

Conversations

TURNING POINTS TRANSFORMING MIDDLE SCHOOLS

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The Principal's New Role: Creating a Community of Leaders

by Amy Mednick

Last spring Principal Don Kelley got the word that his school, Forest Grove Middle School in Worcester, Massachusetts, would face major budget cuts in the coming school year. Rather than retreat into his office and struggle with which staff members would be laid off, Kelley took a risk. He involved the whole faculty in the process by opening a broader conversation about their vision for Forest Grove.

Kelley consulted a small group of teachers, who suggested taking the problem to the leadership team. At the next leadership team meeting, Kelley presented the gloomy budget predictions and asked the staff present to explore the question, "What do we want our school to look like after the budget cuts?" They took several meetings to look at all the options, always keeping in mind the necessity to find an equitable solution that would meet the needs of every student. After many hours of discussion, Kelley drew up mock schedules for cuts, met with each person possibly affected, and then presented and discussed the leadership team's rationale with the whole faculty.

"We talked in terms of our vision of the school and what we should be doing as educators, and we reached an understanding as a faculty," Kelley says. "People weren't happy they were losing their jobs, but they understood it wasn't a personal thing. People accepted it on a much higher level. The process showed teachers that they had [important] input into the school."

Across the state in Amherst, Massachusetts, Principal Mary Cavalier is tackling the possibility of layoffs next year because of declining enrollment at Amherst Regional Middle School. In a memo to her teachers, Cavalier explains that she does not expect them to decide which of their colleagues will lose their jobs. However, she wants the entire faculty to spend time, guided by the school's vision and Turning Points' principles, to think about the question, "What do our students need to know, be able to do, and to be in order to be successful citizens of the 21st Century?" Each team's view will be presented to the school's leadership council, and Cavalier will use their collective wisdom to make her decisions. While Cavalier

In a new, more democratic model of shared leadership, principals notice, nurture, and make use of the talents and knowledge of every staff member in formal and informal ways.

says teachers are apprehensive about sharing this difficult task, she told them, “I can’t make this decision by myself. I don’t have the answer to this question. I have Mary’s answer, but that’s not necessarily the right answer.”

Shared leadership of this kind does not emerge from the old-fashioned model of a school principal—a Lone Ranger at the top who moves in to take care of all administrative duties and oversee instructional practice. In a new, more democratic model of shared leadership, principals notice, nurture, and make use of the talents and knowledge of every staff member in formal and informal ways. The principal is one of many voices, and decisions are shared. “The old model of formal, one-person leadership leaves the substantial talents of teachers largely untapped,” writes Linda Lambert in “A Framework for Shared Leadership” (Educational Leadership, 2002). “Improvements achieved under this model are not easily sustainable; when the principal leaves, promising programs often lose momentum and fade away. ... The old model has not met the fundamental challenge of providing quality learning for all students.”

“I can’t make this decision by myself. I don’t have the answer to this question. I have Mary’s answer, but that’s not necessarily the right answer.”

Successful principals take advantage of teachers’ expertise and create a community of shared leadership. “In successful schools, principals aren’t threatened by the wisdom of others;

instead they cherish it by distributing leadership. The principal of a successful school is not the instructional leader but the educational leader who mobilizes the expertise, talent, and care of others. He or she is the person who symbolizes, supports, distributes, and coordinates the

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work of the teacher as instructional leader,” according to Carl Glickman in *Holding Sacred Ground: Essays on Leadership, Courage, and Endurance in our Schools* (Jossey-Bass, 2003).

According to Anthony Jackson and Gayle Davis in *Turning Points 2000: Educating Adolescents in the 21st Century* , a middle grades school principal must be the “principal change agent,’ setting the intellectual and interpersonal tone of the school and shaping the organizational conditions under which the school community works. The principal’s role is to cultivate teachers’ intrinsic motivation—their inner voice—and to create a culture of continuous improvement by helping to define and breathe life into the structures of democratic governance.”

A Foundation of Trust

The conversations that took place at Forest Grove and that are underway at Amherst could not have happened without a foundation of openness and trust. Over the past four years, teachers have experienced that Kelley views leadership as a collaborative process, and that he respects and honors their decisions. “We’re all educators and that’s the thread that bonds us,” Kelley says. “I’ve always felt that as a leader you have to respect others’ opinions. We don’t have to agree, but it’s important that we understand why certain things happen.”

Finding the patience to wait for the right time to approach the faculty with a new level of shared leadership is one of the most difficult challenges for school leaders. Ten years ago in his first year as principal of Lewis and Clark Middle

The Changed Role of the Principal

In the new role, the principal recognizes that no one person in the building is the most knowledgeable or experienced practitioner. Rather, the principal is aware of the strengths of the staff and taps into each member’s expertise to improve teaching and learning in the school. The principal works with the staff to develop a strong professional culture in which teachers continuously collaborate.

The principal’s new role focuses on five interconnected areas:

- **Sharing real decision-making power with staff and faculty**
The principal shares authority by providing meaningful opportunities for teachers to participate in significant decision making. He or she works with the faculty to establish academic teams, discipline-based teams, study groups, and the leadership team. The principal communicates that every team’s success is of paramount importance and that he or she will support them.
- **Providing support for effective functioning of teams**
The principal ensures that teachers have the skills and understanding to participate effectively in teams. These skills include defining a purpose, setting measurable goals, creating norms for operating, setting agendas, and assigning tasks. The principal also gives ongoing feedback to teams, supporting and encouraging their work.
- **Being an instructional leader who prompts others to continuously learn and improve their practice**
As the instructional leader, the principal often visits classrooms to work with teachers and students or attends academic team meetings to assist the development of effective teaching and learning strategies. In this role, the principal also obtains instructional resources and professional development opportunities that improve learning, teaching, and assessment practices.
- **Developing collaborative accountability**
The principal works with the leadership team to hold individuals and teams accountable for reaching their goals. By asking teacher teams to document their progress, the principal and leadership team make it clear that every team’s results matter, and that when a team reaches its goals, the whole school moves forward.
- **Managing and monitoring the change process to make sure it is always moving forward**
The principal and the leadership team ensure that all members of the school community clearly understand all parts of the change process and are committed to the vision. This includes using the Turning Points benchmarks to communicate the standards by which the school’s progress will be measured.

Source: *Guide to Collaborative Culture and Shared Leadership* , Center for Collaborative Education, 2001.

The relationship between teachers and their principal is at the core of shared leadership.

School in Jefferson City, Missouri, Bob Steffes launched energetically into shared leadership. It did not work. He soon realized that before he could expect his staff to take on leadership roles in his building, they needed to have the confidence that he would honor their decisions. “Early on, we did a lot of work on communications and creating a better atmosphere,” he says. Teachers began serving on committees and started to understand that their decisions meant something. Steffes also began asking teachers to serve in leadership roles in situations that involved a “quick fix” so that they would feel validated. “The whole focus was to show results as quickly as possible whenever I was asking for teacher input,” Steffes says. Over time it became the culture of the school to share leadership roles in schoolwide decisions.

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Rose Dawkins, currently in her third year as principal of Worcester East Middle School in Worcester, Massachusetts, had a similar experience to Steffes. At the beginning of her tenure, the leadership team was not ready to accept the responsibility of making decisions. She learned to slow down and to dedicate time to establishing trusting relationships among the staff and school leadership. “I really had to show them and help them understand that a school is not just a principal,”

Dawkins says. By the end of the second year, teacher leaders began emerging and Dawkins called on them to assume decision-making roles.

According to Roland Barth in *Learning by Heart* (Jossey-Bass, 2001), the relationship between teachers and their principal is at the core of shared leadership. Many teachers have experienced principals who have trouble relinquishing power, or choose over and over the same few teachers for leadership positions. Principals do take a risk in sharing leadership because in the end they are accountable for any decisions made in the school, he writes. “Stronger, more secure principals are more likely to share leadership,” Barth writes. “It makes sense. It’s as if teachers and principals must learn a new dance together. In order not to step on each other’s toes, each must learn some new steps, new rhythms, perhaps new music.”

When Kurt Peterson started at Henry Lord Middle School in Fall River, Massachusetts last December, the school had been put under review by the state, students seemed to have control of the school, and morale was low, he says. The leadership team immediately started working on school climate issues, and Peterson opened up communication with the faculty. Teachers created and established a new schedule, wrote the school improvement plan, and teaching teams took part in the hiring process. Despite initial reluctance, teachers began to see that they had a voice in the decision-making process, Peterson says.

Teachers and principal must learn to share responsibility for the successes and for the failures, analyze what went wrong, and learn from their mistakes.

It’s as if teachers and principals must learn a new dance together. In order not to step on each other’s toes, each must learn some new steps, new rhythms, perhaps new music. (Barth)

Steffes says, “They have to be comfortable knowing that if things don’t work out, there is someone there who can help put the pieces together, and move on.” Kelley adds if you give someone leeway to take on a leadership role and they fail, it is important to respect and honor their willingness to take a risk. “All good ideas don’t work out. They should be given praise for attempting it,” he says.

It takes time to build trust in the community. Allen Lake became principal of Middleton Middle School in Middleton, Idaho 21 years ago when the school was a two-year junior high. As a young principal, Lake says staff, parents, and district administrators expected him to make all the decisions. Under Lake’s guidance, the school has evolved slowly, over the past decade, to adopt a more team-based, collaborative approach to leadership. Still, Lake says it has been difficult to give up the old style of leadership. But more than that, the community—parents and his colleagues and even the superintendent—has difficulty accepting the change in emphasis. “Parents might ask me to make decisions (of various kinds) and I will ask them to go to the teacher or teacher teams, and they will think I’m shirking my responsibilities,” Lake says. “It’s very difficult for them to understand that it’s a change in the culture of decision making and leadership in the school.”

According to Jennifer Warwick, instructional facilitator at Middleton, once the faculty began its leadership team last year, faculty members did not trust that they would actually have a role in decision making. But over time, they have seen that their decisions

Colorado Leadership Model

Vikan and Overland Trail Middle Schools in Brighton, Colorado have collaborated with Turning Points’ regional center in Colorado, the Public Education and Business Coalition in Denver, to develop a particular model of leadership and support. Each school has several lead teachers, a full-time in-house facilitator, and the principal, who serves as coordinator and works to keep lines of communication open.

Two Turning Points coaches work in the classroom with teachers to increase their knowledge of instructional practices through modeling, observing, and debriefing lessons. While the literacy coach works with classroom teachers, the whole school change coach works more directly with the in-house facilitator and the lead teachers.

During the first year, the whole school change coach spent time helping the in-house facilitators understand their role; in the second year she worked collaboratively with them to support teachers. With this direct support, in-house facilitators are gradually expected to assume much of the coach’s role within the building, thereby sustaining the focus on instructional practice.

At Vikan and Overland Trail there are two four-person teams per grade level and one exploratory team comprised of the special area teachers. The lead teachers help their team “evaluate instructional strategies, look at student work and other sources of data to drive instructional decisions, facilitate assessment of team progress, plan and facilitate team meetings, and open their classroom to support peer visits,” a Turning Points report states. Lead teachers are also taking on increasing responsibility for facilitating specific curriculum content area meetings keeping best practices in mind.

Source: “Building Capacity for Shared Instructional Leadership: A Turning Points Case Study,” Center for Collaborative Education, 2003

actually have influenced the changes at the school. “We really feel empowered because we are given lots of freedom to plan instruction and assessment. Failure is okay. Allen’s philosophy is that we grow through our mistakes and our failures,” Warwick says. And, Lake says, a core group of teachers hold him to it. “If I make mistakes, they hold me to it and say, ‘Excuse me, that’s going back to the old way of thinking.’”

Teachers and principal must learn to share responsibility for the successes and for the failures, analyze what went wrong, and learn from their mistakes.

Principal Doris Candelarie started at Vikan Middle School in Brighton, Colorado three years ago and immediately began working on building relationships among the staff. For example, at the beginning of each year the staff gathers to revisit the successes and struggles of the previous year, talk about challenges for the upcoming year, and then set the year's goals. "We set school goals, individual goals, team goals. That builds community and the spirit around it," Candelarie says. By now, the staff are like family to each other. This comfort, trust and camaraderie filters down to the students and pervades the school culture. Candelarie says she cannot stress enough how much creating those tight relationships has benefited the rest of the work.

"Trust reduces the sense of vulnerability that comes with the risk of change."

A study by University of Chicago professors Anthony S. Bryk and Barbara Schneider, *Trust in Schools: A Core Resource for Improvement* (Russell Sage Foundation, 2002), found that there is a connection between trust and student achievement. "Relational trust," as they called the type of trust in schools, is a "complex dynamic in which parties depend on one another, and on a shared vision, for success," according to an article in *Education Week* (Oct. 16, 2002). A study of the 100 schools that made the lowest and highest annual increases on standardized tests between 1991 and 1996 found that schools with high levels of trust were more likely to improve than schools with lower levels of trust. "Trust reduces the sense of vulnerability that

comes with the risk of change and facilitates the collective decision-making necessary to such change. It helps staff perform well without intensive monitoring and it sustains their ethical imperative to advance children's best interests," the article states.

Instructional Leadership — Creating Many Leaders through Many Approaches

As school communities build trust, principals agree that they need to take steps toward uncovering strong leaders and giving them increased responsibilities. Many principals say that when they open up opportunities to the entire staff, unexpected leaders often emerge. Often, opportunities are driven by analyzing and disaggregating testing data. Formal structures for involvement take many forms such as: visiting a peer's classroom, participating in inquiry groups, spearheading a drive for an activity period or common planning time, assisting in interviewing and hiring new teachers, or designing and implementing common assessments schoolwide. On an informal level, teachers need to feel that in a discussion each voice carries equal weight and each person has equal opportunity to be involved, says Cavalier. Once teachers get involved on all these different levels, principals say they take ownership of the problems facing the school and begin to think and act proactively.

In some cases, it might start with an initial year of organizing meetings and making the meetings safe and productive. Principal Ann Yehle says that when she first started at Sherman Middle School in Madison, Wisconsin three

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years ago, teachers did not meet on a consistent basis. The faculty established team meetings during common planning time, and also began meeting weekly with a facilitator. In addition, the staff set up regular faculty, curriculum, and special education department meetings. Initially, the learning coordinator, literacy resource coordinator, and Yehle facilitated most of the meetings. This year, the school's first official year of Turning Points, teachers are starting to facilitate team meetings. Currently, the leadership team has a rotating teacher-facilitator and the special education and exploratory teams are facilitated by teachers.

For example, special education teacher Melanie Zelinger agreed to chair the special education department and facilitate their monthly meetings. Yehle met with her, sent her to the Association of Illinois Middle Schools' conference, and helped her plan the first few agendas. "She's off and flying," Yehle says. "She's taken on such a powerful role in the school." Zelinger says that attending the conference with colleagues who are also facilitators helped because they are now supporting each other. Teachers are now much more open in their professional relationships with each other. "People are more accepting of each other's diversities and their expertise. Everybody tries to help each other," she says.

At the end of the three years of the Turning Points' funding, Tim Mattson, principal of Eastgate Middle School in Kansas City, Missouri, created an instructional coach position to enable the school to continue its work on the design. He hired Ellen Nelson, a sixth-grade teacher at the school who had

Collective Wisdom on Creating Shared Leadership Gradually

- **Have the patience to lay a foundation of trust.**
- **Take time to develop lasting relationships among faculty.**
- **Take time to learn teachers' strengths and focus on drawing on those positive attributes, rather than working solely on their challenge areas.**
- **Staff members must recognize through experience that if they are given power, their decisions will be taken seriously.**
- **Empower teachers early with decisions that result in "quick-fixes."**
- **Stay upbeat and positive, even in the face of difficulties. "My mood sets the tone. I walk through the halls, smile and say, 'Have a good day.'" says Houlihan.**
- **Open your office door to anyone about anything. Listen and learn.**
- **With support, ask teachers to facilitate team meetings.**
- **Begin involving teachers in the tough decisions (e.g. professional development, hiring, budget, schoolwide curriculum decisions).**

Source: Interviews with Candelarie, Dawkins, Steffes, Kelley, Houlihan, Mattson, Peterson.

strong leadership skills. In one of many roles, she serves as a mentor for new teachers, and works with them on a variety of classroom practices such as lesson design work or reading strategies. For example, Nelson has worked with the teachers to study one reading strategy for a whole marking period using student work from their classes as exemplars. "She's an excellent resource," Mattson says. "They can go to someone who is in a leadership role, but not an evaluative role. You get a lot more sincere reflection and self-help because it's not a top down approach."

Nelson also facilitates teams of sixth, seventh, and eighth-grade teachers who teach the same content area. The

Principal Doris Candelarie says that her role in the process is to keep in mind the school vision, where the school is going, and to monitor the work to make sure it is on target.

teachers concentrate on examining test results to learn where students need to improve. For example, after analyzing the state test results from previous years, the sixth- to eighth-grade communication arts teachers agreed that all students would benefit from a common language schoolwide for improving their constructed response paragraph writing. “Working together in their learning team allows them to collaborate and agree on strategies that best improve the learning of the identified skills,” Nelson says. “Each learning team working together has a common goal of student improvement through improving their own instruction.”

“They can go to someone who is in a leadership role, but not an evaluative role. You get a lot more sincere reflection and self-help because it’s not a top down approach.”

At Vikan Middle School in Brighton, Colorado, teachers spent a professional development day working in teams by subject areas to answer the guiding questions from Rick DuFour’s work on professional learning communities: What is it we want students to know? And, how will we know if they’ve learned it?

Tom Rochester—a long-time eighth-grade science teacher who has witnessed many reform efforts at the school—helped lead his team in conversations on improving curriculum alignment across grade levels in order to address curriculum redundancy. The team agreed to refocus the curriculum

so that each grade level was responsible for teaching three or four concepts fully, thereby expanding the breadth of study on each topic.

During the daylong discussion, as they compared the curriculum by grade level with the Colorado state assessment, several other issues emerged. In particular, the teachers noticed that students had done very poorly on a section of the test on human body systems. As they polled each other that day, they realized that none of the science teachers address that topic. While their curriculum was too packed to add anything extra, the principal and the health educator agreed to weave it into the health curriculum. The team is also adopting a common lab write-up to use in all science classes in the school, and they are developing common assessments to use schoolwide as well.

Working under such a collaborative model, Rochester says, has allowed the faculty to become much more collegial. “I think before we were very autonomous in our dealings,” he says. “By integrating the curriculum, we became interdependent. This year and last year, we have also met consistently and very efficiently as a vertical team.”

Vikan Principal Doris Candelarie says that her role in the process is to keep in mind the school vision, where the school is going, and to monitor the work to make sure it is on target. “It’s a push on my part, but once they’ve got it and they’ve taken control of it, it’s theirs. I just need to be the guide, to say, ‘Here’s where we’re going,’ and then put it in the hands of the staff.”

Continuous Improvement — Creating a Context for Adult Learning

It is not enough to simply share and encourage teachers to take on leadership roles, principals say. Teachers constantly need to work on their particular expertise in the form of on-site and off-site professional development. The most significant role a principal can play in teachers' development "is creating an appropriate context for adult learning" within the school culture and environment, writes Rick DuFour in "In the Right Context" (Journal of Staff Development, Winter 2001). Rather than always searching for the perfect one-shot speaker, staff do best when they have consistent opportunities to work together, study together, and learn from each other, he writes. "Opportunities for learning and growth are structured into routine practices," DuFour writes.

"I work with [all teachers] from a place of tremendous respect and care because that's how I want them to work with children."

This can begin with setting a tone of respect in the building and modeling for teachers how they might work with students, Cavalier points out. "I work with [all teachers] from a place of tremendous respect and care because that's how I want them to work with children," she says. At Amherst, the most powerful adult learning occurs within the building and among the faculty itself, Cavalier says. After their initial three-year Turning Points grant ran out, three teachers attended a

A Process for Study Groups

Here is a commonly used process for study groups:

1. Form a group and develop working norms
2. Identify a challenge area as a study topic related to learning, teaching, and assessment with consensus from full faculty
3. Develop a focused research question or project related to the study topic
4. Research, investigate, and acquire knowledge through readings, sharing, site and classroom visits, meeting with other practitioners
5. Discuss and synthesize findings and what has been learned from the research and investigation
6. Develop an action plan based on research findings to improve learning, teaching, and assessment in members' classrooms and the school
7. Present recommended action plan to full faculty
8. Reach full faculty consensus to implement recommendations
9. Implement action plan in members' classrooms and the school
10. Assess impact of action plan on improving learning, teaching, and assessment

(See *Turning Points Guide to Data-based Inquiry and Decision Making* for a detailed description of the process used for study groups.)

Turning Points coaches institute for in-house facilitator training, and they have carried on that work. The teaching teams at Amherst use their common planning time carefully to look at student work, plan curriculum, and set goals for teaching and learning. At faculty meetings, teachers constantly share best practices and the entire faculty is reading *Understanding by Design* (Grant Wiggins and Jay McTighe, Prentice Hall, 2000), to look at their curriculum through the lens of essential understandings and begin to redesign it, she said.

The most significant role a principal can play in teachers' development "is creating an appropriate context for adult learning." (DuFour)

Teachers this year formed a new group focusing on race, culture, and ethnicity after analyzing state assessment data and discovering that students of color are not achieving as highly as White students.

When Lisa Houlihan first started as principal of Burncoat Middle School in Worcester, Massachusetts, it was the first year of their Turning Points grant and progress was slow, because teachers had no common planning time. Once they changed the schedule so that teaching clusters meet during the day, teachers benefited from their work together, she says. Each year Houlihan asks a new teacher to lead the cluster meetings. Like Cavalier, Houlihan says once the staff involvement level began to increase, she found that teachers took greater ownership of teaching and learning in the school. As a result of the increased working time together, teachers are visiting each other's classrooms more and talking to each other about their challenges and successes in their practice.

Inquiry or study groups play a critical role in ongoing learning at many schools in the Turning Points network and beyond. Lambert, in her *Educational Leadership* article, writes that many study groups challenge teachers to move to "new and collective levels of understanding," and this transfers to improved instructional practices. This year at Amherst, Cavalier says, there are five separate inquiry groups using data to address a question around a given challenge area. This year teachers formed a new group focusing on race, culture, and ethnicity after analyzing state assessment data and discovering that students of color are not achieving as highly as White students. The focus of their study is on understanding this gap and developing action plans to address it. Through the research and discussion involved in the inquiry process, Cavalier

points out, faculty better understand, have greater ownership, and then suggest solutions to problems facing the school.

At Lewis and Clark, teachers engage in two types of small group learning. Each year, the faculty has several professional development strands, or yearlong studies of a particular topic such as differentiation, brain-based learning, or Socratic seminars. Each strand has a teacher facilitator and each member of the group is responsible for contributing to the discussion, Steffes says. In addition, three critical friends groups of eight to 10 teachers meet for two hours once a month outside of school time. Groups take on a variety of issues, he says. For example, Steffes' group is studying the book *A Framework for Understanding Poverty* by Ruby Payne, and discussing how it affects their individual work at the school and the work of the faculty as a whole.

Don't Go It Alone: The Value of Principal Networking

When shared leadership truly has pervaded the culture of the school, principals say the traditional image of the principal "lonely at the top" fades away. Teachers and other school leaders are consulted as experts, and the leadership team where the principal has one vote takes on real responsibility for decisions around curriculum and instruction. Still, just as we now expect and hope teachers will work with each other to improve their practice, principals learn from each other's experiences and strengths. Lewis and Clark principal Steffes says he relies on a group of principals in similar schools around

Missouri who are members of either Coalition of Essential Schools or the Turning Points network. While they might occasionally hook up at a conference, the bulk of Steffes' contact is through e-mail.

“It helps me because I have someone in a completely different district I can bounce ideas off of and share with. I can be supportive of them and they can be supportive of me.”

Successful principals learn alongside their teachers and other principals. Vikan's Candelarie participates in programs at the Colorado Principals' Center, based at the University of Colorado in Denver. The center organizes professional development and networking opportunities for principals in the Denver area. This summer Candelarie and a group of like-minded principals formed their own professional learning community. The group meets periodically as a whole, and each principal participates in a smaller book study group with two other principals. “We're trying to model as principals what we're asking our teachers to do,” Candelarie says. “It helps me because I have someone in a completely different district I can bounce ideas off of and share with. I can be supportive of them and they can be supportive of me.” As well, Candelarie and her lead teachers are attending an institute on professional learning communities led by Rick DuFour, which allows them to take what they have learned back to their teams and to the faculty as a whole.

In his article, “In the Right Context,” DuFour advises principals to pursue professional development that brings the school closer to its vision—by reading constantly, finding a mentor, participating in a principal's network, and creating a coalition in the school to guide the school improvement process. By developing a school culture in which the entire staff honors its shared vision and commitments to each other, and values collaboration and continuous improvement, and in which each staff member has at least one person to talk to about challenges, “they address one of the deepest yearnings in the hearts of most teachers: To make a positive difference in the lives of their students,” DuFour writes. “And in helping teachers address that fundamental need, they increase the likelihood that teachers will themselves become servant-leaders to their students. And that is what the principal as staff development leader is all about.” ■

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