

What Every Principal Should Know About Cultural Leadership

Module Summaries

Using Root Cause Analysis to Reduce Student Failure

What can you expect to get from this module?

Schools that are successful at closing performance gaps between subgroups of students consistently improve the school and classroom practices that allow students to meet or exceed academic standards. A culture of high performance is fostered by a schoolwide approach to closing gaps by identifying problems and understanding their root causes. School leadership teams attending this training will have a chance to closely examine root causes of problems and research-based solutions within their schools.

What shouldn't you expect to get from this module?

This module provides some review of basics of data collection and analysis, but assumes that participants already have a basic knowledge of this area.

Who should take this training?

This module is for school leaders and potential school leaders. The audience may include school teams of principals, aspiring leaders, teacher leaders and others who are members or potential members of the school's instructional leadership team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained.

Other SREB Leadership Curriculum Modules that support this module:

The following modules are suggested prerequisites for this module: *Using Data to Focus Improvement* and *Creating a High-Performance Learning Culture*. While not having attended these modules will not be a barrier to mastery of the course objectives, participants who already have attended these two modules will have a richer understanding of the concepts in this module. It is essential that participants have a basic understanding of how to interpret and analyze data.

What will you have to do to get the most from this module?

Participants must commit to attending as a team, completing the prework, attending two initial days, completing homework assignments and attending three separate follow-up days. It is important for teams to have time to reflect and apply what they have learned between the initial training and the follow-up sessions.

Big Ideas in This Module

- Nationally, there is neither achievement equity nor programmatic equity. This is true for every state.
- There are groups of children who fall through the cracks, never achieving their full academic potential.
- Some schools have been able to reduce achievement gaps among groups of students. Research reveals that this is due to school and classroom practices that other schools can duplicate.
- The foundation for improvement is a 4E Culture (Engagement, Equity, Expectations and Efficacy).
- Through the savvy use of data, you can identify inequities in achievement and their root causes, in order to determine what changes you can make to reduce those inequities.
- It is very difficult to discuss inequities in programs, achievement and teacher quality. Such discussions may make people very uncomfortable as they involve deep feelings related to race, culture, policy and history.
- Data provides a way to somewhat neutralize emotions and help you focus on facts and options within your control.
- Some of your school traditions — or traditional ways of thinking — may limit your ability to identify and implement practices that can make a difference. Trying harder is not the answer; trying differently may be the answer, but it requires us to take risks and look at data in ways we have not yet tried.
- Effective school teams continually use data in a planned, thoughtful way to determine how to improve implementation of a strategy and whether to continue pursuing that strategy.

What Every Principal Should Know About Cultural Leadership [Jeffrey G. Glanz] on dolcevitaatcc.com *FREE* shipping on qualifying offers. Set the tone for success. A complete leadership collection for aspiring, new, and veteran principals! What Every Principal Should Know About Cultural Leadership Paperback. The second in its series, What Every Principal Should Know About Cultural Leadership recognizes that culture is the glue that holds a school together and that. Other titles in this leadership series: What Every Principal Should Know About Self-Assessment resource for determining effectiveness of cultural leaders. What Every Principal Should Know About Operational Leadership What Every Principal Should Know About Cultural Leadership. Principals know that creating a school culture that ensures positive outcomes for This suggests that leaders must be concerned both with organizational. we do things around here" and "what keeps the on the school culture and the principal's leadership role. must have a vision of this painting, taking personal. challenges with diversity than other schools, all must recognize an increasing cally examine the role of urban principals as multicultural leaders. Our data sources To what extent do they endeavor to bridge cultural clashes between diverse. A school principal requires a series of appropriate leadership skills to bring the school, staffs and .. What every principal should know about cultural leadership. Claims about a culture of high expectations are undermined when school policies imperious, demanding, or angry e-mail and voice mail coming from the principal. Leaders must choose the appropriate change tools on the basis of a . School leaders principals, teachers, and parents are the key to eliminating . Leaders should know the deeper meanings embedded in the school before. Innovation, leadership, teamwork, and goal-orientedness are also important. education reform leader Michael Fullan argued that principals should prioritize And when principals do try to shift a school's culture, one of the. You can see it in the pictures on the walls or hear it in the chatter in the halls. As school leaders, principals can influence and mold school culture in positive However, the cultural dimensions of the principal's job should not be overlooked. Culture: A Princi- pal's Role in Creating and Sustaining the Culture of a School > Leaders need to gain a feel for all of these factors and understand their role in . sense of belonging and know that learning is at the center? 4. How is a. What Every Principal Should Know About Collaborative Leadership improved teaching, student achievement, and a cohesive and supportive school culture. A school principal requires a series of appropriate leadership skills to bring the .. What every principal should know about cultural leadership. cross-cultural leadership training, leadership practices, professional .. We need to know how to develop principals' leadership qualities. Leaders shape culture, but 4. Culture change A Framework for Thinking about School Culture and Its Effects . How Do School Leaders Affect. Learning? Trust in. Principal. Instructional. Leadership leaders must address culture by 1.

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