

Introduction

Organization of the Facilitator's Guide

This Facilitator's Guide is a companion for *What Every Principal Should Know About Leadership: The 7-Book Collection* by Jeffrey Glanz. It is designed to accompany the study of each book in the series and provide assistance to group facilitators, such as school and district leaders, professional development coordinators, consultants, mentors, and professors. It can also be used by students in leadership courses leading to certification for the principalship as a guide to teach each other various concepts or reinforce certain principles. A professor I know uses this creative strategy to reinforce student learning. In other words, he feels that if students are able to "teach" something to someone else, they will, in the process, gain greater facility with the material. Along a similar line of thinking, the guide can serve to stimulate ideas for student presentations.

The guide is divided into seven parts, each representing one book in the series. After a brief overview of the type of leadership addressed in the book, "Best Practices" are highlighted. For each "Best Practice" discussed, an overview is presented along with relevant discussion questions and at least one "Engagement Activity." This Facilitator's Guide should obviously be used in conjunction with each book, as the guide will refer the user to relevant pages in the text. Along with the material in this guide, I have provided key handouts that can be copied (labeled as Reproducibles), if needed, and used to develop one's own PowerPoint presentations. A few PowerPoint presentations (i.e., one on action research, one on leadership styles, one on the assistant principalship, and one of all seven forms of principal leadership) can be downloaded from the author's Web site: <http://www.wagner.edu/faculty/jglanz/ppoint>. Users of this guide are free to download the PowerPoint files and use them as presented or make revisions as necessary. As long as proper credit is given for the source of the PowerPoints and handouts (Reproducibles), they may be used without expressed advance permission. Sample half-day, full-day, and two-day workshop agendas are included.

Corwin Press also offers a free 16-page resource titled *Tips for Facilitators*, which provides the facilitator with practical strategies and tips for guiding a successful meeting. The information in this resource describes different professional development opportunities, the principles of effective professional development, some characteristics of an effective facilitator, the responsibilities of the facilitator, and practical tips and strategies to make meetings more successful. *Tips for Facilitators* is available for free download from the Corwin Press Web site (www.corwinpress.com, click on "Extras").

How to Use the Guide

If you have skipped the introductory section on page vi, please read it as it may contain an idea or two you've not thought about and may lead you to some handy references or materials to assist in presenting information from the various books in the series.

Become familiar with the content of the volume in the series in which you are presenting. Each book in the series is approximately 100 pages or so with an easy-to-read layout to facilitate quick reading. Peruse the contents of the Facilitator's Guide to study various options or alternative ways of presenting information as well as the various materials offered. Also, go to the Web site <http://www.wagner.edu/faculty/jglanz/ppoint> to peruse the PowerPoints. With such an overview, you'll be able to select appropriate parts of the guide for your special needs. Obviously, the guide is not meant to be read from cover to cover but to be used as a resource of ideas and materials to choose from depending on your purpose and needs. Various options are provided in the section of this guide titled "Sample Workshop Agendas."

Use the general *discussion questions* in the next section to perhaps begin to stimulate thinking among participants as a Starter Activity. Often, attendees of workshops seem to expect, if not enjoy, some downtime by sitting back and "listening." Engaging them in small group discussions (you may first want them to pair-and-share), followed by whole group brainstorming may set a positive and interactive tone for the remainder of your time with them. Besides, such early engagement will enhance learning because, as you very well know, we learn best by constructing meaning on our own.

Assess the knowledge and skills that you currently possess and that you wish or need to learn in order to become an effective principal by doing the *K-W-L Activity* as another starter activity. Such an activity will prompt deep thinking about the principalship and serve to identify areas that require investigation. Articulating precise areas of knowledge needed for serving as principal, specialized skills of performance, and unique qualities or dispositions will set the tone for your study of the principalship. Individuals who serve as effective principals possess unique characteristics and display special behaviors that set them apart from other education professionals in the school building. Not everyone who serves as an assistant principal, for instance, can serve effectively as principal. Explore these unique and necessary areas of knowledge, skills, and dispositions.

Use the *Interview Questions* as yet another starter activity to motivate participants and encourage critical and creative thinking about the principalship. Note that the list of questions is not meant to be exhaustive, but, rather, should be used to prompt thinking. Also, these are real questions that have been posed at interviews. Some questions are "out of the box," as you will see. Pair-and-share, form small groups, then large ones, or perhaps use the fishbowl technique. Role-playing with volunteers should be encouraged. If, after this exercise, participants feel that they need additional information (which many will), refer them to various books in the Leadership Series, as appropriate.

I recommend that facilitators download a copy of *Tips for Facilitators* and review the characteristics and responsibilities of facilitators and professional development strategies for different types of work groups and settings.

Overview of the Principalship: Discussion Questions

The following discussion questions are appropriate for individuals studying to become a principal.

Reproducible 1: Discussion Questions for Future Principals

1. Describe why you want to become a principal.
2. What in your background and experiences might be significant in terms of your desire to become a principal?
3. Which individuals have influenced or inspired you to become a principal?
4. Can you recall and describe a principal or two who does not serve as a role model? What did they do or not do to categorize themselves as ineffective? Keep responses anonymous.
5. What are the three areas or topics you hope will be covered in [this session] or [in your principal preparation program]?
6. Should a principal be expected to have expertise in each of these areas: instructional, cultural, ethical/spiritual, school-community, collaborative, operational, and strategic? Explain why or why not.
7. What is your philosophy of leadership as a future principal?
8. Did your role as assistant principal prepare you for the principalship? Explain. If you weren't an assistant principal, then what about the position you currently hold?
9. What do you expect your three greatest challenges will be in the first year or two as principal?
10. Do you aspire to a position beyond the principalship?

The following discussion questions are appropriate for individuals who have just completed or are in the process of completing their first year or two as principal.

Reproducible 2: Discussion Questions for Beginning Principals

1. Describe your experiences as a fairly new principal. What have been your greatest challenges? Successes?
2. Recall how you responded when asked why you wanted to become a principal. Are the reasons similar now, given your initial experiences as principal?
3. What advice would you give a brand new principal in your district/region?
4. Which individuals have supported you the most during your first year or two?
5. How and what do you delegate to others?
6. What responsibilities have you decided to handle personally?
7. How would you rate your performance as principal thus far?
8. What are the three areas or topics you need to know more about so that you can serve with even more success as principal?
9. Should a principal be expected to have expertise in each of these areas: instructional, cultural, ethical/spiritual, school-community, collaborative, operational, and strategic? Explain why or why not.
10. What is your philosophy of leadership as a new principal?
11. Did your role as assistant principal prepare you for the principalship? Explain. If you weren't an assistant principal, then what about the position you held prior to the principalship?

The following discussion questions are appropriate for individuals who have been serving as principals for three or more years.

Reproducible 3: Discussion Questions for Experienced Principals

1. Describe your experiences as an experienced principal. What have been your greatest challenges? Successes?
2. Recall how you responded when asked many years ago why you wanted to become a principal. Are the reasons similar now, given your experiences as principal?
3. What advice would you give a brand new principal in your district/region?
4. Which individuals have supported you the most during your tenure as principal?
5. How and what do you delegate to others?
6. What responsibilities have you decided to handle personally?
7. How would you rate your performance as principal thus far?
8. What are the three areas or topics you need to know more about so that you can serve with even more success as principal?
9. Should a principal be expected to have expertise in each of these areas: instructional, cultural, ethical/spiritual, school-community, collaborative, operational, and strategic? Explain why or why not.
10. What is your philosophy of leadership as a principal?
11. Did your role as assistant principal prepare you for the principalship? Explain. If you weren't an assistant principal, then what about the position you held prior to the principalship?

K-W-L Activity

Employing the K-W-L strategy developed by Donna Sederburg Ogle (1986) is a most effective strategy that models active thinking needed before, during, and after learning. The letters **K**, **W**, and **L** stand for three activities participants engage in when learning: recalling what they **KNOW**, determining what they **WANT** to learn, and identifying what they have **LEARNED** (see Figure 1).

WHAT I KNOW	WHAT I WANT TO LEARN	WHAT I LEARNED

Figure 1 K-W-L Strategy Sheet

Encourage participants to write out what they know about serving as principal, what questions they want answered, and what they have learned after a particular session or unit of instruction. Participants can individually or in small groups record their responses and then share their information with the whole group.

Interview Questions

Practice these 30 interview questions in small groups (divide groups and assign certain questions; e.g., five groups with six questions each):

1. What skills do you bring to a task?
2. Describe your ideal school.
3. What was the last novel you read?
4. How do you relax after work?
5. What is your role as instructional leader?
6. What is your role as operational leader?
7. Should a principal be personally involved in strategic leadership?
8. How might we judge your sense of ethics?
9. To what extent would you collaborate with others?
10. How and why would you involve community participation in your school?
11. How would you resolve personnel conflicts?
12. Under what circumstances would you rate a teacher "unsatisfactory"?
13. What motivates you?
14. Why have you applied for this position?
15. Would others consider you to be a courageous leader?
16. Describe a poor decision you've made.
17. What are your limitations?
18. Under what circumstances, if any, would you seek assistance?
19. How do you envision the role of the superintendent?
20. Does a principal have to have been a good teacher to serve as a principal?
21. Describe three concrete ways you would involve parents at your school.
22. Describe your schoolwide discipline plan.
23. Have you written grants? If so, explain.
24. How would you encourage multicultural education and diversity in your school?
25. What impact do you as principal have on student achievement?
26. What opportunities would you offer girls in science and math in your school?
27. What is the role of physical education?
28. Do you believe in the arts? If so, describe how you'd integrate them into the curriculum.
29. How would you collaborate with a local college?
30. Where do you see yourself in 20 years?