EVALUATION

You have been in Dave Grohl Middle School for three years. Your tenure year is your FIFTH year (new rules). The evaluation by your principal is a major deciding factor. The Tennessee State Legislature has delayed using student scores from PARCC or TCAP tests as part of librarian’s evaluation. The future is uncertain in regards to using student results to determine teacher effectiveness. But you want to be prepared for any result so you must be able to address all 3 of these issues.

What will you do in the next year to ensure that the students achieve highly on achievement tests?

Choose ONE of the courses by academic area, [in the Resources section]

Identify & describe

● the skills being taught to those students,
● the process models that you would use and why you chose these (Kuhlthau, Big6, etc.)
● activities to teach the skills to students,
● assessments to see if the students attained the skills.
● Identify pros and cons of being evaluated in this manner.
● Describe an assessment of your professional skills that you think would be valid and reliable.

HINT: Good library practice does not incorporate all skills into all subjects in a one-year time period. A Scope and Sequence was used in Libs 6110 and Libs 6200 (Big Six).

CENSORSHIP:

You are the librarian in a rural elementary school with 400 students. Mrs. Oaks (mother of 4th grader) is challenging the presence of Harry Potter and the Chamber of Secrets in the library. She wants it totally removed from the library citing its positive image on the use of magic, the prominence of the basilisk (snake), and the plot of the evil antagonist taking over the will and mind of a young girl. The parents of a 1st grader are challenging Lane Smith’s picture book, It’s a Book. The objection is to the use of the word ‘jackass’. The parents of a 6th grader are challenging the presence of A Wrinkle in Time citing its promotion of Christianity.

What are the steps you should already have taken in anticipation of such events?

What will you do now that challenges have occurred? [you may treat each challenge individually or together]

LEADER

Previous AASL standards in Information Power in 1988 and 1998 suggest that librarians are “curriculum leaders”. Use Empowering Learners principles and common beliefs that support librarian as Curriculum Leader. Describe your conception of a “curriculum leader”. What knowledge do you believe would be essential in order to be an effective “curriculum leader”? Give your ideas of how you work with teachers and administrators to improve the media center’s impact on curriculum.

FIRST LIBRARIAN

You are the first librarian in a school that has had a library with no supervision. You find books on the shelves and in boxes. The books are in no recognizable pattern. There is a card catalog, but no shelf list.
20 years of periodicals remain in the back room, unbound. There are numerous “illegal” videos. How will you handle the problem of organizing the library into a workable unit of the school? Only include organizational plans, not program plans. Provide an outline of steps that you will take to organize the library. Label each step with a priority code of 1-5 (1 highest, 5 lowest) and a time frame (e.g. 1 mo out, 1 yr out, 5 yrs out, etc.)

**GRANT COMPUTERS**

A grant has placed 35 new tablet computers in your K-5 library along with wireless high-speed Internet connections and a web-based OPAC. You have three years to fully integrate the use of these tools into the school’s curriculum, meaning that all students and teachers will use them to supplement and complement their lessons. The following conditions are in place: you have a supportive principal; grades K-2 (300 students) are on a fixed library schedule; grades 3-5 (310 students) have a flexible schedule; you have a full-time aide.

Outline month-by-month (Aug-July) your first-year plan for the library program to accomplish this integration

- Include Information literacy skills
- Use Empowering Learners principles as support for your decisions
- Identify possible obstacles and your approach to overcoming them

**CATALOG THIS**

Using the rules of Libs 6120, ISBD, AACR, MARC--Create an original Marc record for this item. NO SUMMARY IS REQUIRED; NO SUBJECT HEADINGS ARE REQUIRED. The information below contains Area 1, Area 2, Area 4, Area 5, Area 7, Area 8 information. All access points should be included. Information about an item will be presented to you in this form: you must change it to a MARC record with AACR punctuation.  

**City dog, country frog** / words, Mo Willems ; pictures, Jon J. Muth.
Language: English
Publication Information: Published by Hyperion Books for Children (New York) in 2010.

Edition: no edition is listed

Physical Description: no numbering on pages; color illustrations….10.3 inches high

Publication Type: Book
Document Type: Fiction

Subject Terms:
- Friendship -- Juvenile fiction
- Dogs -- Juvenile fiction
- Frogs -- Juvenile fiction
- Picture books for children

Abstract: Summary: Through the seasons, whenever City Dog visits the country he runs straight for Country Frog's rock to play games with him, but during the winter things change for them both.

Notes: Media: watercolor.
- A Junior Library Guild selection
- Hornbook Review: 4.8


PRINT V. MEDIA

Thoroughly examine the issue of print media versus electronic media in the high school library. Consider that some print reference items are being replaced by electronic versions and the print editions will no longer be available. There are school libraries withdrawing all print materials. Fiction is downloaded on e-readers and the reader is checked out. Students may download on their own devices. All aspects should be covered such as cost, use, access, technical support, etc. Both sides of the issue should be presented and supported logically.

CENSORSHIP:

You are the librarian in a rural, conservative elementary school with 400 students. Mrs. Oaks (mother of 4th grader) is challenging the presence of Harry Potter and the Chamber of Secrets in the library. She wants it totally removed from the library citing its positive image on the use of magic, the prominence of the basilisk (snake), and the plot of the evil antagonist taking over the will and mind of a young girl. The parents of a 1st grader are challenging Lane Smith's picture book, It's a Book. The objection is to the use of the last page. From Mother Reader (http://www.motherreader.com) At the very beginning of this book, we are introduced to the characters — a mouse, a monkey, and a jackass. That's the hint. The payoff comes after the monkey has explained to the jackass the concept of a book throughout the story, and ends with the line, “It’s a book, Jackass.” Does the capital letter diffuse the controversy? Why or why not?

What are the steps you should already have taken in anticipation of such events?

What will you do now that challenges have occurred? [you may treat each challenge individually or together]

Does the community’s standing as conservative affect your decision? If it were a liberal community would your decision be affected? Can you cite any legal cases that support your answer to this?

LIBS Comp questions 4/17/2015 Page 3 of 17
What are the necessary elements in a defense rationale for an item that has been challenged?

**FIVE YEARS**

You have been in your K-6 library for five years. You have successfully implemented a partially fixed/flex schedule, have a complete curriculum map, have a 60% collaboration rate with teachers, and have weeded the collection to match the curriculum. A new principal places little value on the library’s integration into curriculum. You are not assigned to any committees and have been “asked” to move into the rotation schedule to provide planning time for teachers. The portion of your schedule that is flex is being “reconsidered”. Write a description of all that you will do to defend your program and to maintain it as it is.

**IN SERVICE**

Please outline the topics for an in-service (to district principals) on Information Literacy. Expand each topic and provide a storyboard for the PowerPoint presentation that you will use for the in-service. Include one of the process models to teach information literacy skills. Include Empowering Learners principles and library skills. Remember: principals are interested in bottom line influences on academic achievement. Citation of research will be vital.

**KIDLIT AUTHORS**

**FILL IN ALL BLANK CELLS** WITH ANY WORK THAT MATCHES. The first one is finished (HIGHLIGHT SHOWS WHAT I ADDED). Answer on this table; do not use a bluebook! [THE LIST WILL CONTINUE UNTIL IT CONTAINS 35 PROMINENT YOUNG ADULT / CHILDREN'S AUTHORS OR ILLUSTRATORS.]

<table>
<thead>
<tr>
<th>Author</th>
<th>Genre Most Often Writes In</th>
<th>Major Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth George Speare</td>
<td>Historical Fiction</td>
<td>The Witch of Blackbird Pond</td>
</tr>
<tr>
<td></td>
<td>Science Fiction</td>
<td>Stranger in a Strange Land</td>
</tr>
<tr>
<td></td>
<td>Realistic fiction (or nonfiction since the statements can be construed as true statements)</td>
<td>A Hole is to Dig</td>
</tr>
</tbody>
</table>
**READING**

Reading fluency is most affected by extensive reading. Discuss a program that will attract and influence teenagers to keep on reading after elementary school. What types of materials and sources will you provide? What kind of programs will you provide? From whom can you seek help? What proof can you provide that the program will work? Specific AASL principles, experts, authors, and teen-friendly materials (all media) should be cited.

**LIBRARY TYPES**

Compare and contrast school libraries, public libraries, academic libraries, and special libraries. Include characteristics, clientele, funding sources, services, collection, personnel and their qualifications, the size of the library, current issues (if any), etc.

**PEW**

A 2013 Pew Research Center survey’s major findings include:

**Who has home broadband? New data and resources**

August 28, 2013

By Kathryn Zickuhr

In case you missed it, we just released our latest data on home broadband adoption among American adults:

- **Some 70% of American adults ages 18 and older have broadband at home as of May 2013.** Another 3% of adults go online at home via dial-up.

- **One in ten adults (10%) lacks home broadband but does own a smartphone.**

The report also found that demographic groups with the highest rates of home broadband adoption continue to be college graduates, adults under age 50, and adults living in households earning at least $50,000, as well as whites and adults living in urban or suburban areas. (More data on broadband adoption by different demographic groups is available in the full report.)

The Census Bureau’s July 2011 Current Population Survey found that about 98% of U.S. households live in areas where they have access to broadband Internet connections as of July 2011, although only 69% of households used broadband at home at that time.2 Our previous research has found that many dial-up users cite cost and access as the main reasons they don’t have broadband, though for adults who don’t use the internet at all, a lack of interest is often the main issue.

**One in ten adults owns a smartphone but lacks home broadband**

In recent years internet-connected mobile devices such as smartphones have exploded in popularity, offering an alternate form of “home” internet access (some 56% of American adults own a smartphone of some kind.)
Though smartphones have often been heralded as a way to "bridge the digital divide," it's unclear whether smartphones qualify as "broadband" speed, or whether they offer the same utility to users as a dedicated home internet connection.

However, smartphones do offer a potential source of online access to individuals who might otherwise lack the ability to go online at all from within the home, even if that access is somewhat limited in comparison. And indeed, our report also found that 10% of American adults own a smartphone, but lack a broadband connection at home.

Our data shows that while counting smartphones as a form of high-speed home internet access helps narrow the differences between some demographic groups, it actually widens the gap between others. For instance, the following chart shows that while blacks and Latinos are less likely to have access to home broadband than whites, factoring in their use of smartphones does nearly eliminates that "gap." Yet including smartphones actually exacerbates differences in "broadband" adoption rates when we look at adoption by age group, due to the fact that younger adults are much more likely to own smartphones than older adults.

### Broadband and smartphone adoption by race/ethnicity, age group

Among all American adults ages 18 and older, the % in each group who...

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>% with home broadband (total)</th>
<th>% who have a smartphone (total)</th>
<th>% who have broadband or smartphone</th>
<th>% who have smartphone only</th>
</tr>
</thead>
<tbody>
<tr>
<td>a White, Non-Hispanic (n=1571)</td>
<td>74&lt;sup&gt;bc&lt;/sup&gt;</td>
<td>53</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>b Black, Non-Hispanic (n=252)</td>
<td>64&lt;sup&gt;a&lt;/sup&gt;</td>
<td>64&lt;sup&gt;a&lt;/sup&gt;</td>
<td>79</td>
<td>15</td>
</tr>
<tr>
<td>c Hispanic (n=249)</td>
<td>53</td>
<td>60</td>
<td>75</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>% with home broadband (total)</th>
<th>% who have a smartphone (total)</th>
<th>% who have broadband or smartphone</th>
<th>% who have smartphone only</th>
</tr>
</thead>
<tbody>
<tr>
<td>a 18-29 (n=404)</td>
<td>80&lt;sup&gt;cd&lt;/sup&gt;</td>
<td>80&lt;sup&gt;bcd&lt;/sup&gt;</td>
<td>95&lt;sup&gt;bcd&lt;/sup&gt;</td>
<td>15</td>
</tr>
<tr>
<td>b 30-49 (n=577)</td>
<td>76&lt;sup&gt;cd&lt;/sup&gt;</td>
<td>67&lt;sup&gt;cd&lt;/sup&gt;</td>
<td>89&lt;sup&gt;cd&lt;/sup&gt;</td>
<td>11</td>
</tr>
<tr>
<td>c 50-64 (n=641)</td>
<td>69&lt;sup&gt;d&lt;/sup&gt;</td>
<td>45&lt;sup&gt;d&lt;/sup&gt;</td>
<td>77&lt;sup&gt;d&lt;/sup&gt;</td>
<td>11</td>
</tr>
<tr>
<td>d 65+ (n=570)</td>
<td>43</td>
<td>18</td>
<td>46</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Pew Research Center’s Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013; N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

**Note:** Percentages marked with a superscript letter (e.g., <sup>a</sup>) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).

### Rural broadband adoption and access

Our report finds that urban adults and suburban adults continue to be significantly more likely than adults living in rural areas to have home broadband. This gap persists even when smartphone ownership is factored in, as shown in the following chart.
Broadband and smartphone adoption by community type

**Among all American adults ages 18 and older, the % in each group who...**

<table>
<thead>
<tr>
<th></th>
<th>% with home broadband (total)</th>
<th>% who have a smartphone (total)</th>
<th>% who have broadband or smartphone</th>
<th>% who have smartphone only</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Urban (n=763)</td>
<td>70c</td>
<td>59c</td>
<td>80c</td>
</tr>
<tr>
<td>b</td>
<td>Suburban (n=1037)</td>
<td>73c</td>
<td>59c</td>
<td>83c</td>
</tr>
<tr>
<td>c</td>
<td>Rural (n=450)</td>
<td>62</td>
<td>40</td>
<td>70</td>
</tr>
</tbody>
</table>

**Source:** Pew Research Center’s Internet & American Life Project Spring Tracking Survey, April 17 – May 19, 2013. N=2,252 adults ages 18+. Interviews were conducted in English and Spanish and on landline and cell phones. The margin of error for results based on all adults is +/- 2.3 percentage points.

**Note:** Percentages marked with a superscript letter (e.g., c) indicate a statistically significant difference between that row and the row designated by that superscript letter, among categories of each demographic characteristic (e.g. age).

Though our research focuses on adoption instead of physical access or connection speed, data on these issues and more is available in the report "Broadband Availability in Urban vs. Rural Areas" (pdf) from the National Telecommunications and Information Administration (NTIA).

**Government data and resources**

The Census Bureau has state-by-state data on home internet, computer, and smartphone use from its July 2011 survey, which is also used by the National Telecommunications and Information Administration (NTIA) in “Exploring the Digital Nation: America’s Emerging Online Experience.” The NTIA report includes data on types of broadband connections, internet and broadband costs, state-level data, and data for smaller demographic groups such as Asian Americans and American Indian and Alaska Natives.

The NTIA’s interactive National Broadband Map also has lots of data on topics such as types of broadband connections, connection speeds, number of broadband providers, or area demographics by state, county, metropolitan area, and more. For more, see ntia.doc.gov/data.

1. For our broadband definition, we asked people who said they used the internet at home the following question: “At home, do you connect to the Internet through a dial-up telephone line, or do you have some other type of connection, such as a DSL-enabled phone line, a cable TV modem, a wireless connection, or a fiber optic connection such as FIOS?”


What will you do in your library program to incorporate these findings? Address all Policies, Practice, Dispositions, Acquisitions, and Public Relations.

**8TH GRADE:**

The 8th grade class will use the library for four days for a research project dealing with the Civil Rights era of 1962-1970.

Please create a LIST of the literacy skills that you think they will need to complete the project.
Create a three lesson unit for the class.
For EACH lesson:
Include the title of the lesson
Include the objectives (general description)
The literacy skills from the list in #1 that match this lesson
The activities
The assessment you will use
Number each part (1, 2) and with part 2, label each lesson as LESSON 1, LESSON 2, LESSON 3. Make sure that the grader can understand the relationships in the lesson.

**BELL**

Joseph A. Bell Elementary School has just been designated as a charter school focusing on Science and Math. You have been hired as the librarian and have one month to realign the library collection with the curriculum for GRADE 3.
Create a detailed plan to accomplish the task.
Identify the DDC summaries that you will align.
Include the selection aids that you will use.
Here IS THE CURRICULUM FOR THE YEAR:
Number Sense and Operations Strand
PLACE VALUES TO 6 DIGITS
ORDERING
COUNTING BY TEN
ADDING / SUBTRACTING 3 DIGIT NUMBER
NUMBER SENTENCES
ROUNDING TO THOUSANDS
MULTIPLICATION TABLES TO 12
CONSUMER MATH - MONEY
Geometry Strand
NAMES OF POLYGONS
TRIANGLES
Measurement Strand
TIME
UNITS OF TIME
MILITARY TIME
TIME ZONES IN U.S.A.
Patterns, Relations, and Algebra Strand
FINDING PATTERNS AND SEQUENCES

**DEBATE CLOUD**

Argue the pro or con side of this resolution (your choice). Include evidence of knowledge of specific tools, limitations, possibilities of digital media. Budgetary considerations must also be addressed—equipment to access, staff supervision, etc.
**RESOLVED:** In regards to a library collection program, library collections of ‘cloud’ and web-based tools should be relegated to a minor role. (not used)

**STANDARDS IN LIBRARIES**

Create a mind map (graphic organizer) for the evolution of standards in school librarianship.

**NEW TOMORROW**

Margaret Alexander Edwards wrote the following in 1969:

> With all its machinery for charging out books, organizing, preserving, and dispensing information, with all its technicians trained to operate the machinery, the public library is as new as tomorrow. As for professional services to the individual and the community, however, the library is becoming an anachronism. Never effective in dealing with the nation’s reading problems, the library is slipping further and further behind the times.”

What does she mean, “the public library is as new as tomorrow”? How can the main emphases of Common Core make the library relevant “in dealing with the nation’s reading problems”?

**CURRICULUM FOR ELEMENTARY SCHOOL**

Create a mind map (graphic organizer) for a library curriculum program for the 2nd and 3rd grade.

**OUTSIDE INFLUENCES**

Explain in sufficient detail how the following have affected the teaching of library information skills:

- NCLB
- Common Core
- Empowering Learners
- Race to the Top in Tennessee
- The TEAM rubric for librarians
- Legal cases that affect intellectual freedom in the school library

**CONSTITUENCIES**

School library media centers provide services and information access to several constituencies: students, parents, faculty, staff, administrators, and others in the school’s community.

Identify the services and types of information access that could be provided to each of these groups. Explain how you will promote these services. Identify the steps you must take to insure that you are meeting the needs of the various groups.
Explain how you will evaluate your library program to be sure that it is providing appropriate services and meeting the needs of all constituencies.

**DIGITAL**

In your middle school (grades 6-8), the English department teachers have asked you to add e-readers and e-books to the school collection. Your school has a free/reduced lunch population of 32%. There are 4 visually impaired students and 2 hearing impaired students in the school. Write your response to the request.

**COLLABORATION**

Collaborative teaching is the model for school librarians. Identify the obstacles to collaboration and propose a solution for each obstacle.

**CHOICES**

Which of these is more important as a goal for you?
- Encourage students to become information literate, independent learners, and socially responsible in their use of information and information technology.
- Encourage and engage students in reading, writing, viewing, and listening for understanding and enjoyment.
Support your choice with professional sources and explain why you made this choice.

**RURAL**

You are the librarian in a rural high school with 562 students. A group of students wants you to buy the Turner Diaries. What are the steps you should already have taken in anticipation of such an event? What will you do now that it has occurred?

**PRINCIPAL**

Read the enclosed article and write on the following ideas. Cite the article, Information Power, and any other sources (such as Woolls or Curry Lance). Please use the number of the question and use headings (as in APA):

1. If the word "Librarian" is substituted for "Principal" in this article, what meaning does it have for you?
2. What surprised you most about the article?
3. Identify which ideas in the article apply to librarianship, how you think they apply, and why you think they are applicable to the profession.
4. Choose four of the seven goals numbered in the article. Identify specific programs or strategies that you would use to achieve these goals, as they would pertain to a library.

**Here is the article**

**The Contemporary Principal**
**New Skills for a New Age**
By Kathy Checkley
Volume 42, Number 3
May 2000

The search is on. From Old Saybrook, Conn., to Salinas, Calif., from Patch Grove, Wisc., to Plano, Tex., schools across the United States are on the lookout for strong leaders. This would be good news, except for one problem: there may not be enough strong leaders to go around.

That's the message from superintendents who, in Education Week articles published earlier this year (see Resources, below), reported difficulty in finding principals who are capable of providing effective leadership. One reason for this, the superintendents suggested, is that the definition of "effective leadership" has changed significantly. The contemporary principal has to manage far more than the administrative tasks traditionally associated with running a school. As the composite advertisement at left indicates, school leaders today can expect an increasingly complex and demanding job.

**Changing Schools, Changing Roles**

Schools today "are in the midst of examining the proper work for teachers and the proper work for students," says David Holdzkom, assistant superintendent for research, development, and accountability in Durham (N.C.) Public Schools. "As we redefine what teachers do as professionals, we must, by necessity, redefine how school leaders operate."

Holdzkom was able to explore firsthand how school leaders operate when he served as an interim principal at a school in his district last year. ("I was principal by day, superintendent by night," he chuckles.) The experience reaffirmed his belief that the key role of the contemporary principal is to serve as an instructional leader who, in turn, promotes teacher growth. "I, as principal, was in no position to teach the 600 boys and girls at that school," Holdzkom says. "I had to trust the teachers to do the teaching."

What he, as principal, could do was help teachers identify instructional goals and offer his support as they worked toward achieving those goals. Holdzkom observed teachers in the classroom and provided constructive feedback, for example. He encouraged teachers to watch one another teach, to
learn from one another. He made sure that teachers had adequate supplies. "My job was to make it possible for teachers to do their job better."

Holdzkom points out that his task was made easier because he understood his district’s vision of what student learning looks like and knew what instructional approaches supported that vision. Once it’s clear what the ultimate objective is, he states, principals can then ask teachers, How can we reach that goal?

Data Driven, Goal Oriented

[Goal 1]
"You have to have a vision about where things need to go and be committed to that vision," agrees Mel Riddile, principal at J.E.B. Stuart High School in Fairfax County, Va. However, he adds, the goals "will be different depending on where you work," and based on the unique needs of students at each school.

At J.E.B. Stuart, for example, a needs-assessment survey revealed to Riddile and his staff that students needed to improve their reading skills. "So one of our goals is to have all students reading at grade level by the 11th grade," he explains, adding that such a goal would not have been a focus at other schools where Riddile served as assistant principal.

[Goal 2]
School leaders must determine the learning needs of the school's population and then create an instructional program to meet those specific needs, Riddile asserts. At J.E.B. Stuart, Riddile and his teachers "looked at the options and determined that the problem was not going to be solved by hiring a reading teacher." Instead, all of the teachers would need to teach reading and would, therefore, need training in how to do it well.

Still, says Riddile, school leaders must not be afraid to suggest a change if the data show that the chosen instructional approach isn't working. "You have to measure what you're doing. We give students pre- and post-tests to see if they're making improvements." The results indicate what adjustments need to be made. "If all students aren't learning, we've got to try another way," he maintains.

[Goal 3]
Principals "have to be more nimble, more agile"—able to make decisions more quickly, agrees Alice Maniloff, assistant director of the Principals' Executive Program at the University of North Carolina. She recalls an "eye-opening" seminar she attended at which the vice president of a technology company described the fast-paced, always changing environment of her workplace. At that company, says Maniloff, employees adopt a "Web-year" mentality—at the end of every three-month cycle, those employees expect change to occur.
It would be helpful for principals and teachers to see change as inevitable and positive, Maniloff asserts. "Imagine what that would mean for students!" she exclaims. "Wouldn't it be fabulous? If a student isn't doing well," a teacher could modify instruction and "get to him before he fails."

[Goal 4]
Sharing Responsibility, Authority

Of course, the kind of learning environment Maniloff and others envision requires a school leader to "clearly articulate the vision and create a sense of mission," but then empower others—especially teachers—to carry out that mission, says Jean Brown, director of the Los Angeles Unified School District's Administrative Academy.

Indeed, many of the sessions that administrators attend at the Academy focus on "how to bring people together" and how to then harness that collective energy, says Brown. Some activities help administrators learn how to identify the natural leaders among the staff who can help bring other teachers along. If improving reading is a goal, for example, administrators are encouraged to find a teacher leader with strong skills in reading instruction who can share his effective strategies with his colleagues. "In this way, developing the staff is not the sole responsibility of the principal," Brown states.

Nor should developing the staff—or indeed making any instructional decision—be the sole responsibility of the principal, experts contend. That's the ironic twist of leadership: a principal is ultimately accountable, but not solely responsible, for success.

[Goal 5]

"You have to have the ability to give power away, to trust in the ability of others to do a good job," says Josie Rivera, principal at William Wood Elementary School and Guadalupe Elementary School in Victoria, Tex. Last year, Rivera was named a National Distinguished Principal by the National Association of Elementary School Principals. It was partly the academic success of students at both schools that brought her such recognition, but Rivera gives the credit to the leadership of the teachers.

First, however, Rivera had to build within teachers a desire to be empowered. "It started out slowly here," she recalls. "Teachers would ask me, 'What do you think of this?' 'Should I do that?' I would tell them, 'That's your decision to make.'" As her teachers became more accustomed to making decisions and overcame their uncertainty, "they became confident in their own expertise," Rivera says, adding that she then became a sounding board and cheerleader for their ideas.

"Principals should be visionary and allow teachers to take risks"—and that means allowing for some mistakes, Rivera maintains. "If the teacher wants to try something and it doesn't work out, we need to learn to ask, What did we learn from that?"
Riddile agrees. "Teachers may have answers, but may not realize they have the answers," he says. The leader's job, therefore, is to encourage teachers to test their ideas while always monitoring student progress. Teachers, Riddile submits, must become the scientific explorers of their profession. "When the Apollo astronauts went to the moon, they were on course only about 10 percent of the time," he points out. The astronauts had a vision, and they had a mission—"they knew where they were going, but they had to keep making adjustments along the way." No one thought of those adjustments as failures, and educators shouldn't either, he asserts. "There is no failure, only feedback."

Fighting Tradition, Building Trust

As ideal as it sounds, establishing a culture that supports teacher leadership and shared decision making is easier said than done, experts caution.

For one thing, most educators today grew up in a time when "the boss was supposed to be able to do everybody's job," says Holdzkom. As a result, teachers and principals alike have to overcome old, ingrained notions of leadership, he explains.

Today's leaders have to establish school cultures that help teachers "feel like they are equals," but teachers "often make decisions based upon what they think 'the boss' wants," notes Clete Bulach, director of the Professional Development Center at the State University of West Georgia. "That's really not shared decision making."

The problem often results when principals and teachers have a rather vague notion of what shared decision making is, Bulach adds. "Many leaders do not clearly explain the role of the subordinate in the decision-making process." So, teachers give their input and are disappointed if the principal's ultimate decision doesn't reflect their thinking. Teachers, he observes, are then less inclined to engage in the process.

Such disillusionment can be avoided, Bulach insists, if school leaders learn to do just two things: listen and communicate. To lead others "is a human thing," he notes. "To be effective, you have to have well-developed human relations skills."

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"Listening," Bulach continues, "is one of the most critical skills any leader can develop. Listening conveys caring, and when people know you care, they begin to trust. Once they begin to trust, they open up and take risks."

"A principal should always listen and show teachers that she's willing to help them," states Rivera. It's all too easy to become distracted by the day-to-day minutiae, she admits, so she has a very practical, simple solution for other principals. When a teacher seeks you out, "put everything down and turn so that you're facing the person," she instructs. Rivera even went so far as to arrange the furniture so that she's facing the wall when she's sitting at her desk. "That way, if someone comes in, I have to
physically turn around in my chair," she explains. "There is no barrier between us—just one-on-one communication."

There are other tangible ways for principals to show they're listening, such as acting on the feedback they receive, adds North Carolina's Maniloff.

For example, administrators in the Principals' Executive Program are evaluated anonymously by teachers at their schools. "This way principals have an idea of what teachers think of their leadership" and where they think improvement is needed, Maniloff explains. She recalls that when she was a principal, she also went through the program, and teachers indicated that she didn't spend enough time celebrating the school's accomplishments. "They actually told me whom I should put in charge of celebrations," Maniloff remembers with a laugh. "So, I put that person in charge, and it worked. Every faculty meeting from then on included time for celebrations."

Ceremonies and celebrations are about focus and purpose, states Riddile, who tells teachers to "always remember why you do this." He sends the same message to students, parents, and other community members through the Outstanding Effort Award. Every quarter, J.E.B. Stuart High School holds a reception for honored students and their families to thank them for their continued effort. The gathering is a "win-win situation for everybody," Riddile says.

[Goal 7]

It's important for school leaders to make such connections with parents and the community, Brown affirms. A principal for 10 years, Brown would regularly solicit input from parents and community members to help guide the direction of the schools she managed. She also felt it was important to provide parents with training. "When we began a new math program at one school, we conducted a family math program in the evenings so parents would understand the program," she explains. The same strategy was used when the school implemented a new reading program.

These kinds of efforts are critical for strengthening the bond between school and home, Brown states. Often, she observes, when "an administrator keeps the community involved and informed, he or she finds that the goals of the parents and the school are not so very far apart."

An Honor and a Privilege

For her part, making time for honoring achievement and taking pleasure in accomplishments is now something Maniloff wholeheartedly supports. She is an unabashed, self-proclaimed champion of the principalship. "It's such hard work," she says, "but in the life of the principal, you get to see things that just make your heart sing."

It's those moments, Riddile adds, that "energize" good leaders. It's a tough job, he concedes, but "extroverts like myself get charged from being around a lot of people" and from the opportunity to solve problems. "It's really important to know why you're doing this job," he notes, adding that he
became a school leader because "as principal, I know I can make a difference."

Exploring the Role of the Principal When Kathy Birkett became principal at Neuqua Valley High School in Naperville, Ill., she made all the mistakes that first-year leaders often do. "I think my goal was survival," says Birkett. "I spent way too much time on administrivia and too little time on what really counts," such as the students and staff and community ties.

Birkett, now more seasoned, is one of seven principals featured in the ASCD video-based professional development program The Principal Series. The series is designed to help school leaders establish a personal plan to develop the skills essential to the principalship and motivate them to act on that plan.

The video series should also give those considering a career as a principal a good idea of how demanding and potentially all-consuming the job can be.

"I'm often asked to give tips to budding administrators," says Birkett, who has a continually growing list of suggestions. She tells those future administrators "to spend a lot of time looking at team and interpersonal dynamics," to analyze "how comfortable you are in being embroiled in controversy and having to make a stand," and to really explore what taking such a job will mean to them personally. Prospective principals "have to take a look at the work load" and decide if they're really willing to make such a commitment. The principalship "is a change in your personal life," Birkett says. "Balance is a constant issue."


The Power and Promise of Meaningful Leadership. In this live audio recording from the 1999 Annual Conference and Exhibit Show, Cile Chavez discusses the need for school leaders to create learning environments that focus on building trust and hope among all staff.

ASCD's Professional Development Online: Effective Leadership. This Web-based, interactive course introduces a variety of techniques and tools to help principals and other administrators hone the skills that will enable them to lead successfully in times of change.

For more information on any of these resources, call ASCD at 800-933-2723 or 703-578-9600. Or visit the ASCD Online Store at http://www.ascd.org.

Online Resources Education Week. "You seldom find a good school without an effective leader," states Steve Drummond, deputy managing editor for Education Week.
That observation helped to inspire editors at Editorial Projects in Education Inc., which publishes Education Week, to launch a two-year special project that examines leadership in education. During the next two years, says Drummond, readers can look for various articles designed to promote discussion about how the jobs of principals and superintendents are changing and to explore the implications of that change.

Education Week's special projects can be found on the Web at http://www.edweek.org.

Education World. Several articles related to the issues associated with school leadership can be found on the Web at Education World. Go to http://www.education-world.com. Then, click on Administrators, located in the Quick Browse box. Then, click on School Principal Resources.