates how seamlessly most principals must move among their responsibilities and how artfully they must weave together leadership strategies to lead reform efforts that improve teaching and learning. Equally important, this film demonstrates just how demanding the job of principal is and how that job has changed over the years — especially to those who have not been in a school recently.

Viewing the full documentary offers aspiring principals, practicing principals, and those who train, supervise, or mentor principals a rich resource for deeper study, inquiry, analysis, and reflection on the role of school leaders. Others in the school community and public who care deeply about improving schools and the lives of children will find a new understanding of the daily challenges and complexities of principals today and seek solutions to supporting their success on the job. It also shows the rewards to educators and the life-altering impacts on students that can be realized through hard work, dedication, and strategic collaboration.

Description of **THE PRINCIPAL STORY**

Length: 52 minutes

A compelling PBS documentary, **THE PRINCIPAL STORY** portrays the challenges principals face in turning around low-performing public schools and raising student achievement. This intimate, one-year journey is seen through the eyes of two dynamic principals: Tresa D. Dunbar, in only her second year in the Chicago Public Schools; and Kerry Purcell, a seven-year veteran in Springfield, Ill. The film shows how these leaders focus on improving teaching and learning amid the competing demands of managing their staffs, as well as the social and emotional issues surrounding their students and communities. The film's principals motivate teachers and students by using data to make better decisions, by offering professional development and training for struggling teachers, and by allocating resources to build a learning community within and beyond the school.

THE PRINCIPAL STORY reveals the complex social and political connections among children, parents, teachers, principals and superintendents. Poignantly, it shows the heart, commitment and skill that are required for successfully leading and improving public schools in which more than 85 percent of students come from families living below the poverty line. **THE PRINCIPAL STORY** is a Nomadic Pictures' film, produced and directed by Oscar-nominated filmmaker Tod Lending and award-winning filmmaker David Mrazek.

The film brings into clearer focus the importance of preparing school leaders for the complexity of their work, of placing and supporting principals early in their career, and of engaging practicing principals in ongoing professional development to continually expand and sharpen their skills.

Sample Agenda

Film: Full documentary

Objective: Expand understanding of core leadership practices and the changing role of principals.

Setup: Classroom- or auditorium-style seating, or in table groups of 6 to 10 participants each

Time: 2 hours, 30 minutes

NOTE: This agenda is designed to include a panel of 6 to 8 educators at the school, district, and state levels who can address the prompts and discussion questions. A panel might include principals at varying levels of experience, a district superintendent or staff person responsible for principal supervision or development, a state superintendent or staff person, a community member who is involved in school leadership, and a director or faculty member of a principal preparation program.

Time	Topic	Activities	Materials and tools
5 min.	Welcome and introduction	Welcome audience members to a special screening of THE PRINCIPAL STORY . Provide a brief description of the film. Moderator introduces himself/herself and panelists.	Agenda, name tags
5 min.	Overview	Provide an overview of the session agenda, clarifying the roles of the moderator, panel members, and audience members. The moderator can connect the session to key issues affecting the community or institution.	

10 min.	Pre-viewing activity	Provide audience members with the framework of principal behaviors using the ISLLC standards or your own state's standards. Allow time for audience members to review the framework. Invite them to use the framework to jot notes about their observations of the principals in the film and how the leaders demonstrate each standard.	Discussion guidelines (see page 44), ISLLC framework (see pages 41-42)
55 min.	Viewing	View the documentary.	Film, DVD player, speakers
2 min.	Individual questions	Invite audience members to jot down questions they want to ask panel members on index cards.	Index cards
15 min.	Panel member sharing	Invite panelists to share a brief 2-3 minute response to the film, focusing on core leadership practices and the changing role of the principal.	
25-30 min.	Moderator questions to panel	The moderator selects three to four discussion questions to ask panel members.	
15-20 min.	Audience questions	The moderator invites audience members to ask questions of panel members, selecting people who represent different perspectives (school, district, or state levels, principal preparation programs) if possible.	
8 min.	Panel closing statements	The moderator asks each panel member what the most important message principals, districts, states, or principal preparation programs can take away from the film and this discussion.	
5 min.	Close	Thank participants for attending. Share information on how they can learn more about the documentary and access the resources available.	

Possible Discussion Questions

(Facilitators are encouraged to consider using questions from throughout this guide as appropriate for different audiences.)

Discussion Prompts for Pre-Viewing

- We know that well-prepared school leaders are key to helping students and schools meet higher expectations. What is your definition of “qualified principals” and what qualities and skills do they possess? How are they better able to make positive change in a school’s culture and climate?
- Today’s principals face numerous new challenges and responsibilities, such as greater accountability for meeting the learning needs of all students. How is the job of principal different from when you attended school? How is the job more demanding? What different skills do principals need to succeed today?
- Think about what principals you know. What are they responsible for, and what do they do on a daily basis? How does this differ from the public perception of what principals do? For example, should communities expect to see principals at school sporting events and other extracurricular activities on a regular basis?

Discussion Prompts for Post-Viewing

- Tresa talks about being an instructional leader. What does it mean for a principal to be an instructional leader? Since principals do not directly teach students, what can they do to lead improvements in student achievement at their schools? How did Tresa and Kerry demonstrate instructional leadership in the film? Did you see instances where instructional leadership could be improved?
- Kerry says, “One of my greatest passions is to build leadership within those people that I work with, both teacher leaders and future principal leaders.” How can principals make the most of the skills of their teachers? What kind of preparation and support do principals need in order to build leadership in their staffs?
- In the film, district personnel conduct a walk-through of Tresa’s school. Tresa says that while this review helps identify ways to improve instruction, it falls short of providing the support needed to address critical challenges students face outside of school. What are some of these challenges, and how far should schools and districts go to address them?
- Kerry says, “Every decision we make in this building is around data.” How should principals effectively use data with their teachers and students? How can they use data to tell a story and engage their communities? How can districts and states support principals to do this?



- In the film, Kerry explains how every month, her school tests its students on how many words they can read per minute. This is one example of how she and her staff create their own data to help make instructional decisions. What are other ways that principals and teachers can develop and use data to improve instruction and achievement?
- Both principals stress the importance of connecting with students' families. How can principals build a strong relationship with families and communities? What are the leadership skills necessary to positively change the culture of a school? What do teachers, students and parents need in a leader to achieve a sense of community?
- Tresa is shown working with a struggling teacher to improve her classroom skills, but later must replace her when she does not make progress. Do most principals work this closely with underperforming teachers? If not, what prevents them from doing so? Do principals have the necessary resources to provide this type of intervention?
- What new insights about the work of principals did you gain after watching this film? What messages about school leadership will you take away?



Section 8: Appendices

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Interstate School Leaders Licensure Consortium (ISLLC) Standards

A Framework for School Leaders: Linking Standards to Practice

<p>STANDARD 1: THE VISION OF LEARNING</p> <p><i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</i></p> <p>Functions:</p> <ul style="list-style-type: none"> A. Collaboratively develop and implement a shared vision and mission B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning C. Create and implement plans to achieve goals D. Promote continuous and sustainable improvement 	<p>STANDARD 2: THE CULTURE OF TEACHING AND LEARNING</p> <p><i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i></p> <p>Functions:</p> <ul style="list-style-type: none"> A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations B. Create a comprehensive, rigorous, and coherent curricular program C. Create a personalized and motivating learning environment for students D. Supervise instruction E. Develop assessment and accountability systems to monitor student progress F. Develop the instructional and leadership capacity of staff G. Maximize time spent on quality instruction H. Promote the use of the most effective and appropriate technologies to support teaching and learning I. Monitor and evaluate the impact of the instructional program 	<p>STANDARD 3: THE MANAGEMENT OF LEARNING</p> <p><i>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i></p> <p>Functions:</p> <ul style="list-style-type: none"> A. Monitor and evaluate the management and operational systems B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources C. Promote and protect the welfare and safety of students and staff D. Develop the capacity for distributed leadership E. Ensure teachers and organizational time is focused to support quality instruction and student learning
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<p>STANDARD 4: RELATIONSHIPS WITH THE BROADER COMMUNITY TO FOSTER LEARNING</p> <p><i>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</i></p> <p>Functions:</p> <ul style="list-style-type: none"> A. Collect and analyze data and information pertinent to the educational environment B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners 	<p>STANDARD 5: INTEGRITY, FAIRNESS AND ETHICS IN LEARNING</p> <p><i>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i></p> <p>Functions:</p> <ul style="list-style-type: none"> A. Ensure a system of accountability for every student's academic and social success B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior C. Safeguard the values of democracy, equity, and diversity D. Consider and evaluate the potential moral and legal consequences of decision-making E. Promote social justice and ensure that individual student needs inform all aspects of schooling 	<p>STANDARD 6: THE POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT OF LEARNING</p> <p><i>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i></p> <p>Functions:</p> <ul style="list-style-type: none"> A. Advocate for children, families, and caregivers B. Act to influence local, district, state, and national decisions affecting student learning C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
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Tips for Facilitators

Establishing an effective learning environment in a viewing session

When preparing a group to view the film, facilitators can begin with four steps:

1. Welcome the group in a manner that connects viewers to each other and to the work;
2. Introduce the film with a framework or approach that addresses viewer concerns and needs;
3. Activate learning so that hearts, minds, and hands are engaged; and
4. Use an interactive pre-viewing strategy.

Facilitators may choose to change the sequence of these activities.

Welcome participants

Welcome participants to the viewing session. When possible, meet them as they arrive and extend a personal greeting to each participant.

Introduce the documentary

Inform viewers of the film's title, filmmakers' names, the title and author of the field guide, the funders, the outcomes of the session, and any logistics about the facility, time frames, and materials to be used throughout the session.

Create a comfortable learning environment

Creating a comfortable learning environment is one of the most important components of preparing adult learning experience. An environment that is easily accessible, appealing to the senses, and friendly shows adults that their participation matters and will help them engage more fully in the viewing session. The following 10-point checklist includes useful reminders for creating a comfortable viewing session for adult learners.

Checklist

- Greet participants at the door or as they enter the session.
- Start the session on time.
- Attend to physical comforts, locations of restrooms, scheduled breaks, water, refreshments, seating, room temperature, lighting, etc.
- Provide name tags or some form of identification.
- Make introductions.
- Communicate the session's goals and objectives.
- Provide attractive and readable materials in sufficient amounts.
- Tap into viewers' prior experiences.
- Design opportunities for interaction and transfer of learning to experiences.

Discussion Guidelines

These guidelines are norms to help participants share their ideas, listen to and respect ideas, and increase their understanding. People become better contributors and listeners in discussion when they adhere to these guidelines.

- Speak only once until everyone has spoken.
- Afford each person approximately the same amount of time to talk.
- Respect each person's thinking, including your own.
- Appreciate silence or a period of waiting.
- Do not interpret, paraphrase, analyze, or comment.
- Speak your thoughts without criticism or complaining.



Background Information on THE PRINCIPAL STORY

THE PRINCIPAL STORY, an hour-long documentary that follows two school leaders — novice principal Tresa D. Dunbar of Henry H. Nash Elementary School in Chicago and veteran principal Kerry Purcell of Harvard Park Elementary School in Springfield, Ill. — through an emotional journey during a school year. We witness their challenges as they struggle to focus on improving teaching and learning amid the competing demands of managing staff and engaging their students and communities. The video was produced by Tod Lending and David Mrazek of Nomadic Pictures in Chicago and will be broadcast nationally as part of PBS's P.O.V. series on Sept. 15, 2009.

Harvard Park Elementary School, Springfield, Ill. Kerry Purcell, Principal

Harvard Park Elementary School is in a working class community in the central Illinois capital of Springfield. The community has a high number of families living in inadequate housing and a 50 percent mobility rate. A “mobility bus” brings students who have moved out of the community to Harvard Park to maintain continuity in their education. About 87 percent of students at Harvard Park are from low-income families. The school made Adequate Yearly Progress (AYP) in reading and mathematics on the Illinois Standards Achievement Test (ISAT) and was taken off the AYP Watch List in fall 2007.

Kerry Purcell taught kindergarten for 12 years and served in various leadership capacities, was assistant principal for one year, principal for two years at a high-poverty elementary school, and Harvard Park’s principal for six years.

Harvard Park Elementary School Springfield, Ill.

Grades: K-5
Enrollment: 387
Racial/ethnic mix:
White: 46.3%
Black: 42.9%
Multiracial: 8%

Henry H. Nash Elementary School, Chicago Tresa D. Dunbar, Ph.D., Principal

Every student in this school in Chicago’s blighted west side Austin neighborhood has qualified for free or reduced-price lunch. In the five years after the school’s veteran principal retired in 2001, Nash was led by no fewer than six principals — a time of upheaval that led to low morale and disorder. After an extensive search, Tresa D. Dunbar, Ph.D., was chosen to lead Nash. Two new assistant principals were hired, and many staff members were dismissed. In the film, Arne Duncan, then-CEO of the Chicago Public Schools, said, “I have a real sense of hope in [Tresa’s] leadership and a sense that the school is going to go in the right direction, and it is.”

Tresa D. Dunbar served as assistant principal at Nash until 2001, when she left to pursue principal training. She served from December 2001 to July 2006 as a principal or assistant principal, including nearly two years at Nash. Tresa, who holds a Ph.D. in curriculum development, also has extensive experience in designing and facilitating professional development experiences for teachers.

Henry H. Nash Elementary School Chicago, Ill.

Enrollment: 800
Grades: Pre-K-8
Racial/ethnic mix:
Black: 99.8%

Resources

Why Leaders Matter

Take It Up: Leading for Educational Equity, by Ana M. Becerra and Julian Weissglass, National Coalition for Equity in Education, University of California, Santa Barbara, 2004

[*How Leadership Influences Student Learning*](#), by Kenneth Leithwood, Karen Seashore, Stephen Anderson, and Kyla Wahlstrom, Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education, 2004

Getting Started: Reculturing Schools to Become Professional Learning Communities, by Richard DuFour, Robert Eaker, and Rebecca Burnett, Solution Tree, 2002

The New Meaning of Educational Change, 4th Edition, by Michael Fullan, Teachers College Press, 2007

The Six Secrets of Change, by Michael Fullan, Jossey-Bass, 2008

What's Worth Fighting for in the Principalship, 2nd Edition, by Michael Fullan, Teachers College Press, 2008

Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, [National Association of Elementary School Principals](#), 2008

Improving Student Learning One Principal at a Time, by Jane E. Pollock and Sharon M. Ford, ASCD, 2009

The Learning Leader: How to Focus School Improvement for Better Results, by Douglas B. Reeves, ASCD, 2006

The Principal's Companion, 3rd Edition, by Pam Robbins and Harvey B. Alvy, Corwin Press, 2009

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, by Michael Schmoker, ASCD, 2006

[*Schools Need Good Leaders Now: State Progress in Creating a Learning-Centered School Leadership System*](#), Southern Regional Education Board, 2007

[*SREB Leadership Curriculum Modules: Engaging Leaders in Solving Real School Problems*](#), Southern Regional Education Board, 2007

Leading for Results: Transforming Teaching, Learning, and Relationships in Schools, by Dennis Sparks, Corwin Press and NSDC, 2007

[*Education Leadership: A Bridge to School Reform*](#), The Wallace Foundation, 2007

Stewardship of a Vision

Reviving the Soul of Teaching, by Terrence Deal and Peggy Deal Redman, Corwin Press, 2008

The Courage to Teach Guide for Reflection and Renewal, 10th Anniversary Edition, by Parker J. Palmer, Jossey-Bass, 2007

Being a Successful Principal: Riding the Wave of Change Without Drowning, by David Schumaker and William A. Sommers, Corwin Press, 2001

The Active Life, by Parker J. Palmer, Jossey-Bass, 1990

The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, by Parker J. Palmer, Jossey-Bass, 1998

Leading Instructional Improvement

Teachers Transforming Their World and Their Work, by Ann Lieberman and Lynne Miller, Teachers College Press, 1999

Brain Matters: Translating Research Into Classroom Practices, by Patricia Wolfe, ASCD, 2001

Teacher Evaluation to Enhance Professional Practice, by Charlotte Danielson and Thomas L. McGreal, ASCD, 2000

The Energy to Teach, by Donald H. Graves, Heinemann, 2001

Closing the Achievement Gap: Helping All Students Achieve, by Kati Haycock, Educational Leadership, ASCD, 2003

Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, by Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock, ASCD, 2004

Best Practice, Today's Standards for Teaching and Learning in America's Schools, 3rd Edition, by Steven Zemelman, Harvey Daniels, and Arthur Hyde, Heinemann, 2005

Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners, by Margery B. Ginsberg and Raymond J. Wlodkowski, Jossey-Bass, 2000

Creating the Instructional Environment

Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching or Diverse Learners, by Marjery Ginsberg and Raymond Wlodkowski. Jossey-Bass, 2002

Failure Is Not an Option, by Alan M. Blankstein, Corwin Press, 2004

Making Sense of Social Networks in Schools, by Terrence E. Deal, Ted Purington, and Daria Waetjen, Corwin Press, 2008

Holding People Accountable

[*Buried Treasure: Development a Management Guide from Mountains of School Data*](#), Center on Reinventing Public Education, 2005

[VAL-ED](#), Discovery Education Assessment

Practical Solutions for Serious Problems in Standards-Based Grading, by Thomas R. Guskey, Corwin Press, 2008

Developing Portfolios in Education: A Guide to Reflection, Inquiry, and Assessment, by Ruth S. Johnson, J. Sabrina Mims-Cox, and Adelaide Doyle-Nichols, Sage Publications, 2009

Assessing Impact: Evaluating Staff Development, 2nd Edition, by Joellen Killion, National Staff Development Council, 2008

[*Assessing Learning-Centered Leadership: Connections to Research, Professional Standards, and Current Practices*](#), Learning Sciences Institute, Vanderbilt University, 2007

Using Data/Getting Results: A Practical Guide for School Improvement in Mathematics and Science, by Nancy Love, Christopher-Gordon, 2002

Evaluating Inquiry: Using Evaluation to Promote Student Success, by Beverly Parsons, Corwin Press, 2002

Results, by Michael Schmoker, ASCD, 1996

Student-Centered Classroom Assessment, by Richard J. Stiggins, Prentice Hall, 1997

[*Assessing the Effectiveness of School Leaders: New Directions and New Processes*](#), A Wallace Perspective, 2009

Preparation and Professional Development

The Learning Educator: A New Era for Professional Learning, by Stephanie Hirsh and Joellen Killion, NSDC, 2007

Designing Professional Development for Teachers of Science and Mathematics, by Susan Loucks-Horsely, Peter W. Hewson, and Nancy Love, Corwin Press, 1998

Powerful Designs for Professional Learning, 2nd Edition, edited by Lois Brown Easton, NSDC, 2008

Moving NSDC's Staff Development Standards Into Practice, by Patricia Roy and Shirley Hord, NSDC and SEDL, 2003

Supporting and Sustaining Teachers' Professional Development: A Principal's Guide, by Marilyn Tallerico, Corwin Press, 2005

Studying Your Own School, by Gary L. Anderson, Kathryn Herr, and Ann Sigrid Nihlen, Corwin Press, 1994

Leadership for Learning: How to Help Teachers Succeed, by Carl D. Glickman, ASCD, 2002

Building School Communities: Strategies for Leaders, by B.J. Meadows and Marilyn Saltzman, Fulcrum Resources, 2000

Designing Powerful Professional Development for Teachers and Principals, by Dennis Sparks, NSDC, 2002

[*Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs \(Final Report and Executive Summary\)*](#), by Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, and Margaret Terry Orr, Stanford University and The Finance Project, 2007

Teaching What Matters Most, by Richard W. Strong, Harvey F. Silver, and Matthew J. Perini, ASCD, 2001

[*Becoming a Leader: Preparing Principals for Today's Schools*](#), A Wallace Perspective, 2008

[*Getting Principal Mentoring Right: Lessons from the Field*](#), A Wallace Perspective, 2007

Systemic Change

[Leading. Learning. Leadership Support: Overview](#), Center for the Study of Teaching Policy, University of Washington, 2006

The Handbook for SMART School Teams, by Anne Conzemius and Jan O'Neill, Solution Tree, 2002

Building Shared Responsibility for Student Learning, by Anne Conzemius and Jan O'Neill, ASCD, 2001

The Adaptive School, 2nd Edition, by Robert Garmston and Bruce Wellman, Christopher-Gordon, 2009

Developing an Effective School Plan, by Lori Van Houten, Jeanne Miyasaka, Kim Agullard, with Joy Zimmerman, WestEd, 2006

A School District's Journey to Excellence, by Bill McNeal and Tom Oxholm, Corwin Press, 2009

Managing at the Speed of Change: How Resilient Managers Succeed and Prosper Where Others Fail, by Daryl R. Conner, Random House, 1993

What's Worth Fighting For? Working Together For Your School, by Michael G. Fullan and Andy Hargreaves, The Regional Laboratory for Educational Improvement of the Northeast & Islands, 1991

Leading in a Culture of Change, by Michael Fullan, Jossey-Bass, 2001

Schools That Learn: A Fifth Discipline Field Guide for Educators, Parents, and Everyone Who Cares About Education, by Peter Senge and others, Doubleday, 2000

[Beyond The Pipeline: Getting the Principals We Need. Where They Are Needed Most](#), The Wallace Foundation, 2003

The background of the page is a faded, warm-toned photograph of a classroom. In the upper portion, several young children are visible, some looking towards the camera and others engaged in conversation. The lower portion of the page shows a close-up of two children's faces, one looking slightly to the side and the other looking more directly forward. The overall atmosphere is bright and educational.

Curriculum

The Other Side of Curriculum: Lessons from Learners, by Lois Brown Easton, Heinemann, 2002

Understanding by Design, by Grant Wiggins and Jay McTighe, ASCD, 1998

Teaching for Diversity and Social Justice: A Sourcebook, by Maurianne Adams, Lee Anne Bell, and Pat Griffin, Routledge, 1997

Educating Everybody's Children, edited by Robert Cole, ASDC, 1995

Restructuring Schools for Linguistic Diversity, by Nancy L. Commins, Teachers College Press, 1997

Do We Have the Will to Educate All Children?, by Asa Hilliard III, *Educational Leadership*, September 1991

Bringing Out the Best in Them, by Pauline Lipman, *Theory Into Practice*, Summer 1995

Teachers Who Learn, Kids Who Achieve: A Look at Schools With Model Professional Development, WestEd, 2000

National Outreach Partners

In collaboration with The Wallace Foundation, **THE PRINCIPAL STORY** national media outreach campaign includes a network of national outreach partners that have provided content expertise, represent key constituencies, and are hosting events and conferences to elevate the visibility of education leadership as critical to raising student achievement in our nation's schools. Please feel free to contact any of these organizations for additional information or resources:

American Association of School Administrators

www.aasa.org

801 N. Quincy Street, Suite 700
Arlington, VA 22203-1730
(703) 528-0700

National Conference of State Legislatures

www.ncsl.org

7700 E. First Place
Denver, CO 80230
(303) 364-7700

Council of Chief State School Officers

www.ccsso.org

One Massachusetts Avenue, NW,
Suite 700
Washington, DC 20001-1431
(202) 336-7000

National Governors Association

www.nga.org

444 North Capitol Street, Suite 267
Washington, DC 20001
(202) 624-5300

National Association of Elementary School Principals

www.naesp.org

1615 Duke Street
Alexandria, VA 22314
(703) 684-3345

National Staff Development Council

www.nsdcc.org

17330 Preston Road, Suite 106-D
Dallas, TX 75252
(972) 421-0900

National Association of Secondary School Principals

www.nassp.org

1904 Association Drive
Reston, VA 20191-1537
(703) 860-0200

The Wallace Foundation

www.wallacefoundation.org

5 Penn Plaza
New York, NY 10001
(212) 251-9700

National Association of State Boards of Education

www.nasbe.org

2121 Crystal Drive, Suite 350
Arlington, VA 22202
(703) 684-4000

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Jim Baldwin

Principal
Centre Ridge Elementary School
Centerville, Va.

Scott Braband

Principal/LEAD Aspiring Principal Cohort
Leader
Fairfax, Va.

Muriel Brainard

Retired school and district administrator
Lakewood, Colo.

Terri Breeden

Assistant Superintendent
Professional Learning & Training
Dunn Loring, Va.

Fred Brown

Senior Associate Executive Director
Leadership Development, NAESP
Alexandria, Va.

Dan Duke

Professor
University of Virginia
Charlottesville, Va.

Margaret Evans

Associate Executive Director
Diverse Learning Communities
NAESP
Alexandria, Va.

Mary Ann Grenawalt

Educational Consultant
Morrison, Colo.

Pamela Gordon

Consultant
Centennial, Colo.

Merrie Hahn

Assistant Executive Director
Professional Development
NAESP
Alexandria, Va.

Brian Hull

Principal
Colin Powell Elementary School
Centerville, Va.

Debbie Lane

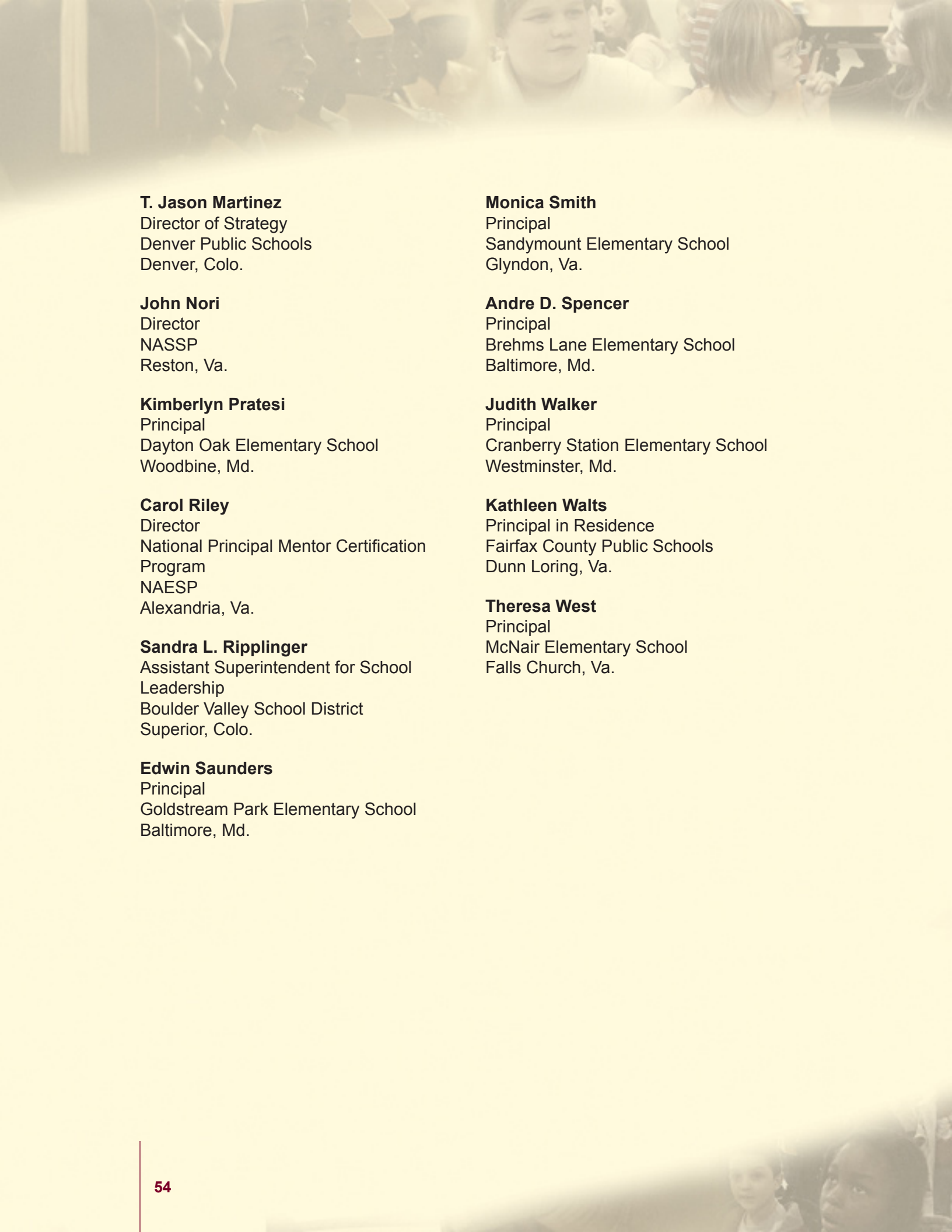
Principal
Rolling Valley Elementary School
Fairfax, Va.

Jeannie Leonard

Senior Director
Marketing, Membership, Public Relations,
Sales and Diversity
NASSP
Alexandria, Va.

Cheryl Logan

Principal
Gorman Crossing Elementary School
Columbia, Md.



T. Jason Martinez
Director of Strategy
Denver Public Schools
Denver, Colo.

John Nori
Director
NASSP
Reston, Va.

Kimberlyn Pratesi
Principal
Dayton Oak Elementary School
Woodbine, Md.

Carol Riley
Director
National Principal Mentor Certification
Program
NAESP
Alexandria, Va.

Sandra L. Ripplinger
Assistant Superintendent for School
Leadership
Boulder Valley School District
Superior, Colo.

Edwin Saunders
Principal
Goldstream Park Elementary School
Baltimore, Md.

Monica Smith
Principal
Sandymount Elementary School
Glyndon, Va.

Andre D. Spencer
Principal
Brehms Lane Elementary School
Baltimore, Md.

Judith Walker
Principal
Cranberry Station Elementary School
Westminster, Md.

Kathleen Walts
Principal in Residence
Fairfax County Public Schools
Dunn Loring, Va.

Theresa West
Principal
McNair Elementary School
Falls Church, Va.

Endnotes

¹ Leithwood, K., Louis, K.S., Anderson, A., & Wahlstrom, K. (2004). *How Leadership Influences Student Learning*. Toronto: Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education

² Blankstein, A. (2004). *Failure Is Not an Option*. Thousand Oaks, CA: Corwin Press; Fullan, M. (2008). *The Six Secrets of Change*. San Francisco: Jossey-Bass; The Wallace Foundation's National Conference. *Educational Leadership: A Bridge to School Reform*. New York, October 22-24, 2007.

³ Reeves, D. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: ASCD, p. 36.

⁴ Lambert, L. (2003). *Leadership Capacity for Lasting School Improvement*. Alexandria, VA: ASCD; Blankstein, A. (2004). *Failure Is Not an Option*. Thousand Oaks, CA: Corwin Press; Robins, P. & Alvy, H.B. (2003). *The Principal's Companion*. Thousand Oaks, CA: Corwin Press; Hord, S.M. (2007). *Leading Professional Learning Communities: Voices from Research & Practice*. Thousand Oaks, CA: Corwin Press.

⁵ Murphy, J., Elliott, S., Goldring, E., & Porter, A. (2006). *Learning-Centered Leadership: A Conceptual Foundation. A report prepared for The Wallace Foundation, Grant on Leadership Assessment*. Nashville, TN: Vanderbilt University, p. 10.

⁶ Interstate School Leaders Licensure Consortium (ISLLC) Standard 1 states, "An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders" (2008, p. 14). Other organizations follow suit and have similar standards that recognize the importance of vision development and stewardship. The National Association for Elementary School Principals' (NAESP) Standard 1 notes that effective principals set high expectations and standards for the academic, social, emotional, and physical development of all students, and to do so, principals build a vision that reflects the core values of the school community. The American Association of School Administrators' (AASA) standards and skills for effective school leaders state that visionary leadership requires creating and communicating a vision that ensures the success of all students.

⁷ Killion, J. & Harrison, C. (2006). *Taking the Lead: New Roles for Teachers and School-Based Coaches*. Oxford, OH: National Staff Development Council; Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press; Blasé, J. & Blasé, J. (2008). Webinar for Rosalyn Carter Institute, National Implementation Research Network, September 2008; Leithwood, K. & Jantzi, D. (2000). The effects of transformational leadership on organizational conditions and student engagement with school. *Journal of Educational Administration*, 38(2), 112-129.

⁸ Ginsberg, M.B. & Wlodkowski, R.J. (2000). *Creating Highly Motivating Classrooms for All Students*. San Francisco: Jossey-Bass.

⁹ Fullan, M. (2008). *The Six Secrets of Change*. San Francisco: Jossey-Bass.

¹⁰ Dubrovich, M.A. (2002). Student achievement data: Holding teachers accountable. *Principal*, 81(4), 30-32, 34.

¹¹ Fullan, M., Hill, P., & Crevola, C. (2006). *Breakthrough*. Thousand Oaks, CA: Corwin Press, p. 63.

¹² Goldring, E., Porter, A.C., Murphy, J., Elliott, S.N. & Cravens, X. (2007). *Assessing Leader-Centered Leadership: Connections to Research, Professional Standards, and Current Practices*. A report prepared for The Wallace Foundation. Nashville, TN: Vanderbilt University.

THE PRINCIPAL STORY is ...

“... an inspiring and sobering documentary ... These principals show us the poignant challenges of leadership and offer strategies as to what has made them successful.”

— *Debra Lane, Ed.D., Principal, Rolling Valley Elementary School, Springfield, Va.*

“The film depicts the complexity of the role of principals and helps those who watch it understand that the work is deeply personal, professional, and touches the lives of so many. Principals must demonstrate vision, courage and skill in leading their communities.”

— *Carol A. Riley, Developmental Leader, Special Membership Projects, Peer Assisted Leadership Services National Mentor Certification Program*

“**THE PRINCIPAL STORY** provides a tremendous opportunity for future and current principals to better understand their role and how they impact student learning.”

— *T. Jason Martinez, Director of Strategy, Denver (Colo.) Public Schools*

THE PRINCIPAL STORY, a one-hour PBS documentary, portrays the challenges principals face in turning around low-performing public schools and raising student achievement. This intimate, one-year journey is seen through the eyes of two dynamic principals: Dr. Tresa D. Dunbar, in only her second year in the Chicago Public School System; and Kerry Purcell, a seven-year veteran in Springfield, Ill.

This publication is part of **THE PRINCIPAL STORY** outreach campaign, which is made possible by a grant from The Wallace Foundation, a source of ideas for improving school leadership. Visit www.wallacefoundation.org/principalstory. For more information and research about education leadership, visit the Wallace Knowledge Center at www.wallacefoundation.org.

