HANDBOOK 6: Providing Leadership at the School Level

CONTENTS

A Handbook in the Collaboration for Excellence Series
North Dakota Division of Independent Study
Office of Curriculum and Improvement

This handbook is one of a series published for the project Collaboration for Excellence: The North Dakota Curriculum Project.

These handbooks represent a team product. A major contributor was Ann Clapper, who was previously Director of the Office of Curriculum Leadership and Improvement. Numerous educators in North Dakota reviewed all these materials and made valuable suggestions. Especially helpful were the following North Dakota educators: Janet Edlund, Dakota Prairie High School; Cheryl Kuhas, North Dakota Department of Public Instruction; Karen Nelson, Hettinger; Sandra Willprecht, Forman. Allan A. Glatthorn, Distinguished Research Professor at East Carolina University, served as consultant to the project.

It should be emphasized that the processes suggested here should be seen only as recommendations, not mandates. The authors value the ability of North Dakota educators to develop their own processes that reflect the needs and resources of their schools.

1. ALLOCATING LEADERSHIP FUNCTIONS AT THE SCHOOL LEVEL

Even in schools where school-based management programs are not in effect, there is still important work to be done at the school level. Four critical functions are essential:

- developing a learning-centered schedule;
- aligning the curriculum;
- monitoring the curriculum; and
- assisting teachers in discharging the classroom responsibilities (see Handbook 7).

While most of these responsibilities will devolve to the principal, he or she should develop a team approach in which classroom teachers play an important role.

One way of sharing the leadership roles is to work with the teachers in developing the matrix shown in Display 6-1. To complete this matrix, the principal should take the following steps.

(1) Assemble a group to decide on the allocation of responsibilities.

(2) Discuss the specific functions.

(3) Ask the group to nominate the one person who should be primarily responsible for each function.

(4) Ask the group to identify those roles that should contribute to each function.

Display 6-1:
Curriculum Functions at the School Level

Functions	PR	AP	OS	TD	DT
Develop learning-centered schedule	R	C		C	C
Align curriculum	R		C	C	C
Monitor implementation of curriculum	C	R	C		C
Evaluate curriculum as implemented			R	C	C
Provide leadership to teachers for their responsibilities	R		C	C	

Roles:

PR=Principal
AP: Assistant Principal
OS: Central Office Supervisor
TD: Team Leader or Department Chair
DT: Designated Teacher

Responsibilities:

R=Primarily responsible for this function
C=Contribute to this function

2. DEVELOPING A LEARNING-CENTERED SCHEDULE

The school schedule is a crucial aspect of school effectiveness and plays an important role in delivering a quality curriculum. Essentially the schedule can be seen as the mechanism by which resources are allocated--time, space, and personnel. In a sense they who control the schedule control the school's resources. This handbook argues for a learning-centered schedule and explains how principals can make the school's schedule more facilitative of student learning and supportive of the curriculum.

A good schedule has six key attributes (see Anderson, 1985; Dempsey and Traverso, 1983; Glatthorn, 1986).

- **The schedule maximizes instructional time.**
  - The schedule reflects curricular priorities and gives first priority to students' learning needs. Administrators and teachers cooperate in defending instructional time.
- **The schedule facilitates the professional growth of teachers.**
  - Teachers have time to plan collaboratively and to cooperate in fostering their professional growth.
- **The schedule reflects appropriate grouping practices.**
  - Grouping practices give all students access to a quality curriculum, foster student achievement, and do not stigmatize students.
- **The schedule gives teachers a teachable situation.**
  - Teachers are assigned to their area of specialization. Wherever possible, teacher preferences about the number and type of preparations and room assignments are given consideration. Classes are neither too large nor excessively heterogeneous.
- **The schedule is flexible and learning-oriented.**
  - Time is organized according to learning needs, instead of learning being constrained by rigid time frameworks.
- **The schedule is responsive to the needs of students and teachers.**
  - Sufficient time is provided for relaxing, eating, and taking care of personal needs.

Each of these attributes is explained below.

The first general observation to note about these attributes is that many of them contradict each other. For example, if the only consideration is to maximize learning time, then teachers would have no planning time. If a teachable assignment reflecting teacher preferences is all that matters, then many teachers would have homogeneous classes. These contradictions suggest that the schedule-making process is essentially a negotiation of trade-offs, with the **goal of arriving at the best combination of several compromises.** Furthermore, decisions about the school schedule will be constrained by state regulations.

The second point to make is that these attributes are operationalized in a somewhat differential manner, depending upon school level and type of schedule. Elementary teachers in a

self-contained classroom and middle school teachers with a block-of-time schedule can make many of these decisions on their own. High school teachers coping with a complex period schedule face more troublesome constraints.

Maximizing Instructional Time

In examining the specific issues, the first and most important consideration is that the schedule maximizes instructional time and reflects curricular priorities. Such non-instructional time as study and homeroom periods is kept to a bare minimum. Elementary and middle school teachers allocate time to the several subjects on the basis of the school's curricular priorities, not their own preferences. This guideline is especially significant for elementary mathematics and science. The research in general suggests that many elementary teachers give relatively little time to these subjects, often because they feel poorly prepared to teach them.

Time allocations within a subject are also important. For example, two fifth grade teachers are planning their language arts instruction. One gives a great deal of time to the study of formal grammar and slights the teaching of writing; the other gives no time to the teaching of formal grammar and increases the time given to the teaching of writing. The results their students achieve reflect their teachers' time allocations the first class learns formal grammar but not necessarily how to write; the second class learns to write but not necessarily formal grammar.

Once these instructional allocations have been made, administrators and teachers should cooperate in defending instructional time. They make an explicit contract with each other to keep to an absolute minimum such intrusive behaviors as calling students from class, shortening classes because of special assemblies, dismissing students early for extracurricular activities, and interrupting classes with messages and announcements. While teachers often blame administrators for such practices, many teachers seem to operate on this principle: "No class intrusions--except when I want them."

Facilitating Teachers' Professional Growth

The second key attribute is almost as important as the first. If teachers are to become truly professional as collaborative leaders, they will need increased time for planning and professional growth. As Little (1990) points out, in many schools the schedule is made without reference to teachers' professional growth needs and the school's need for collaborative planning for school improvement. A recent study of teachers' working conditions concluded that 64% of the teachers responding reported that they had less than one hour each day of preparation time or no time at all (Carnegie Foundation for the Advancement of Teaching, 1990). In the most effective schools, special time is provided so that teachers can plan collaboratively, implement peer coaching programs, undertake action research, and collaborate with the principal in school improvement programs.

Such special time can be provided by

- combining classes for special assembly programs;
- having the principal and the assistant principal substitute for teachers; and
- employing half-day substitutes to provide longer periods of time for staff development

and collaborative planning.

Obviously, all these are compromises that take teachers away from their students, but the payoff seems to be worth the sacrifices.

Appropriately Grouping Students

The way students are grouped for learning is also a critical matter. Since the issue has been so often over-simplified and distorted, it would make sense to clarify three related terms before recommending solutions.

- **Tracking**
  - Assigning students to a stratified sequence of courses with a particular post-high school focus, such as general, vocational, or college preparatory.
- **Between-Class Grouping**
  - Assigning students to a particular class on the basis of the student's achievement in that subject. Thus, a school might have three levels of mathematics, ranked by ability in mathematics.
- **Within-Class Grouping**
  - Assigning students within a class for certain instructional purposes. For example, most elementary teachers divided their classes into three reading groups.

Although many educators are inclined to make the sweeping generalization that "ability grouping is completely wrong," a closer look at the research and the realities of teaching suggest the issue is more complex than it seems. Display 6-2 presents a summary of this research.

Display 6-2: Summary of Research on Grouping

- Curriculum tracking has several serious weaknesses. It results in the stratification of the student body on the basis of social class. It often results in the delivery of an impoverished curriculum to low-ability tracks. In most tracking systems, there is little student mobility (Oakes, 1985).
- Ability grouping for the gifted seems effective, especially if it results in an accelerated curriculum (Rogers, 1991).
- In a classroom where competition is emphasized, the presence of students perceived as having low ability is a source of motivation for high ability students; the presence of high ability students decreases motivation for low ability students (Nicholls, 1979).
- Classes of extreme heterogeneity pose special problems for teachers; such classes are often more difficult for the teacher to manage and to individualize instruction (Evertson & Hickman, 1981).
- In general, heterogeneous between-class grouping seems to achieve better cognitive and affective results for most students (Slavin, 1989).
- Within-class grouping (in which the teacher groups a heterogeneous class into small homogeneous groups) seems most effective in teaching mathematics. However, in teaching beginning reading, some form of the Joplin plan (where students are reassigned on the basis of reading ability) seems most effective (Slavin, 1989).

School systems that are trying to find the best answer to a very complicated problem have arrived at several compromise solutions. First, they minimize tracking at the high school, providing only two tracks: academic and tech-prep. The tech-prep program emphasizes a high quality program in the core subjects along with technical education for students who aspire to such careers. Second, they provide an accelerated curriculum for the most gifted, who are grouped for special instruction. They use heterogeneous grouping as a basis for assigning students to classes but attempt to reduce the range of abilities in any given class.

This set of decisions should not be seen as the best answer to this complex problem. It suggests instead that faculties need to study the problem very carefully and work out a solution that results in better achievement without stigmatizing students who are deficient in verbal or mathematical abilities.

Providing a Teachable Situation

Teachers also need a teachable situation. A teachable situation includes these elements:

- Class size is manageable.
- The ability range is not too extreme.
- Teachers are teaching in the area for which they have prepared.
- Teachers have access to good facilities, materials, and equipment.
- Students are not disruptive.

The data suggest that the profession is far from achieving that desired state (see Display 6-5). Obviously many of these conditions result from starved school district budgets—a situation that is not easily changed. However, principals should continue to lobby for increased funding.

Display 6-3:
Results of Survey on Teachable Situation

Data are from the Carnegie Foundation for the Advancement of Teaching (1990).

Percent of teachers who say:

Disruptive student behavior is a serious or somewhat serious problem in their school	86%
They feel their office space is fair, poor, or not available	75%
General support services for teaching are only fair or poor	59%
Their classes are too large	38%
They are assigned to teach subjects for which they are unqualified	18%

Providing a Flexible and Learning-Oriented Schedule

The fifth attribute involves the flexible use of time. The best schedules serve the requirements of the teaching/learning transaction. Unfortunately, in most schools, learning is controlled by the schedule. In this sense the elementary teacher in the self-contained classroom has the most desirable schedule. Teams of middle school teachers who are assigned a block of time that they can use flexibly also have this advantage. It is high school teachers who suffer the most here. If educators wanted to devise the worst possible schedule for learning, they probably would propose the standard high school schedule: 45 minutes a day for all subjects, with an occasional double period.

Dissatisfaction with the status quo has led many high schools to experiment with various flexible arrangements (the Dempsey and Traverso 1983 handbook is an excellent resource for more information about scheduling alternatives.):

- **Modular schedules**
  - The schedule is built upon short time increments, such as 15-minute modules.
- **Block of time schedules**
  - A team of teachers is assigned a long block of time to divide as they see fit.
- **Rotating period schedules**
  - A class that meets first period on Monday would meet on second period Tuesday, and so on.
- **Six-day cycle**
  - The schedule is rotated every sixth day, instead of on a weekly basis.

While such schedules may seem only to tinker with the standard schedule, a more radical approach is offered by the “block of time” schedule, first described by Carroll (1990). This schedule provides for long blocks of time for intensive study. In most versions of the plan, students are scheduled for 90-minute periods for each academic subject, for one term only. Although this block of time schedule has positive evidence to support it, many teachers complain about the difficulty of holding students’ interest for 90 minutes. The other complaint is the problem faced by subjects such as foreign language, which need more continuity than the one-term schedule provides. (See Carroll 1994 for a review of early findings.)

Considering Students’ and Teachers’ Personal Needs

The final guideline is a common-sense reminder that students and teachers are ordinary human beings who need time to relax, eat, and take care of personal needs. In the desire to increase instructional time, some schools have unwisely ignored these needs by reducing the length of the lunch period, cutting back on recess time, and requiring teachers to give up their planning period in order to "cover" for a teacher who has to leave early.

3. ALIGNING THE CURRICULUM

Several different types of curriculum are at work in the school. When they are reasonably congruent with each other, student achievement is improved. This section reviews briefly the several types of curriculum and then explains how a comprehensive model for aligning these curricula can be planned and executed.

Types of Curriculum

Several types of curricula need the attention of the principal and the teachers.

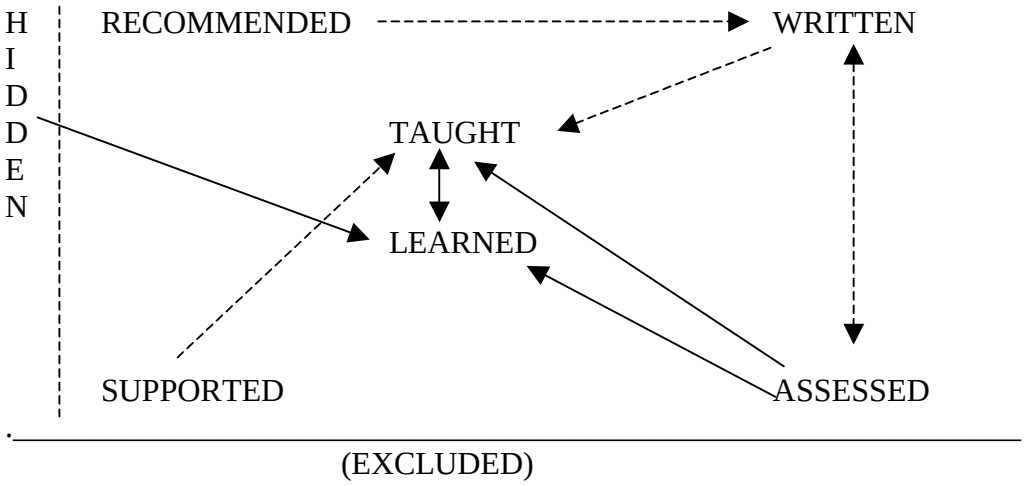
- **Recommended**
  - The curriculum that is recommended by scholars, professional organizations, and state departments of education. The best source for the recommendations of professional organizations is Kendall and Marzano (1997).
- **Written**
  - The curriculum that appears in locally produced documents: district scope and sequence charts; district curriculum guides; teachers' planning documents; curriculum units.
- **Taught**
  - The curriculum that teachers actually deliver day by day.
- **Supported**
  - The curriculum that includes the resources that support the curriculum—textbooks, software, and other media.
- **Assessed**
  - The curriculum that appears in tests and performance measures: state tests, standardized tests, district tests, and teacher-made tests.
- **Learned**
  - The bottom-line curriculum--the curriculum that students actually learn.
- **Hidden**
  - The curriculum that students learn from the school's policies and procedures.

    For example0, if the school allocates 45 minutes a week to art in the elementary school and 200 minutes to reading, the message is clear: art does not matter. Although this hidden curriculum is hidden in the sense that it is not intentional, it has a great deal of power to affect students.
- **Excluded**
  - The curriculum that has been omitted from the curriculum.

    Consider these issues that are excluded from most U. S. history curricula: the interment of Japanese-Americans in World War 2; the importance of religion in American life; the impact of the labor movement.

Display 6-4 shows the relationship of these curricula as they interact with each other. Notice that the research suggests varying patterns of influence among the several types.

Display 6-4:
Types of Curricula



CODE: - - - - - Weak influence
_____ Strong influence

The recommended curriculum seems to have little influence on the written, although districts seem to be increasingly concerned with state standards, especially if they are accompanied by state tests. Also, the standards developed by the National Council of Teachers of Mathematics (1989) seem to have had a significant influence in the development of district mathematics guides.

The written curriculum seems to have a moderate influence on the taught curriculum. Teachers report that they typically check the district guide early in the year, just to remind themselves what it includes. However, teachers are much more influenced by the assessed curriculum, especially if they will be held accountable for students' results. Students are similarly sensitive to the assessed curriculum. Teachers are perhaps most sensitive to the learned curriculum, making their decisions on the basis of students' needs as they perceive them, and students' responses to the taught curriculum.

While conventional wisdom holds that teachers are textbook-driven, the research suggests that the textbook is only one of several sources that the teacher consults in planning for instruction (See Brown, 1988.) Further, textbook series often do not match closely the written curriculum, since they are developed for a nation-wide mass market.

Finally, a weak relationship often exists between the written and the assessed. Typically the assessment is an objective test that samples low-level learning.

These gaps have led experts in the field to recommend alignment processes. English (1992), the chief advocate of alignment, emphasizes the need for a close match between the curriculum and the test. He explains that alignment can be achieved through "frontloading" or "backloading." Frontloading means developing the curriculum first and then finding a test to match; "backloading" means developing (or locating) the test first and then developing a curriculum to match.

This author recommends a more comprehensive approach that involves the alignment of the six curricula that are most important. The alignment process is best carried out at the school level. Even though a district or regional approach might be more efficient, the school-based process results in a greater sense of ownership and serves to educate the teachers about the details of the new curriculum guide.

Aligning the Recommended and the Written Curricula

Aligning the recommended and the written curricula is primarily the responsibility of the task force assigned to develop the curriculum in a given subject area. However, the principal can play a role, as explained below.

The extent to which the recommended curriculum should determine the written curriculum varies from subject to subject and from state to state. Some professional standards, such as those in mathematics, seem to be well formulated and widely approved; they thus can provide a useful guide for the written curriculum. On the other hand, the standards for English language arts (National Council of Teachers of English and International Reading Association, 1996) have been widely criticized for being too vague and excessively concerned with process; they therefore seem less useful to local developers.

States also vary in the extent to which their standards are prescriptive and their required tests are based on these standards. If the state issues highly prescriptive standards and administers tests based on these standards, obviously these standards should be considered the determining factor in the district's curriculum.

Principals can play an active role in this alignment. If they are members of task forces, they can require the task force to analyze professional and state standards and determine which ones should be used in the district guide. If they are not represented on the task force, they can examine the products to assess whether the recommended curriculum has been given sufficient attention.

Aligning the Written, the Supported, and the Assessed

The principal should play an active role in working with teachers to align the written, the supported, and the assessed curricula. Since these three types are closely related, the alignment can be accomplished in one project. The following process has worked well with several school systems.

(1) **Plan the Project**

-- Appoint a Curriculum Alignment Committee (or use an existing committee) to oversee and coordinate the project. Train the committee in the alignment process as it involves these three types of curriculum. The alignment committee should then train

the grade-level teams, who will carry out the alignment tasks for their grade.

(2) **Focus The Curriculum**

-- The grade-level teams should carefully analyze the new district curriculum to focus the alignment process on the **mastery objectives**. As the term is used here, the mastery objectives are those that meet one or more of the following criteria:

Will likely be tested or assessed
Require explicit teaching
Are best learned when they are carefully planned
Are essential for all students to master

These mastery objectives are different from the **continuing development** objectives that should be nurtured on every suitable occasion and not taught in a specific grade level. Here is an example to show the difference.

Mastery: *Define metaphor.*
Continuing Development: *Enjoy poetry.*

Mastery objectives should be aligned with tests and texts; continuing outcomes need not be. The complete set of mastery objectives should be stored in a computerized database, organized by grade level and then by areas within that subject.

(3) **Analyze The Tests**

-- Using a printout of the mastery objectives for their grade level, the teams should indicate which mastery objectives are likely to be tested. An example of the form that can be used in this process is shown in Display 6-5. In determining which of the mastery objectives are likely to be tested, the team should analyze state tests, district tests, and standardized norm-referenced tests. They need not analyze teacher-made tests since the assumption is that teachers will test what they have taught. In analyzing these tests, the team can use descriptions of test content and tests previously given and no longer confidential.

(4) **Analyze The Texts**

-- The next step is to determine where the mastery objectives are explained in the text. The team should check the table of contents and the index of the texts used, noting the page numbers where the topic is treated. The team should enter page numbers only if the topic is treated in sufficient depth. Textbooks often treat topics so superficially that the text is of little value to teachers and students.

Display 6-5:
Alignment Form Example

Subject: English language arts Grade: 9

Mastery Objectives	**Tested**	**Text: *English 9***
Define, identify metaphor	x	pp. 123-126
Listen critically		
Write personal narrative	x	pp. 16-17
Hold interview		p. 14

(5) **Evaluate The Results**

-- The alignment committee should review all the work of the teams, noting any problems that need additional work and producing a complete set for the entire school. This complete set will be useful for the principal and supervisors.

(6) **Use The Results**

-- Simply competing the alignment charts has little value. The results should be used to accomplish two tasks. First, as noted briefly below and explained more fully in Handbook 10, teachers should use the list of mastery objectives to develop yearly and unit plans that ensure adequate treatment of all the mastery objectives. Mastery objectives that are tested should receive the highest priority in planning for learning; mastery objectives not tested would have a second priority. Second, the team should institute plans to fill in the gaps in the textbook. They can order supplementary materials or write their own materials.

Aligning the Written and the Taught

The alignment charts described above can be very useful in aligning the written and the taught. Next to aligning the taught and the learned, this is probably the most important alignment of all. Even the most conscientious teachers will need help in ensuring that they are effectively delivering the written curriculum. As explained more fully in Handbook 7, the principal should help teachers develop yearly calendars and unit plans. In developing such plans,

the teacher should systematically check off the mastery objectives as they are scheduled in the yearly calendar and included in the unit. When the principal reviews these plans, he or she should check to ensure that all mastery objectives are in fact included.

Aligning the Taught and the Learned

The final and perhaps most important type of alignment involves the taught and the learned curriculum. While teachers mistakenly assume that students learn all that they are taught, the evidence is otherwise. As Doyle (1986) points out in his review of the research, for much of classroom time students are either obviously off-task or feigning on-task behavior, only dimly aware of what the teacher is trying to teach.

The principal needs to help the teacher acquire and systematically apply the following skills that will close the gap between the taught and the learned.

- Clarify the objective.
- Help students find meaning and purpose in learning the objective.
- Encourage students to ask questions.
- Use learning strategies that require a high level of student activity.
- Use frequent quizzing to monitor learning and maintain high alertness.
- Observe for verbal and non-verbal signs of off-task behavior.
- Use monitoring data to adjust instruction.

4. MONITORING THE CURRICULUM

The monitoring of the curriculum involves the use of processes to determine to what extent the approved curriculum has been implemented. Although some teachers believe that monitoring implies a distrust of teachers, it can be done in a highly professional manner that enlists the teacher as a partner in ensuring that the written curriculum is delivered.

A Practical Solution

Over several years of working with school districts and reviewing the research, Glatthorn (1997) has developed a monitoring system that maintains the advantages while avoiding the drawbacks of monitoring. The model recommended here draws from the Glatthorn model but is modified to respond to the special context of North Dakota.

Establishing the Antecedent Conditions

Monitoring efforts are more likely to succeed if certain antecedent conditions are present.

- **Emphasize mutual accomplishment, not total fidelity.**
  - Mutual accomplishment (first identified by Bird, 1986) is a type of implementation in which the developers of an innovation (the district curriculum workers) accomplish their central goal of changing the curriculum while the users of the innovation (classroom teachers) accomplish their goals of influencing the curriculum and maintaining control of the essential elements of classroom life. Mutual accomplishment is a win/win philosophy of curriculum implementation. Working for complete fidelity is a win/lose approach: administrators win and teachers lose.
- **Influence the development of a "teacher-friendly" and "change-simple" curriculum.**
  - A teacher-friendly curriculum is one that
    - provides time and space for teacher enrichment;
    - is in an easily accessible form; and
    - does not mandate sequence or teaching approach.
  - A change-simple curriculum is one that
    - is clear: terms are defined clearly and objectives are specified unambiguously;
    - avoids excessive complexity: it does not expect the teacher to use too many resources, use complicated technology, or keep too many elements in mind; and
    - is of high quality: teachers respect it and wish to implement it (Fullan, 1991).
- **Establish a culture that values continuous improvement and collaboration.**
  - This is perhaps the most crucial antecedent condition. The principal should take leadership in clarifying the concept of continuous improvement, emphasizing its role in making the school better, modeling that philosophy, and rewarding teachers who

manifest it. Teachers should understand that curriculum development is an ongoing process, not a single event.

" The principal should establish the importance of working together in a cooperative manner, establish conditions that support collaboration, model collaboration, and reward teachers who cooperate. As Griffin (1988) has pointed out, such an attitude is especially crucial in developing a supportive environment for curriculum change.

Achieving Mutual Accomplishment

Once those antecedent conditions have been established, principals should take several steps to achieve mutual accomplishment.

! **Ensure that resources are available in a timely manner.**

" Principals can help by putting pressure on district personnel to order new texts and other materials early enough to ensure that they will be on hand for teachers' use. Teachers often express great frustration when materials are not available.

! **Provide on-going staff development that is sensitive to teachers' stages of concern.**

" While the district is primarily responsible for providing the basic staff development required by the new curriculum, the principal should also take the initiative in ensuring that teachers have time to meet together to exchange ideas, share strategies, and solve common problems. Here the research on teachers' stages of concern should be useful. (See Loucks-Horsley and Stiegelbauer, 1991.) In the early stages of developing a curriculum, teachers simply want to be kept informed. Their concerns later shift to personal issues: how will the new curriculum affect me? Only in later stages will they ask questions about its impact on student learning.

! **Help teachers translate the district guide into long-term plans.**

" As explained more fully in Handbooks 9 and 10, long-term planning calendars and units of study enable the teachers to translate the district guide into planning documents that teachers can use as they plan for instruction. The district guide by itself is not sufficient as a guide to such planning; this additional work is necessary. Once teachers have developed long-term and unit plans, the principal can confer with them in a climate of dialog. These questions can be raised:

- Have all the mastery objectives been suitably emphasized?
- Do time allocations reflect curricular priorities?
- Is the sequence one that will likely lead to mastery?

! **Make several informal observations.**

" Informal observations are brief "drop-in" visits to classrooms lasting only 5-10 minutes. (See Glatthorn, 1990). In this brief period of time the principal can observe to what extent the district curriculum is being implemented or enriched. If three such informal observations indicate that the teacher is spending too much time on unrelated curriculum issues, the principal can inquire in a constructive manner about the teacher's rationale for seeming to deviate from the curriculum.

" The informal observations should not be used to evaluate teachers. Instead, they are an effective monitoring strategy. They also serve as a means of giving the teacher

merited and timely praise--or as a "distant early warning" system of problems that may need systematic attention.

- **Cheer for the curriculum.**
  - The principal can serve as a cheerleader for the new curriculum and reminding teachers of the need for effective implementation.

- **Analyze test scores with teachers.**
  - While teachers should not be held totally accountable for students' test results, they should cooperate with the principal in examining school-wide and classroom-specific results with an analytical perspective. This analysis should be carried out in an atmosphere of problem solving, not blaming or scapegoating. The principal and teachers should systematically examine the following issues.
    - Was the test congruent with the curriculum?
    - Were the texts and other instructional materials congruent with the curriculum?
    - Was sufficient time devoted to the content included in the test?
    - Were students motivated to master the curriculum and perform well on the test?
    - Did parents provide a supportive learning environment at home and emphasize the importance of the tests?
    - Did teachers use effective instructional approaches?
    - Was the curriculum itself of high quality?
    - Which groups of students performed below expectations? Do they need additional time, more varied materials, or diversified teaching/learning activities?

A Concluding Note

Any monitoring system that balances the need for district curriculum coordination with the teachers' need for a measure of autonomy can be effective if it is implemented in a climate that supports continuous improvement and collegiality. The system described above has worked effectively for many school systems and schools, but principals and teachers are strongly encouraged to develop their own model.

5. DISCHARGING OTHER FUNCTIONS

The leadership team needs to be aware of other functions as well. As explained in Handbook 3, the principal should provide leadership in helping the teachers evaluate the curriculum as it is being pilot tested and implemented. The all-important issues, of course, are these:

- Are students learning at the level expected?
- Are they developing positive attitudes about the subject?

Finally, the principal needs to provide leadership in helping the teachers accomplish their classroom responsibilities, as explained in Handbook 7.

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