



Menu

This Menu gives you quick access to all the content for *Leading Learning Communities*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1:

Developing Quality Schools

This topic is:



100% Complete

Topic A:

NAESP Manual | Hide Content

1. Standards for what Principals Should Know and Be Able To Do (NAESP Manual) | 00:00

Module 2:

STANDARD 1 - Balance Management & Leadership Role

This topic is:



11% Complete

Topic A:

Expert | Hide Content

1. The Principal is the instructional leader of the school | 02:35
2. Principals need to find balance between leadership and management | 04:45
3. Quantifying the benefits of school reform initiative | 03:50
4. Decoupling learning and punishment | 05:50
5. Encouraging students to be life long learners | 02:15
6. Encouraging teachers to be life long learners | 06:45
7. Schools need to promote risk taking with a supportive structure | 08:25
8. Educators can't lead where they won't go | 04:00
9. Teachers need to label themselves as "Leading Learners" | 05:55

This topic is:



8% Complete

Topic B:

Practitioner | Hide Content

1. Management and leadership at Toth Elementary school | 01:00
2. Collaboration, commitment, caring, creativity and crazy at Toth Elem. | 07:10
3. Managers do things right, but leaders do the right things | 02:40
4. Looking for the strengths of each faculty and staff member | 07:30
5. Creating and fostering a community of learners | 07:10
6. Meaningful parental involvement | 03:00
7. Promoting learner-centered leadership | 05:20
8. Seeking leadership from multiple sources | 03:35
9. School improvement that relies on data collection | 06:40
10. Using Data to determine credentialing | 04:55
11. Overcoming the challenge of a year long school construction project | 03:30
12. Promoting and rewarding teacher imagination and passion | 04:40
13. Toth Elementary Principal - final thoughts | 00:50

Assessment:

Balance Management & Leadership Role

Module 3:

STANDARD 2 - Set High Expectations and Standards

This topic is:



7% Complete

Topic A:

Expert | Hide Content

1. Establishing a clear vision around commonly shared goals & objectives | 03:20
2. Overcoming the challenge of teacher isolation | 02:00
3. How do I establish faculty and staff collegiality? | 02:25
4. Providing time during the school day for teachers to work together | 03:35
5. Effective schools internalize responsibility for student achievement | 05:00
6. Effective schools look for external guidance | 01:15
7. Summary of characteristics found in effective schools | 00:45
8. Most student grouping practices have proven to be ineffective | 02:30
9. Evidence of student learning is the single strongest teacher motivator | 05:10
10. Are students who perform at a low level being taught at that level? | 01:40
11. Do differentials in student performance becomes institutionalized through groupings? | 03:50
12. Leaders need to model the best instructional practices | 01:00
13. School culture change occurs only when specific problems are confronted | 04:15
14. Setting timelines and targets for school culture change is essential | 06:50

This topic is:



8% Complete

Topic B:

Practitioner | Hide Content

1. Desire, discipline and dedication at the KIPP Academy | 03:25
2. School leaders cannot accept excuses | 01:30
3. Kipp Academy mission: Help kids develop academic & character skills | 02:20
4. Hiring great teachers - look for winners and people that have overcome difficulty | 04:55
5. More school time is critical to student success at the KIPP Academy | 02:25
6. Does smaller class size really work? | 02:05
7. The profound impact of student extracurriculars | 01:10
8. Motivate students through field trip rewards | 02:50
9. Developing student character and academic skills at the appropriate age | 01:50
10. Teachers as "Protectors" | 05:15
11. Building staff commitment and dedication at the KIPP Academy | 05:05
12. The pillars of success at the KIPP Academy | 01:55

Assessment:

Set High Expectations and Standards**Module 4:****STANDARD 3 - Demand Content and Instruction that Ensure Student Achievement**

This topic is:



5% Complete

Topic A:

Expert | Hide Content

1. The principal as an instructional leader | 04:00
2. Gain a deep understanding of good teaching | 03:25
3. Distributive leadership that works | 02:00
4. Make a strong commitment to improving teacher practice | 02:20
5. The lion's share of Principal's time must be spent in classrooms | 05:20
6. What should a Principal look for during a classroom observation? | 04:40
7. Providing effective and constructive teacher feedback | 02:55
8. Providing feedback focused on improving teacher practice | 03:50
9. Using data to provide opportunities for change | 01:40
10. Hire teachers with the right personal characteristics | 02:10
11. Every teacher should have a personal professional development plan | 02:45
12. Speaking with a voice that communicates values | 01:55
13. Setting clear teacher expectations | 04:05
14. A single form of teaching that integrates instruction and development | 03:45
15. Technology is not a replacement for good teaching | 01:55
16. A Principal must espouse and model adult learning | 01:30
17. Principal and administrator professional development | 04:50

18. Reciprocal accountability | 01:25
19. Methods to observe Principal leadership in action | 02:30
20. How do I gather evidence of student learning? | 03:00
21. High quality leadership at the site level is critically important | 01:00

This topic is:



5% Complete

Topic B:

Practitioner | Hide Content

1. A paradigm shift from school management to instructional leadership | 05:40
2. Making teachers comfortable with classroom visits by the Principal | 03:00
3. Clear expectations, accountable talk, organizing for effort & academic rigor | 05:00
4. Instructional leadership - making a commitment to change | 04:35
5. Improving the way students communicate in class | 03:45
6. Accountable talk - embracing professional learning communities | 04:30
7. Bringing other teachers along on an instructional walk-through | 04:45
8. Eliciting teacher feedback after a classroom observation | 05:00
9. Moving from individual teacher feedback to staff conversations | 03:45
10. Setting expectations and focus prior to the classroom walk-through | 03:10
11. Conducting a post observation conference with the teacher | 03:35
12. Classroom observations are not about finding faults | 03:00
13. Focusing on standards and practice | 04:35
14. Looking at essential questions for each standard | 06:00
15. Collegial conversations around accountable talk | 03:45
16. Using a rubric to score student work | 02:35
17. Is your school's organizational structure helping you meet your goals? | 03:50
18. Periodic self reflection is essential when implementing school change | 06:10
19. What does it take to be a true instructional leader? | 04:50

Assessment:

Demand Content and Instruction that Ensure Student Achievement

Module 5: STANDARD 4 - Create a Culture of Adults Learning

This topic is:



14% Complete

Topic A:

Experts | Hide Content

1. Research on the characteristics of effective instructional leaders | 06:50
2. Examining the beliefs of effective instructional leaders | 01:40
3. What does shared governance really mean? | 05:00
4. Twelve implications for comprehensive staff development | 04:15
5. Foster teacher reflection through the use of these practical suggestions | 01:40
6. Become a powerful instructional leader by following these guidelines | 05:45
7. The six standards in the "Leading Learning Communities" publication | 01:25

This topic is:



6% Complete

Topic B:

Practitioner | Hide Content

1. Introduction to instructional leadership at Miramar Elementary School | 03:40
2. Moving away from "one size fits all" professional development | 03:15
3. Participating in your staff's professional development | 04:50
4. Providing opportunities for teachers to visit colleagues | 05:20
5. Scheduling time for teachers to collaborate and reflect on their practice | 03:55
6. Practical suggestions for observing other teachers | 02:30
7. Opportunities for teachers to engage and reflect | 01:25
8. Creating a professional learning community | 01:30
9. Practical advice for meaningful walk-throughs | 06:40
10. Staff conferences: A blueprint for success | 04:40
11. Achieving the ideal balance between administrative and instructional tasks | 03:00
12. Maximizing the value of teacher's time away from the classroom | 02:35

13. Staff development needs to be differentiated | 02:40
14. Cultivate teacher reflection through an ongoing principal/teacher dialogue | 03:40
15. Select targeted professional development | 03:05
16. An abundance of professional development opportunities for the Principal | 04:45
17. Instructional leadership coaching - A model that works | 03:35
18. A Principal mentor is an invaluable resource | 01:15

Assessment:

Create a Culture of Adults Learning**Module 6:****STANDARD 5 - Use Multiple Sources of Data as Diagnostic Tools**

This topic is:



7% Complete

Topic A:

Expert | Hide Content

1. Using data is challenging for new Principals | 03:25
2. Data can be used to meet all of the "Leading Learning Communities" standards | 01:35
3. Use data to provide focus | 03:25
4. Create a school environment that is comfortable using data | 05:00
5. Connect a variety of data sources to measure performance | 03:20
6. Consider a variety of data sources to measure performance | 05:05
7. Use a wide range of perceptual data to assist in the planning process | 02:30
8. What does the process of disaggregating data actually reveal? | 05:40
9. Data to obtain information about specific skills and students | 04:30
10. Use visual depictions to engage teachers in using data | 04:15
11. School improvement needs are determined by data analysis? | 01:45
12. The pros and cons of using data for school benchmarking | 04:00
13. Using data to plan daily classroom instruction | 03:55
14. Using data provides invaluable information for school administrators | 06:35

This topic is:



9% Complete

Topic B:

Practitioner 1 | Hide Content

1. Lancaster school system moves to data driven decision making | 03:20
2. Creating a school wide culture of continuous improvement | 01:00
3. Building an assessment system around a continuous flow of data | 02:25
4. Using protocols to help teachers examine and make data useful | 04:50
5. Tracking the progress and effectiveness of areas targeted for improvement | 01:55
6. Use data to determine deficiencies in meeting academic standards | 01:40
7. Why data is critical in developing school improvement plans | 02:40
8. Use data to change student motivation and behavior | 02:30
9. Gather lots of data and information to make informed decisions | 02:40
10. Use data to make meaningful professional development decisions | 01:20
11. An invitation to collaborate with Lancaster School System | 00:25

This topic is:



8% Complete

Topic C:

Practitioner 2 | Hide Content

1. Using data at Martin Luther King Elementary School | 02:40
2. School district support for data driven decision making | 01:10
3. Creating a powerful school improvement team that uses data | 01:20
4. Disseminating data: "Where did we miss?" | 04:55
5. What data should teachers review in their professional learning groups? | 02:35
6. Mandating that every teacher maintain a data profile for each student | 03:25
7. Motivating teachers to use data | 05:05
8. Using data to establish expectations for students, teachers and parents | 03:20
9. Data can be used to elicit parental support | 02:45
10. Engage the public by encouraging feedback | 07:15
11. Teachers display data on their classroom doors | 01:40

12. Data analysis drives our staff to become better professionals | 01:25

Assessment:

Use Multiple Sources of Data as Diagnostic Tools

Module 7: STANDARD 6 - Actively Engage the Community

This topic is:



6% Complete

Topic A:

Expert | Hide Content

1. The challenge of education reform | 03:45
2. The evolution of the standards movement | 04:30
3. How does the community support teaching and learning? | 06:30
4. Community support comes from more than just parents | 06:00
5. Principals are shifting from management to instructional leadership | 05:15
6. What performance indicators will the community evaluate? | 04:05
7. The power of school/community partnerships | 06:20
8. How can school leaders support the public's understanding of equity? | 06:50
9. Identifying the range of expertise available within the school & community | 05:35
10. Are community members informed enough to participate in decision making? | 05:20
11. Creating a productive school governance structure | 03:35
12. Citizens organizing to replace the school leader | 05:00
13. School / community partnerships to establish school priorities | 05:45
14. Educators need to be actively engaged in learning supports | 02:35
15. Reciprocal accountability between states and school districts | 03:30
16. Community support and engagement in distressed communities | 03:40

This topic is:



10% Complete

Topic B:

Practitioner 1 | Hide Content

1. Introduction to the Prichard citizen advocacy group | 04:35
2. What should parents expect from their school system? | 02:50
3. A state law that establishes accountability and expectations | 04:05
4. School councils promote shared decision making? | 06:25
5. How does a school council participate in finding and hiring a new Principal? | 03:15
6. What is the role of a school advocacy group? | 05:45
7. What type of relationship should an advocacy group have with a school leader? | 02:50
8. Establishing parent groups that understand reform and data | 06:00
9. Parents respond if their input is taken seriously | 04:10
10. A wide range of methods for communicating with parents and the community | 02:30

This topic is:



6% Complete

Topic C:

Practitioner 2 | Hide Content

1. Introduction to community involvement at Mathews Elementary School | 02:15
2. Conveying the school vision and mission to parents | 02:10
3. Communicating with parents and the community | 02:10
4. Promoting parental involvement through committees & councils | 06:35
5. Shared decision making fosters creativity | 04:15
6. A wide range of strategies for developing community partnerships | 06:15
7. Examples of family activities that promote parental involvement | 02:40
8. Schools need to also give back to the community | 01:40
9. Children excel when parents take an interest in the school | 03:00
10. Learning to listen and share leadership | 03:40
11. Be sure to be visible at all school events | 01:00
12. Working with a family resource center to meet student needs | 06:05
13. High school students tutor elementary school students | 04:00
14. Effective site based decision making | 04:25
15. Involving parents in all aspects of the school | 05:25

- 16. Accepting feedback and advice from parents | 02:30
- 17. Parent teacher conferences | 04:10
- 18. An optional accelerated reading program at Mathews Elementary School | 02:05

Assessment:

Actively Engage the Community