ASAP Modules

*Listing is by **Dimension**, then **Module Name** and **Chapter**. Each module also contains a pre- and post- self evaluation with feedback, workbooks, assignments, glossary, references and optional learning exercises.*

COMMUNICATIONS

1. Effective Communication Skills

This module provides fundamental information, vital strategies, and opportunities to practice effective communication. The module addresses communication through writing, public speaking, nonverbal modes, and in crisis situations.

Chapters & Resources

1. Introduction
   Resources
   - Communication Reflections

2. Communication Fundamentals
   - 2.1 Effective Communication
   - 2.2 Formal & Informal Communication
   - 2.3 Downward, Upward and Lateral Communication
   - 2.4 Understanding the Communication Process
   - 2.5 Barriers to Communication

   Resources
   - Recognizing Barriers to Communication

3. Planning for Communication
   Resources
   - Checklist for Planning for Effective Communication

4. Writing Effectively
   - 4.1 The Writing Process
   - 4.2 Prewriting
   - 4.3 Writing
   - 4.4 Revising

   Resources
   - Scoring Rubric - Written Task
   - Prewriting
   - Can You Spot the Error?
   - Tips for Avoiding Common Grammatical Errors
   - Writer's Checklist

5. Nonverbal Communication
   - 5.1 The Power of Body Language
   - 5.2 Facial Expressions
   - 5.3 Gestures
   - 5.4 Posture
   - 5.5 Whole Body Language & Position
   - 5.6 Whole Body Movement & Position

   Resources
   - Types of Gestures
   - Body Language
   - Presenters Checklist

6. Speaking Effectively
   - 6.1 The Role of Oral Presentations in Organizations
   - 6.2 Begin with the Audience in Mind
   - 6.3 Preparing the Content of an Oral Presentation
   - 6.4 Getting Ready to Present
   - 6.5 Planning for Feedback

   Resources
   - Poor Public Speaking
   - Effective Public Speaking
   - Scoring Rubrics - Oral Presentations

7. Crisis Communications
   - 7.1 What is Crisis Communication?
   - 7.2 What's the Crisis
   - 7.3 Have a Communication Plan
   - 7.4 Anticipate the Questions
   - 7.5 The Rules of Public Engagement

   Resources
   - Considerations for a Crisis Communication Plan
   - The Rules of Public Engagement

8. Next Steps in Communication Development

COMMUNITY and STAKEHOLDER RELATIONSHIPS

2. Developing Stakeholder Relationships

Practical strategies for developing and sustaining meaningful community and school partnerships. Topics include definitions, tools and stages in stakeholder relationships, and the role of the community in school partnerships.

Chapters & Resources

1. Introduction
   Resources
   - Partnerships Defined

2. School & Community Relationships
   2.1 Alliance or Partnership?
   2.2 Consumer or Producer?
   Resources
   - School & Community Relationships

3. School and Community Partnerships
   3.1 Analyzing Your Community
   3.2 Learning from Others

4. Developing & Sustaining Effective Partnerships
   Resources
   - Partnership Development Phases

5. School-to-Career Transitions
   5.1 School-to-Career Legislation
   5.2 School-to-Career Partnership Activities
   5.3 Mutual Benefits
   5.4 Specialized Leadership
   Resources
   - Exploratory and Training Opportunities

6. Strategies for the School Principal
   Resources
   - Essential Strategies for School Principals

3. Parent Partnerships

Strategies and practices for guiding parent involvement: background, insights, strategies, and materials for effectively using parent skills to support and enhance student learning.

Chapters & Resources

1. Parent & Educator Perspectives
   1.1 Parent Perspectives
   1.2 Educator Perspectives
   Resources
   - Parent Involvement Myths

2. Building Trust
   2.1 Demonstrating Concerns
   2.2 Making a Commitment to Each Student
   Resources
   - Sample Student Inventory
   - Sample Home School Learning Compact

3. Communicating with Parents
   3.1 Sharing Good News
   3.2 Sharing Weekly News
   Resources
   - Sample Good News Note
   - Sample One Page Newsletter

4. Inviting Parents Into the School & Classroom
   4.1 Creating a Welcoming Climate
   4.2 Providing a Place for Parents
   4.3 Valuing Parent Skills
   Resources
   - Sample Parent Inventory

5. Preparing Classroom Volunteers
   5.1 Planning for Volunteers
   5.2 Designing a Development Program
   Resources
   - Sample Volunteer Development Agenda

DECISION MAKING STRATEGIES

4. Decision-Making Methods

Strategies and practice for effective and decisive decision-making in a variety of everyday and crisis situations. This module also builds an understanding of the role of decision making in school leadership.

Chapters & Resources

1. Decision Making Defined

2. Concepts to Clarify
   - 2.1 Why We Need to Have Methods
   - 2.2 Autocracy to Democracy
   - 2.3 Discussing versus Analyzing
   - 2.4 Problems versus Issues
   - 2.5 Arguments For and Against

   Resources
   - Decision Making Activities
   - Autocracy to Democracy

3. Considerations for Decision Makers
   - 3.1 Problems Need Context
   - 3.2 Decisions Need Context
   - 3.3 Applying Data to Solutions
   - 3.4 Obvious is Not Always Best
   - 3.5 The "Ah-ha" Experience
   - 3.6 Internal/External Influences

   Resources
   - Weighted Ranking of Options Tool

4. Roles and Reputation
   - 4.1 Roles
   - 4.2 Aligning Interests

   Resources
   - Prime Advocate/Devil's Advocate

5. Participative Decision Making
   - 5.1 The Communication Process
   - 5.2 Staying on Task
   - 5.3 Positive Interactions
   - 5.4 Negative Interactions

   Resources
   - Task Management Behaviors
   - Mapping a Process, Step-by-Step

6. Crisis Decision Making
   - 6.1 What is a Crisis?
   - 6.2 Being Prepared, Staying Educated

   Resources
   - Summaries and Journals

5. Entering a School as a New Principal

This module assists new principals in being fully prepared for their leadership role. Questions often raised by new principals are addressed and suggestions and techniques are provided.

Chapters & Resources

1. Making an Entry Plan

2. Pre-Entry
   - 2.1 Pre-Entry Planning
   - 2.2 A Study of the School
   - 2.3 Your Administrative Priorities
   - 2.4 Your Administrative Team
   - 2.5 Assigned and Expected Roles
   - 2.6 Stakeholders & Others
   - 2.7 Image Projections

   Resources
   - Five Pre-Entry Activities
   - A Comprehensive Schema for Analysis of a School
   - Administrative Behavior Characteristics (ABC) Q-Sort
   - Who are your Stakeholders?
   - Administrative Team Video

3. Your Entry Plan

4. The First Week/The First Month
   - 4.1 Systematic Effort to get Feedback

5. Norm Sensitivity
   - 5.1 Initial Focus

   Resources
   - Norm Sensitivity
   - Foci for Initial Study
   - Behaviors and Norms

6. Analyzing Your World of Influence

   Resources
   - Influence Chart

7. Maintenance and Action

   Resources
   - Acting

DIVERSITY

6. Diversity

This module focuses on preparing educators to be aware of the breadth and depth of diversity in the school system. It describes key concepts, references, and guiding legislation and initiatives related to honoring diversity, promoting human rights, and preventing discrimination and harassment.

Chapters & Resources

1. Introduction
   Resources
   - Uncovering Facts About Diversity

2. Understanding Diversity
   - 2.1 History
   - 2.2 Definition
   - 2.3 The School Population Today
   - 2.4 Public School Population Projections
   - 2.5 Minority Achievement Gaps

   Resources
   - History in Brief
   - Diversity Details
   - Dimensions of Diversity
   - Changes in School Age Population
   - Ethnicity of Public School Students

3. Promoting Human Rights in Schools
   - 3.1 Racism
   - 3.2 Stereotyping
   - 3.3 Understanding Human Rights
   - 3.4 Inclusion
   - 3.5 Social Justice
   - 3.6 Social Responsibility

   Resources
   - Social Responsibility Framework

4. Diversity Practices in Schools
   - 4.1 Government Expectations
   - 4.2 Educational Practices
   - 4.3 Operational Practices

   Resources
   - Guiding Questions: Educational Practices
   - Guiding Questions: Operational Practices

5. Guiding Legislation for Schools
   - 5.1 Code of Ethics of the Education Profession
   - 5.2 Affirmative Action
   - 5.3 Gender Equity
   - 5.4 High Achievement for All Learners

   Resources
   - Guiding Legislation for Schools
   - Questions about Equity in the School

6. Future Outlook
   - 6.1 Fair Distribution in the Teaching Force
   - 6.2 Staff Development
   - 6.3 Promising Strategies

   Resources
   - How to Attract Teachers to Struggling Schools

ETHICAL LEADERSHIP

7. The Ethical Educator

This module focuses on the behaviors and attitudes that define ethical leadership and contains scenarios that help learners discriminate among a variety of behaviors in identifying the ethical ideal.

Chapters & Resources

1. Introduction
   Resources
   - Why Must Educators Have High Ethical Standards?

2. Morals, Values & Ethics
   - 2.1 Defining Morals, Values & Ethics
   - 2.2 Global Values

   Resources
   - Making Sense of Ethics

3. Professional Ethics
   - 3.1 Professional Integrity
   - 3.2 Codes of Professional Ethics and Conduct

   Resources
   - Reviewing a Code of Professional Ethics and Conduct

4. Identifying Moral Issues & Ethical Dilemmas
   - 4.1 Identifying Moral Issues
   - 4.2 Identifying Ethical Dilemmas
   - 4.3 Identifying Ethical Dilemmas

   Resources
   - Identifying Moral Issues: Right versus Wrong
   - Identifying Ethical Dilemmas: Right versus Right

5. Ethical Decision Making
   - 5.1 Is it a Dilemma?
   - 5.2 Key Ideas
   - 5.3 Strategies for Ethical Decision Making

   Resources
   - Dilemmas: Key Ideas
   - Applying the Nine Checkpoints for Ethical Decision Making
   - Applying the Ethics Check Questions

6. An Ethical Forecast
   - 6.1 Reflecting on Moral and Ethical Choices
   - 6.2 The Impact of Technology
   - 6.3 The Educator's Role

HUMAN RESOURCE DEVELOPMENT

8. Leading Human Resource Development

This module focuses on the importance of leading human resource development, the importance of human capital, the contemporary view of staff development, and components of school improvement.

Chapters & Resources

1. Introduction

2. Building Human Capital
   - 2.1 Rationale
   - 2.2 Personnel Induction
   - 2.3 Major Shifts in Staff Development
   - 2.4 New Vision for Staff Development
   - 2.5 The Mission & Principles of Professional Development

   Resources
   - Capital: Tangible Resources versus Human Resources
   - Core Induction Tasks for Principals
   - Staff Development: Then and Now
   - Catalyst for Change
   - Principles of High-quality Professional Development

3. Three Pillars of School Improvement
   - 3.1 Professional Development
   - 3.2 Staff Development
   - 3.3 Organizational Development

   Resources
   - Three Components of School Improvement
   - Professional Development Goals
   - DuFour's Four Questions About Professional Development
   - DuFour's Eight Tips for Staff Development

4. Staff Development: Context
   - 4.1 Learning Communities
   - 4.2 Resources

   Resources
   - Types of Learning Communities
   - Resources for Staff Development

5. Staff Development: Process
   - 5.1 Data-driven Planning
   - 5.2 Evaluation
   - 5.3 Research-based Initiatives
   - 5.4 Strategies
   - 5.5 Learning Dynamics
   - 5.6 Collaboration

   Resources
   - Data's Three Main Purposes
   - Four Data-driven Stages
   - How to Study Research
   - Tips for Impacting Learning
   - Benefits of Collaboration
   - Establishing a Collaborative Culture
   - Evaluation of Collaborative Groups

6. Staff Development: Content
    - 6.1 Perspective
    - 6.2 Best Practices
    - 6.3 Family Involvement
    - 6.4 Community Involvement

    Resources
    - Key Components of Perspective
    - Five Types of Family Involvement

7. Leadership for Staff Development
    - 7.1 Self Assessment
    - 7.2 Objective Assessment
    - 7.3 Observation
    - 7.4 Conclusion

    Resources
    - Key Components of Perspective
    - Five Types of Family Involvement

INSTRUCTIONAL LEADERSHIP

9. Essentials of Instructional Leadership

This module is a guide to various independent and collaborative strategies and activities that promote effective instructional leadership. An effective instructional leader recognizes that improving student achievement is directly related to fostering excellence in teaching and learning.

Chapters & Resources

1. Introduction

2. Teaching & Learning by Design
    - 2.1 Active Learning Environments
    - 2.2 Why Active Learning
    - 2.3 Ingredients for Teaching and Learning
    - 2.4 Instructional Design

    Resources
    - Meeting the Challenges
    - Key Ideas for Classroom Implementation
    - List of Ingredients
    - The Spectrum of Instructional Design

3. Teacher Supervision & Instructional Design
    - 3.1 Empowerment Through a Supervision Focus
    - 3.2 Teacher Supervision: Formal and Informal
    - 3.3 Observations
    - 3.4 Conversations
    - 3.5 Interactions
    - 3.6 Readings
    - 3.7 Presentations
    - 3.8 An Active Learning Model

    Resources
    - A Scene in the Faculty Lounge
    - Every Encounter is a Learning Opportunity
    - Exploring Supervising Activities
    - Integrating the Arts: An Outline for a Formal Presentation
    - Presentation: A Model of Active Learning

4. Teacher Evaluation: An Introduction
    - 4.1 Purposes of Evaluations
    - 4.2 Getting Ready

    Resources
    - Purposes of Evaluations
    - Getting Ready for Teacher Evaluation
    - Sharing Experiences: A Case Study

5. Criteria for Excellence in Teaching & Learning

    Resources
    - 'My Top Ten'

10. Improving Practice in Literacy (K-6)

This module provides an introduction to the fundamental components of literacy—reading, writing, speaking, and listening—and will help leaders to recognize and promote effective literacy instruction at the elementary level.

Chapters & Resources

1. Introduction
   - ***Resources***
     - Literacy in a Nutshell
     - The Quenya Language

2. Perspectives
   - 2.1 Myths
   - 2.2 Challenges
   - ***Resources***
     - Myths and Truths of Literacy Instruction
     - Five Literacy Challenges

3. Literacy for Life & School
   - 3.1 Literacy Basics
   - 3.2 Common Ground in K-6 Literacy Programs
   - ***Resources***
     - Effective Literacy Classrooms

4. Pedagogy in the K-6 Classroom
   - 4.1 Theory and Practice
   - 4.2 The Great Philosophical Debate
   - 4.3 Phonics
   - 4.4 Whole Language
   - 4.5 Balanced Literacy
   - 4.6 Teaching and Learning Basics
   - 4.7 Developmental Processes
   - 4.8 The Literacy Learning Environment
   - 4.9 Reading Styles and Strategies
   - ***Resources***
     - Common Features of Effective Elementary Literacy Instruction
     - Developmental Processes
     - Environments that Encourage Language Literacy
     - Marie Carbo on Learning Differences
     - Reading Styles & Strategies

5. Program & Teaching Strategies
   - 5.1 Reading Programs
     - 5.1.1 Behaviors
     - 5.1.2 Strategies
   - 5.2 Writing Programs
     - 5.2.1 Behaviors
     - 5.2.2 Strategies
   - 5.3 Instructional Strategies
   - 5.4 Teaching Practices
   - 5.5 Using Functional Language
   - 5.6 Integrating Across the Curriculum
   - 5.7 Using the Internet
   - ***Resources***
     - 'Through a Principal's Eyes'
     - Foundational Literacy Components: Reading
     - Additional Approaches to Enhancing Literacy: Reading
     - Foundational Literacy Components: Writing
     - Additional Approaches to Enhancing Literacy: Writing

6. Assessment & Evaluation
   - 6.1 Definitions
   - 6.2 Assessment, Evaluation and Reporting
   - 6.3 Standardized and Alternative Assessment
   - 6.4 Performance Tasks
   - 6.5 Assessment Tools
   - 6.6 Literacy Assessment Databases
   - 6.7 Characteristics of Competent Readers and Writers
   - ***Resources***
     - The High Stakes Assessment Movement
     - Two Perspectives of High Stakes Assessment
     - Performance Tasks for Assessment
     - Characteristics of Competent Readers and Writers

7. Literacy & Educational Leadership
   - 7.1 The Role of the Educational Leader
   - 7.2 Identifying Needs
   - 7.3 Professional Development
   - 7.4 Informing Families
   - ***Resources***
     - Literacy Professional Development Programs

11. Improving Practice in Literacy (7-12)

This module continues the work begun in the Literacy K-6 module and more specifically addresses reading in the content areas and the concept of reading instruction at the secondary level. Leaders will learn to recognize and promote effective literacy instruction at this level.

Chapters & Resources

1. Introduction

2. From Literacy to Literacies
   Resources
   - Literacy Self Check

3. Content Literacy: Literacy as a Multi-use Tool
   - 3.1 Specialization
   - 3.2 Addressing Curriculum

   Resources
   - Sample Assignments

4. Literacy, Critical Thinking & Personal Meaning
   - 4.1 Critical Thinking
   - 4.2 Personal Meaning

   Resources
   - Underpinnings of Critical Thinking

5. Literacy Strategies
   - 5.1 Storytelling
   - 5.2 Reading Aloud
   - 5.3 Graphic Organizers
   - 5.4 Specific Vocabulary
   - 5.5 Writing Activities
   - 5.6 Note Taking
   - 5.7 Small Groups

   Resources
   - Graphic Organizers
   - Writing Activity Genres
   - Note Taking
   - Group Technique for Teaching

6. Assessment & Evaluation
   - 6.1 Assessment
   - 6.2 Evaluation
     - 6.1.1 Observing
     - 6.1.2 Collecting Samples of Work
     - 6.1.3 Engaging in Conferences with Individuals
     - 6.1.4 Helping Students to Achieve Meaningful Self-Evaluation

   Resources
   - Sample Assessment Rubric 0-6 Scale

12. Improving Practice in Mathematics

This module introduces leaders (even those without a mathematics background) to best practices in mathematics education. The content assists leaders in recognizing appropriate instruction and relevant terminology for discussions relating to mathematics education.

Chapters & Resources

1. Introduction
   Resources
   - Mathematics Matching

2. Perspectives
   - 5.1 Myths and Magic
   - 5.2 Chalkboards to CD Roms

   Resources
   - Relational Understanding
   - Ten Mathematical Myths

3. Mathematics for Life
   - 3.1 Numeracy
   - 3.2 Common Ground in K-12 Mathematics
   - 3.3 Philosophical Base
   - 3.4 Delivery Methods
   - 3.5 Assessment
   - 3.6 Standards

   Resources
   - Math for the Family
   - Principles and Standards for Mathematics

4. Elementary & Intermediate Programs K-8
   - 4.1 Pedagogy in the K-8 Classroom
   - 4.2 Best Practices
   - 4.3 Standards
   - 4.4 Assessment and Evaluation
     - 4.1.1 Assessment
     - 4.1.2 Evaluation

   Resources
   - Summary of NCTM Principles and Standards

5. Secondary Programs 9-12
   - 5.1 Pedagogy in the 9-12 Classroom
   - 5.2 Texts, Time and Technology
   - 5.3 Assessment and Evaluation

   Resources
   - Lesson Plan Guidelines: Problem-based Unit
   - Tests, Time and Technology
   - Sample Record Sheets
   - Selection of Assessment Tools: Secondary

6. Mathematics & Educational Leadership
   - 6.1 Your Role as an Educational Leader
   - 6.2 A Professional Development Model
   - 6.3 School/District/Community Involvement

   Resources
   - The Five Principles of Effective Professional Development

13. Using Technology for Instructional Purposes

This module focuses on Information and Communications Technologies (ICT) in the context of an education program delivery. The evolution of ICT is happening more rapidly than any other development in social, economic, or political domains.

Chapters & Resources

1. Introduction
   - 1.1 Module Format

   Resources
   - 'Think About It' - ICT

2. From Entry Level to Target Behaviors
   - 2.1 Technology Legislation
   - 2.2 School Technology and Readiness
   - 2.3 Technology Self Check
   - 2.4 Process of ICT Integration (PICT)
   - 2.5 Pathways to Integration

   Resources
   - 'STaR' Chart
   - ICT Integration Planning

3. Integration of ICT into the Curriculum
   - 3.1 Integrating Technology
   - 3.2 Integration Components

   Resources
   - ICT Integration Components

4. Key Success Factors for ICT Integration
   - 4.1 PICT Model
   - 4.2 Overcoming Barriers

   Resources
   - Using the PICT Model

5. Key #1 – Learning & Technology Planning
   - 5.1 Critical Success Factors
     - 5.1.1 Leadership
     - 5.1.2 Stakeholder Involvement
   - 5.2 Strategic Planning

   Resources
   - Strategic ICT Integration Planning

6. Key #2 – Infrastructure & Support for ICT Delivery
   - 6.1 Technology Administration and Support
   - 6.2 Technology Capacity

   Resources
   - Pros and Cons

7. Key #3 – Staff Development for ICT Implementation & Integration
   - 7.1 Critical Success Factors for Staff Development
   - 7.2 Professional Development Content
   - 7.3 Professional Development Practices

   Resources
   - Offsite In-Service and Training Activities
   - Online Activities

8. Key #4 – Evaluation of ICT Implementation
   - 8.1 Why Evaluate
   - 8.2 Dynamic Assessment
   - 8.3 What to Evaluate
   - 8.4 Collecting Information
   - 8.5 Organizing and Analyzing Assessment Information
   - 8.6 Presenting the Findings

9. Pulling it Together
   - 9.1 Five Steps of a Project Time Line

14. What Every Teacher Should Know and Do

This module focuses on the vital importance of teachers' organizational skills as well as what to expect of students, school, and district politics during the first weeks of the school year.

Chapters & Resources

1. Introduction
   - 1.2 Reflecting on Exemplary Teachers

2. Starting the Year Right – Establishing a Climate
   - 2.1 Making Everyone Comfortable
   - 2.2 Planning for Your Sanity & Survival

   Resources
   - Questions a Teacher Should Ask
   - Getting to Know Your Students
   - Acquaintance Activities
   - Establish How Students Can Manage Themselves
   - Problem Solving Tasks
   - Try to Stay Well Yourself

3. Planning the Environment
   - 3.1 Room Organization
   - 3.2 Seating

   Resources
   - Organization Ideas
   - Involve Your Students

4. Planning for Effective Management
   - 4.1 Roles and Responsibilities
   - 4.2 Rules
   - 4.3 Understanding Misbehavior
   - 4.4 Student Plans for Misbehavior
   - 4.5 Schedules and Routines
   - 4.6 Teaching Appropriate Behaviors

   Resources
   - Tips: Misbehavior and the "Wriggly Student"
   - Adler's Theory of Why Students Misbehave
   - Glasser's Guidelines
   - An Application of the Guidelines
   - Application of Social Conference Guidelines
   - Action Plan
   - Classroom Routines
   - Moving Students
   - Field Trip Guidelines
   - Teach Group Work Skills
   - Evaluating Group Work

5. Planning Effective Lessons
   - 5.1 Getting the Message Across
   - 5.2 Planning Lessons
   - 5.3 Selecting Instructional Patterns
   - 5.4 Using the Right Strategies
   - 5.5 Presenting Information Clearly
   - 5.6 Maintaining Student Records

   Resources
   - A Basic Framework for Lesson Planning
   - Sample Lesson Plan
   - Basic Pattern of Lesson Preparation for Secondary Lectures
   - Active Lessons
   - Ideas for Unconventional Teaching
   - Some Teaching Strategies
   - Asking Questions
   - Checklist for Recording Story Comprehension

6. Monitoring the Classroom
   - 6.1 Nonverbal Communication
   - 6.2 Language and Tone of Voice
   - 6.3 Interaction

   Resources
   - Be Omnipresent and Omniscient
   - Share Your Students' World
   - Be Knowledgeable About Their World
   - Managing Temper
   - Be Consistent and Respectful
   - Seven Responses to Bullying Behavior

LEARNING, ACCOUNTABILITY and ASSESSMENT

15. Building Community in the Classroom

This module focuses on recommended classroom management procedures and routines that manage the classroom by developing relationships and building community.

Chapters & Resources

1. The Power of Community
   - 1.1 Benefits of Community
   - 1.2 Beginning to Build Community
   - 1.3 First Week Unit Plan

   Resources
   - How Teachers Begin to Build Community on the First Day of School
   - Ways Learning Activities can Support a Friendly Culture

2. Classroom Meetings
   - 2.1 Reasons for Classroom Meetings
   - 2.2 Benefits of Classroom Meetings
   - 2.3 The Teacher's Role
   - 2.4 Conducting Classroom Meetings
   - 2.5 The Purpose of Meetings
   - 2.6 Introducing a Classroom Meetings
   - 2.7 Meeting Strategies Used
   - 2.8 Maximizing Meeting Time
   - 2.9 Personal Resource for Classroom Meetings

   Resources
   - Meeting Strategies
   - Class Meeting Agenda Builder
   - Class Meeting Record

3. Cooperative Learning
   - 3.1 Reasons for Cooperative Learning
   - 3.2 Using Cooperative Learning Strategies
   - 3.3 Facilitating Cooperative Learning Strategies

4. Intentional Relationships: A Buddies Program
   - 4.1 A Buddies Program
   - 4.2 Activities for Buddy Pairs
   - 4.3 Program Benefits
   - 4.4 Successful Buddy Programs

   Resources
   - Benefits of a Buddies Program

5. Character Education
   - 5.1 Effective Character Education
   - 5.2 Less Effective Character Education
   - 5.3 More Effective Character Education Programs

   Resources
   - Eleven Principles of Effective Character Education

16. Shaping a Collaborative School Culture

This module provides practical strategies for shaping a collaborative school culture, one that will foster rich learning environments where student achievement is enhanced.

Chapters & Resources

1. Introduction

   Resources
   - "In the Hallway" Video

2. School Culture
   - 2.1 Understanding School Culture
   - 2.2 The Cultural Network
   - 2.3 Events

   Resources
   - Definitions of School Culture

3. Why School Culture is Important
   - 3.1 Successful School Improvement
   - 3.2 The Influence of Culture
   - 3.3 The Layers of School Culture

   Resources
   - Influence of Culture

4. The Culture Continuum
   - 4.1 Polarity of Culture
   - 4.2 Collaborative Continuum
   - 4.3 Putting it Together

   Resources
   - Polarity of Culture
   - Collaboration Continuum

5. Digging Deeper to Access a School Culture
   - 5.1 Features of a Collaborative School Culture
   - 5.2 Assessing a School's Culture

   Resources
   - Assessment Tools

6. Relationships
   - 6.1 Culture is Created by People
   - 6.2 Isolation of Teachers
   - 6.3 Collegiality
   - 6.4 Collaboration
   - 6.5 Developing Community
   - 6.6 The Role of the Leader

   Resources
   - Teacher Isolation
   - Joint Work
   - Collegial Relationships

7. Celebrations & Recognitions
   - 7.1 Positive Leadership
   - 7.2 Ways and Means
   - 7.3 Be Sincere: Create Your Style

   Resources
   - Positive Sticky Notes

8. The Desired Result

   Resources
   - Shape the Culture Worksheet

17. Introduction to Student Achievement Data

This module is the first in the series dealing with the use and analysis of data to improve student achievement, enhance your skills as an instructional leader, and improve teacher effectiveness. This module defines and clarifies various types of student achievement data and introduces how data can be gathered and organized effectively by educators.

Chapters & Resources

1. Introduction

2. The Basics About Student Achievement Data
   - 2.1 What is Data?
   - 2.2 Why Use Data?
   - 2.3 Forms and Sources of Data
   - 2.4 How Student Achievement Data Can Be Used

   Resources
   - The Four Key Ways That Student Achievement Data Is Used

3. Collecting Student Achievement Data
   - 3.1 Data Types, Sources and Examples
   - 3.2 Student Achievement Data with Purpose
   - 3.3 Disaggregation

   Resources
   - Data Types, Sources and Examples

4. Standardized Tests & Their Language
   - 4.1 Defining Standardized Tests
   - 4.2 Types of Standardized Tests
   - 4.3 Standardized Test Results Language

   Resources
   - Types of Scores to be Calculated and Reported

5. Disaggregating the Data
   - 5.1 Why Disaggregate
   - 5.2 What Disaggregated Data is Required
   - 5.3 How and When Data Can Be Disaggregated

   Resources
   - Disaggregation Examples

6. Organizing Data
   - 6.1 Data Tables
   - 6.2 Graphs
   - 6.3 Key Elements of a Graph
   - 6.4 Types of Graphs and Charts

   Resources
   - Check for Understanding
   - Types of Graphs and Charts

7. Managing Data
   - 7.1 Managing Data with Technology
   - 7.2 Security and Confidentiality

18. Using Student Data to Impact Teaching and Learning

This module is a follow-up to Introduction to Student Achievement Data. It reviews the types of visual representation of data (bar graphs, pie charts, line charts, scatter plots), and presents ways to interpret the visual representations (things to think about and question when viewing the data and setting curriculum and classroom improvement plans based on the data). A number of forms and templates are provided for users to print out.

Chapters & Resources

1. Introduction

2. More on Managing Data with Technology
   - 2.1.1. Easy Access to Data
   - 2.2. Choosing a Data Warehouse
   - 2.3. Reviewing Data

   Resources
   - Choosing a Database or Data Warehouse

3. An Inquiry Model for Data Analysis
   - 3.1. Analysis and Goal Setting
   - 3.2. Setting Goals for School Improvement
   - 3.3. Have Students Mastered the Outcomes or Standards?
   - 3.4. What Data is Considered?
   - 3.5. When is Data Analyzed?
   - 3.6. What Questions Should be Asked?

   Resources
   - Analysis and Goal Setting
   - Analysis for Classroom Assessment

4. Analysis Examples
   - 4.1. Example One: SSS Reading versus SSS Math
   - 4.2. Example Two: NRT Math versus SSS Math

   Resources
   - Scatterplot Graph for Example One
   - Scatterplot Graph for Example Two
   - Reading, Analysis and Implication of Data
   - Creating a Scatterplot Graph

5. Data in Isolation
   - 5.1. Avoiding the Pitfalls

   Resources
   - National Percentile Results
   - How Administrators and Teachers Use Data

6. Using Data Effectively
   - 6.1.1. The Data Process in Review

MANAGING the LEARNING ENVIRONMENT

19. Effectively Managing the Learning Environment

This module examines the managerial aspects of leadership and the significance of efficiency, preparedness, and effectiveness in managing the learning environment.

Chapters & Resources

1. Introduction

2. Defining Management & Leadership
   - 2.1. Diversity of Principal Roles
   - 2.2. The Leadership Management Dichotomy
   - 2.3. Deadlines
   - 2.4. Synergy

   Resources
   - Warren Bennis on Management and Leadership
   - Nine Tasks Performed by Principals as Leaders
   - Management and Leadership Differences

3. Providing Resources for Teaching & Learning
   - 3.1. School Governance
   - 3.2. School Funding
   - 3.3. Centralization and Decentralization
   - 3.4. District Level Resourcing
   - 3.5. School Level Resourcing
   - 3.6. Providing Human Resources

***Resources* (Chapter 3)**
- State Administrative Level Organizational Structure Chart
- Understanding Centralization and Decentralization
- Elements of Decentralization
- Admirable Teaching Traits
- Models of Hiring

4. Overview of Managing the School Budget
   - 4.1. Budgeting Practices
   - 4.2. Including Creativity in the Budget
   - 4.3. Basic Budget Tips

   Resources
   - Difference Between Budget and Financial Plan
   - Budget Management Network
   - Ten Tips for Basic Budgeting

5. Emphasizing Safety Practices
   - 5.1. Safety Initiatives
   - 5.2. Strategies for Safe Schools
   - 5.3. Networks and Communication

   Resources
   - Key Safety Initiatives
   - Strategies for Safe Schools

6. Using Data Effectively
   - 6.1. Overseeing Building Maintenance
   - 6.2. Custodial Matters
   - 6.3. User Groups
   - 6.4. General Upkeep
   - 6.5. Maintenance Needs
   - 6.6. Budget Implications

   Resources
   - Five Key Points when Managing Custodial Services

20. Team Building

This module provides information and describes the skills needed for teaming to make a difference at the school site. Effective school teams make a difference for students and teachers in a variety of ways, but before colleagues can function effectively as a team, everyone involved must learn how to be a member of a team.

Chapters & Resources

1. Introduction

2. Understanding Teams
   - 2.1. The Ultimate Purpose of Teams
   - 2.2. Individual Autonomy versus Team Goals
   - 2.3. Traditional Teams
   - 2.4. Contemporary Teams
   - 2.5. Prerequisites for Teams
   - 2.6. The Value of Teamwork
   - 2.7. Team Dynamics

   Resources
   - Two Basic Types of Teams

3. Components of Effective Team Building
   - 3.1. The High Trust Environment
   - 3.2. Building Trust
   - 3.3. A Climate for Collaboration
   - 3.4. Using the Appreciative Inquiry Model
   - 3.5. Enhancing Conversations Through Visual Dialogue
   - 3.6. Collaboration
   - 3.7. Facilitation
   - 3.8. The Principal's Role
   - 3.9. Teachers as Leaders

   Resources
   - Key Components of Trust
   - Discussion versus Dialogue
   - Three Conditions for Dialogue
   - Two Examples of Visual Displays
   - Three Responsibilities of the Facilitator

4. Functions of Teams
   - 4.1. Purpose
   - 4.2. Vision
   - 4.3. Goal-setting
   - 4.4. Operational Protocols
   - 4.5. Focus
   - 4.6. Monitoring
   - 4.7. Reflecting
   - 4.8. Celebrating

   Resources
   - Smart Goals

5. Leading Teams
   - 5.1. Action-oriented
   - 5.2. The Leader, Manager and Facilitator
   - 5.3. Team Interaction Styles
   - 5.4. Team Motivation

***Resources* (Chapter 5)**
- Leaders, Managers and Facilitators
- Team Interaction Style Chart
- Six Factors That Influence Team Motivation

6. Resolving Team Building Challenges
   - 6.1. Understanding Conflict
   - 6.2. Levels and Sources of Conflict
   - 6.3. Conflict Styles
   - 6.4. Specific Barriers in School Teams
   - 6.5. Fear of Losing Autonomy
   - 6.6. Challenge Management
   - 6.7. Conflict Management
   - 6.8. Professionalism
   - 6.9. Transcending Differences

   Resources
   - Sources of Conflict
   - Respectful Conflict Management

7. Future Outlook
   - 7.1. A Shift in Thinking
   - 7.2. Team Building and Professional Development
   - 7.3. Maintaining Teams

SHARED VISION

21. Creating a Learning Community

This module provides practical strategies to assist school leaders in creating a learning community that will shape a school's shared vision, facilitate committees, and establish a climate that supports a collegial and caring environment that enhances student achievement.

Chapters & Resources

1. A Definition with Benefits
   - 1.1. A Reflection on Leadership
   - 1.2. Why Create a Learning Community?
   - 1.3. Benefits in a Learning Community
   - 1.4. What Makes a School Community a Learning Community

   Resources
   - Choice and Opportunity
   - Learning Community Quotes

2. Where Are We Going?
   - 2.1. Mission Statements
   - 2.2. Vision
   - 2.3. Values
   - 2.4. Goals
   - 2.5. The Vision Continuum

   Resources
   - The Shared Vision Continuum

3. Defining or Refining Vision
   - 3.1. The Role of the School Principal
   - 3.2. Processes to Consider
   - 3.3. Strategic Planning
   - 3.4. Revisiting the Vision

   Resources
   - Administrator Activities
   - Revisiting the Vision Display Chart

4. More Characteristics of Learning Communities
   - 4.1. Collective Inquiry
   - 4.2. Collaborative Teamwork
   - 4.3. Action Orientation/Experimentation
   - 4.4. Continuous Improvement
   - 4.5. Results Orientation

   Resources
   - Continuous Improvement Case Study

5. Where Visions Create Community
   - 5.1. The Basic School Movement
   - 5.2. The Basic School Vision in Action

   Resources
   - The Basic School
   - Impact of the Basic School Model Video

6. A Learning Community of Choice

   Resources
   - A Learning Community of Choice Examples and Matrix