

Recommended Resources for Base Camp & Summit

Base Camp & Summit Curriculum 2009-2010

GLISI

Georgia Leadership Institute
for School Improvement

H-ELPS

Human Capital Development &
Education Leader Performance Support

Recommended Resources

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Base Camp & Summit Focus: Progression, Retention, High School Graduation

**Wagner, Tony. (2008).
*The Global
Achievement Gap*. New
York, NY: Basic Books.**

Education expert, Tony Wagner has conducted scores of interviews with business leaders and observed hundreds of classes in some of the nation's most highly regarded public schools. He discovered a profound disconnect between what potential employers are looking for in young people today and what schools are providing. He explains how every American work to overhaul the education system and he gives examples of dramatically different schools that teach all students new skills.

**(2007). *The Economics of
Education, Second
Edition*. Atlanta: Georgia
Partnership for
Excellence in Education.**

The success of our public education system is a leading indicator of Georgia's economic and social success. One of the best ways to measure the success of a K-12 education system is to monitor the quantity and the quality of its end product: high school graduates. Individuals who do not successfully obtain a high school diploma adversely affect the economies of our communities and our state. The purpose of this document and its companion piece is to put the startling economic facts on the table, to offer a call to action, and to present viable solutions. Visit www.gpee.org to download the PDF and PPT.

**(2007). *Increasing the
Graduation Rate*. Atlanta:
Georgia Partnership for
Excellence in Education.**

For Georgia students, leaving school before graduation is a process not an event. The processes or pathways are not the same for all dropouts, but the culminating event is the act of leaving school. Over the past 30 years, dropout prevention programs have not produced significant results. In order to provide effective and efficient programs and interventions for students who are potential dropouts, Georgia first must have an accurate way to predict which specific students will drop out of school. This document, which can be downloaded from www.gpee.org, makes recommendation about the types of data that can help improve accuracy in identifying and retaining potential dropouts.

Change

Fullan, Michael. (2008).
The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive.
New York: Jossey-Bass.

The Six Secrets of Change explores essential lessons for business and public sector leaders for surviving and thriving in today's complex environment. He draws on his acclaimed work in bringing about large-scale and substantial change in education reform in both public school systems and universities, as well as engaging in major change initiatives internationally. This book is filled with lessons that are insightful, actionable, and concisely communicable. These lessons are secrets not because there is a conspiracy to hide them from public view, but because they are often difficult to grasp in their deep meaning, and challenging to appreciate and act on in combination. Fullan makes these so-called secrets accessible and useful and offers illustrative examples from a variety of businesses, health organizations, and public education systems.

Kotter, John P. (2008)
A Sense of Urgency.
Boston: Harvard Business School Publishing.

Kotter shows what a true sense of urgency really is – a gut-level determination to move and win. *Now*. Kotter explains why it is becoming an exceptionally important asset and how a leader can create and sustain it within your organization.

Kotter, John P. & Rathgeber, H. (2005)
Our Iceberg is Melting: Changing and Succeeding Under Any Conditions. New York: St. Martin's Press.

The goal of this book is to draw on the incredible power of good stories to influence behavior over time – making individuals and their groups more competent in handling change and producing better results. The fable about a penguin colony draws on the frameworks in *Leading Change* and *The Heart of Change*.

Coaching

Bloom, G., Castagna, C., Moir, E., & Warren, B. (2005). *Blended Coaching: Skills and Strategies to Support Principal Development*. Thousand Oaks, CA: Corwin Press.

Find practical skills and strategies for leadership coaching explicitly tied to the needs of principals and other school leaders. This book is designed to improve principal retention, teacher satisfaction, and student achievement through real-life examples, reflective prompts, practical exercises, and other useful tools.

Fournies, Ferdinand F. (2000). *Coaching For Improved Work Performance*. New York: R. Donnelley & Sons Company.

This book stands as one of the most practical guides for effectively coaching all levels of employees in any workplace situation. The author presents case studies and face to face interventions; this guide is the one must have coaching reference for all managers need on their desks to help them keep their employees more productive and more focused.

Curriculum, Assessment & Instruction

Copeland, Michael A. and Knapp, Michael S. (2006). *Connecting Leadership with Learning: A Framework for Reflection, Planning, and Action*. Alexandria, VA: ASCD.

If you're an experienced or prospective school leader, you know there's way more pressure to make sure all students are learning, but what specific actions will ensure that learning occurs, and where do you find the time to do this? Here's a book that answers those questions and provides you with a systematic way to more quickly create powerful, equitable learning for all students. This is an ideal book to help leaders to reflect on your own leadership, guide school improvement planning, or use in leadership training and education courses.

Davies, Anne. (2007). *Making Classroom Assessment Work*. Courtney, BC: Connections Publishing.

In simple and easy-to-follow steps, Anne Davies leads educators to quality classroom assessment - the bridge between what research shows and what teachers can do in their classrooms to prepare students for their lifelong learning journey. This updated 2007 edition offers more ideas and examples of using assessment *for* learning to guide instruction and present evidence of success. The thoughtful and thought-provoking framework provides a guide for teachers to follow: from involving students, parents, and community members in the assessment process to evaluating and reporting progress.

Davies, A., with Sandra Herbst and Beth Reynolds. (2008). *Leading the Way to Making Classroom Assessment Work*. Courtney, BC: Connections Publishing.

This book is designed to help school administrators, district leaders, or personnel, and superintendents support educators and students in the assessment process. It describes indicators of successful assessment practice and ways of supporting teachers in the classroom, and provides examples of how leaders have molded assessment for learning to colleagues and students in their communities. This guide describes indicators of successful assessment practice and ways of supporting teachers in the classroom, as well as examples of how leaders have modeled assessment *for* learning to colleagues and students in their school communities. It also offers a practical approach to the challenges of meeting traditional evaluation standards, while assessing learning in many other ways.

Guskey, Thomas R., Ed. (2009). *The Principal as Assessment Leader*. Solution Tree.

Filled with first-hand experiences from expert practitioners, *The Principal as Assessment Leader* delivers the motivation needed to ignite a shift toward formative assessment and overall school improvement through building teacher literacy, providing targeted professional development, acquiring appropriate technology, and more. The book begins with an overview of the characteristics of an effective, balanced assessment system and includes numerous strategies for creating professional development that builds schoolwide assessment literacy to improve student learning for all students.

Guskey, Thomas, et.al. (2009). *Practical Solutions for Serious Problems in Standards-Based Grading*. New York: Corwin Press.

Standards-based education poses a variety of challenges for grading and reporting practices, especially for ensuring that the grades assigned to students are honest, meaningful, and fair. Many traditional methods, such as limiting the number of high grades or defining "C" as "average," no longer work in a standards-based environment. This edited volume examines critical issues in standards-based grading and provides specific suggestions for improving grading policies and practices at the school and classroom levels.

Glanz, Jeffrey. (2006). *What Every Principal Should Know About Leadership*. (The 7 Book Collection- Paperback). New York: Corwin Press.

This 7 book collection contains the following topics: Instructional Leadership; Cultural Leadership; Ethical and Spiritual Leadership; School-Community Leadership; Collaborative Leadership; Operational Leadership; and Strategic Leadership. Each volume gives a concise description about the topic and strategies for effective implementation in the school house.

Marzano, Robert. (2006). *Classroom Assessment & Grading that Work*. Alexandria, VA: ASCD.

In this book Marzano provides an in-depth exploration of what he calls "one of the most powerful weapons in a teacher's arsenal." An effective standards-based, formative assessment program can, he says, help to dramatically enhance student achievement throughout the K-12 system. In addition to providing teachers with the tools they need to create a better assessment system, this book make a strong case for the potential of such a system to transform the culture of schools and districts and to propel K-12 education to what Marzano believes can be new levels of effectiveness and efficiency.

Culture

**Kruse, S. & Seashore
Louis, K. (2009).
*Building Strong School
Cultures*. Thousand
Oaks, CA: Corwin
Press.**

As a principal, you realize that effecting positive, long-lasting change requires support both within your school and the wider community. This practical handbook shows school leaders how to build a climate of collaboration with staff, teachers, and parents as well as how to develop connections with foundations, business groups, social service providers, and government agencies.

**Kent D. Peterson,
Terrence E. Deal (2009).
*The Shaping School
Culture Field Book, 2nd
Edition*. New York:
Jossey-Bass.**

The second edition of *The Shaping School Culture Field Book* offers a companion to the newly revised edition of *Shaping School Culture* and includes an expanded version of Peterson and Deal's time-tested model to address the latest thinking on school culture and change. The Field book offers a wealth of new ideas and approaches and includes new material on "toxic" environments with specific action plans. In addition, the book contains powerful new case examples for revitalizing school culture.

Data

Bernhardt, V. (1999).
The School Portfolio.
Larchmont, NY: Eye on Education.

This first work of Victoria Bernhardt was a result of her work with a group of California schools to develop a process for school improvement that pulls together the interrelated workings of a school to focus on student performance. This edition describes the comprehensive school portfolio framework that documents plans, processes, progress and products and a set of rubrics known as the Education for the Future Initiative Continuous Improvement Continuums. This book assists educational leaders to shape and maintain a shared vision, align the school processes with their vision and mission and develop plans for next steps to continually improve their school.

Bernhardt, V. (2002).
The School Portfolio Toolkit. Larchmont,
NY: Eye on Education.

This is a “how to” book for building a school portfolio. It contains a variety of tools on a companion CD. It is a compilation of ideas, examples, suggestions, activities, tools, strategies and templates for producing school portfolios that will lead to continuous school improvement. The book is designed to assist educational leaders to tell their story by using their own data to support and demonstrate improvements that are made in the schools every day. This book is an excellent support for all school leaders who want and need to use data.

Bernhardt, V. (2004).
Data Analysis for School Improvement.
Larchmont, NY: Eye on Education.

This second edition of Bernhardt’s data driven decision making books builds on the work shared in the first edition including what data should be analyzed and how it can be turned into meaningful diagnostic information. This second edition provides practical examples of how educational leaders have used data analysis and Bernhardt’s continuous improvement process to not only recognize and isolate symptoms, but how others have identified root causes and modified their processes to overcome problems impacting student achievement. This is an excellent resource for all school leaders.

- Bernhardt, V., Blanckensee, L., Lauck, M., Rebello, F., Bonilla, G. and Tribbey, M. (2000). *The Example School Portfolio*. Larchmont, NY: Eye on Education.**
- This book is a companion to Victoria Bernhardt's, *The School Portfolio, A Comprehensive Framework for School Improvement*. This edition represents one hypothetical elementary school's approach to building a school portfolio. The school neither began with a totally committed staff nor with the data they needed to make the decision-making purposeful and in alignment with their vision. Over the three years represented in this portfolio, the reader can see what it took to get the data teachers needed to understand how to meet the needs of their students and to understand what processes needed to change to get different results. The story of this elementary school will give educational leaders a fine example of what can be accomplished through an aligned effort of the staff.
- Conzemius, A. and O'Neill, J. (2002). *The Handbook for SMART School Teams*. Bloomington, IN: Solution Tree.**
- An invaluable resource for driving team-based improvement in your school and district. This resource tracks well with GLISI's plan-do-check-act process and provides a wealth of information on developing and engaging teams, including a critical mass of external team members, in school improvement. Tons of process and planning tools, along with a CD, make this a "must have" resource for leaders serious about leading and sustaining a continuous improvement for desired results.
- Herman, J. & Winters, L. (1992). *Tracking Your School's Success: A Guide to Sensible Evaluation*. Thousand Oaks, CA: Corwin Press.**
- This book is one of the original works urging school leaders to track their progress by identifying some powerful techniques for looking at the school and making decisions based on data. The book contains many simple forms designed to help the leader determine where the school is, monitor how the school is progressing and identifying strategies for getting where you want to be. This is an oldie, but goodie.
- Schmoker, M. (1999). *Results: The Key to Continuous Improvement*. Alexandria, VA: ASCD.**
- This second edition of Schmoker's book gives updated strategies and techniques to use in improving student achievement. The author provides a framework to become assessment literate by using teamwork, goals, performance data and techniques for accelerating results. The book contains new examples that clearly illustrate how schools have successfully improved student achievement.

Distributed Leadership

Spillane, James P.
(2006). *Distributed Leadership*. San Francisco: John Wiley & Sons.

Distributed Leadership explores how leadership practice takes shape in the interactions between leaders and followers in their situation. Spillane examines the distribution of leadership among administrators, specialists, and teachers in the school and explains the way in which leadership practice is stretched over leaders, followers, and aspects of the situation including routines, tools of various sorts in the organization.

Spillane, James P.
&Diamond, John B.
(2007). *Distributed Leadership in Practice*. New York: Teachers College Press.

This book examines what it means to take a distributed perspective based on extensive research and a rich theoretical perspective developed by experts in the field. The book includes numerous case studies of individual school and illustrates how the day-to-day practice of distributed leadership is important in improving school leadership.

District Leadership

Bottoms, Gene & Fry, B. (2009). *The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning*. Atlanta, GA: Southern Regional Education Board (SREB)

The writers report that nearly 7,000 high school students drop out of school every day. An estimated 1.2 million leave the public school system each year without a diploma or adequate education. In SREB's view, a central reason for the dismal graduation rates and preparation problems is the failure of many public school districts to systematically provide the working conditions that well-trained principals need to succeed. This research was designed to determine the perceptions of high school principals regarding the support districts are providing in support of school improvement.

Marzano, Robert J. & Waters, T. (2009). *District Leadership That Works: Striking the Right Balance*. Bloomington, IN: Solution Tree.

Marzano and Waters explore the research that proves district leadership does have an impact on student achievement in the classroom. Readers gain insight into how to initiate second order change, set district defined nonnegotiable goals for achievement and instruction at the district and school level, monitor goal progress through formative assessment and shift from past educational paradigms and respond to resistance to change.

Leadership

Collins, J.C. (2001). *Good to Great: Why Some Companies Make the Leap...And Others Don't*. New York: HarperCollins.

Why do some companies sustain growth and success for fifteen years and more, while others flame out in a couple of years? This book answers that question, and provides insight into who leaves these companies, who gets on the bus, how the seats on the bus are assigned, and more. Have you found your hedgehog concept? Can you sustain success? Find out here.

Kouzes, J., & Posner, B. (2006). *A Leader's Legacy*. San Francisco: Jossey-Bass.

Kouzes and Posner examine in 22 essays the critical questions all leaders must ask themselves in order to leave a lasting impact. The essays are grouped into four categories: Significance, Relationships, Aspirations, and Courage. They focus on the core challenges leaders face and offer a thoughtful and reassuring perspective any leader – including aspiring leaders can use to explore the choices they make.

Tichy, N. & Bennis, W. (2007). *Judgment: How Winning Leaders Make Great Calls*. New York: Penguin Group.

Two titans of effective leadership, Noel Tichy and Warren Bennis have identified the fundamental essence of leadership as the ability to make consistently good judgment calls, especially when the stakes are high, information is limited and the right call is far from obvious. They maintain that judgment is actually a skill that can be developed, refined and nurtured throughout an organization.

Lawler, Edward E. (2008). *Talent: Making People Your Competitive Advantage*. San Francisco: Jossey-Bass.

In today's global environment, it is more and more difficult to gain a competitive edge. Talent is potentially the most powerful source of competitive advantage. Lawler shows how organizations can combine the right organization design, management practices and talent to gain a critical performance edge. Special attention is paid to leadership, talent management, performance management and information and decision-making.

Rothwell, William, J. (2005). *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within*. New York: American Management Association.

This book has helped countless companies develop strong succession programs. Revised to reflect the latest trends and practices, it includes a CD-Rom packed with worksheets, assessment tools, and training guides to assess an organization's specific needs.

Charan, Ram. (2008). *Leaders At All Levels*. San Francisco: Jossey-Bass.

Charan addresses a pressing problem, the shortfall of leaders prepared to face today's complex business challenges. Charan's Apprenticeship Model is a new approach to succession and leadership development that is a hands-on activity for leaders and their supervisors based on the belief that leaders develop their talent through practice and self-correction giving individuals a road map for taking charge of their own growth.

Gladwell, M. (2002). *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Little Brown.

The Tipping Point is the magical moment when an idea, trend, or social behavior crosses a threshold, tips and spreads like wildfire. Gladwell explores the tipping point phenomenon as a way to change the way people throughout the world think about disseminating ideas.

Marzano, Robert, Water, T. and McNulty, B. (2005). *School Leadership That Works*. Alexandria, VA: ASCD.

Based on the analysis of 69 studies conducted since 1970 that met their selection criteria and a recent survey of more than 650 building principals, the authors have developed a list of 21 leadership responsibilities that have a significant effect on student achievement. *School Leadership that Works* gives school administrators the guidance they need to provide strong leadership for better schools.

Kouzes, James and Barry Posner. (2007). *The Leadership Challenge, Fourth Edition*. New York: Jossey-Bass.

This leadership classic continues to be a bestseller after three editions and twenty years in print. The Fourth Edition has been extensively updated with the latest research and case studies, and offers inspiring new stories of real people achieving extraordinary results. The authors' central theme remains the same and is more relevant today than every: "Leadership is Everyone's Business." Their "five practices" and "ten commitments" have been proven by hundreds of thousands of dedicated, successful leaders. With almost one-third new material, this edition also emphasizes the global community and refocuses on business leaders.

Professional Learning

Thomas R. Guskey.
(2000). *Evaluating Professional Development.*
New York: Corwin Press.

How do we determine the effects and effectiveness of activities designed to enhance the professional knowledge and skills of educators so that they might improve the learning of students? Thomas R. Guskey explores the processes and procedures involved in evaluating professional development, from the very simple to the very complex, at five increasing levels of sophistication including participant reaction, how much participant learn, evaluation of organizational support and change, how participants transfer their new knowledge and skills into new learning to improvement in student learning. The book is complete with sample evaluation forms, checklists, and helpful hints and tips.

Jackson, Robyn, R.
(2009). *Never Work Harder Than Your Students and Other Principles of Great Teaching.* Alexandria, VA: ASCD.

Using a short set of basic principles and classroom examples that promote reflection, Robyn R. Jackson explains how to develop a master teacher mindset that ensures your teachers always know the right questions that lead students to deeper thinking, increased motivation, and more ownership of learning, anticipate which areas of a lesson might give students trouble and correct misconceptions before they cause learning problems and use effective feedback to show students what they still need to do to reach an objective. The book provides lots of classroom tips, problem-solving advice, and tools to help you begin practicing the book's principles in your school right away.

Hord, Shirley M., Ed.
(2004). *Learning Together, Leading Together: Changing Schools Through Professional Learning Communities.* Oxford, OH: National Staff Development Council (NSDC).

This resource identifies five essential qualities and characteristics of professional learning communities: (1) supportive and shared leadership (2) shared values and visions (3) collective learning and application of that learning (4) supportive conditions (5) shared personal practice. Stories from real schools shed light on the challenges of creating and sustaining democratic, collaborative learning cultures. Researchers from Southwest Educational Development Laboratory (SEDL) join with practitioners to document and share the evolution of professional learning communities and to the central role of a strong principal to serve as change leader.

Lick, D. and Murphy, C.U. (2007). *The Whole-Faculty Study Groups Fieldbook: Lessons Learned and Best Practices From Classrooms, Districts and Schools*. Thousand Oaks, CA: Corwin Press.

An indispensable companion to the author's three previous books. The WFSG Fieldbook brings the dynamic process of teacher collaboration around the data-driven work of school improvement to life by highlighting best practices across the nation, including GLISI's own Base Camp and Leadership Summit Plan-Do-Check-Act process (see Chapter 28).

Professional Learning Communities

Eaker, R., DuFour, R. and DuFour, R. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities.* Bloomington, IN: National Education Service.

This strong author team offers no quick fixes or magic bullets to the cultural transformation required to move to professional learning communities that help schools achieve desired results. What they do offer is a conceptual framework for guiding the work ahead. Specifically, they organize their framework around three themes: (1) establishing a solid foundation of collaboratively developed and widely shared mission, vision, values and goals (2) collaborative teams that work interdependently to reach shared goals (3) a laser-like focus on results with a strong commitment to continuous improvement. This is the “how to” companion to *Professional Learning Communities at Work* and includes lots of tips and tools.

DuFour, Richard; DuFour, Rebecca; Eaker, Robert; and Maney, Thomas W. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work.* Bloomington, IN: Solution Tree.

This book helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). This handbook is a guide for action that will help educators develop a common vocabulary and consistent understanding of key PLC concepts, present a compelling argument that the implementation of PLC concepts will benefit students and educators alike, and help educators assess the current reality in their own schools and districts.

DuFours’ and Eaker. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don’t Learn.* Bloomington, IN: Solution Tree.

This book examines the question, “What happens when, despite our best efforts in the classroom, a student does not learn?” In traditional schools, the response to this question has been left to individual classroom teachers to figure out. A PLC will, instead, create a school-wide system of interventions that provides all students with additional time and support when they experience difficulty in their learning. The authors describe in detail the systems of intervention, including Adlai E. Stevenson High School’s “Pyramid of Interventions,” implemented by four different schools: a high school, a middle school, and two elementary schools. In addition to these systems, the authors discuss the logistical barriers these schools faced and their strategies for overcoming those barriers.

Dufour, R, Dufour, R. & Eaker, R. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools.* Bloomington, IN: Solution Tree.

This tenth anniversary sequel to the best-selling book, *Professional Learning Communities at Work* merges research and practice to offer the most extensive, authoritative examination of how schools at all levels can use the PLC concept to improve learning, both for students and the adults who serve them. Drawing on insights gleaned from the author's ongoing work in real schools and districts across North American that have demonstrated the power of PLCs.

Technology

Creighton, Theodore.
(2003). *The Principal*
as Technology Leader.
Thousand Oaks, CA:
Corwin Press.

The larger picture in technology is not hardware or software, but curriculum and achievement and technology's role in education. The author explores the complexities of change and implementation of technology in schools. This book reveals current research while providing guidelines to development and planning, and included sample technology plans that are easy to follow and use. Creighton advances the argument for furthering staff development and technology implementation that will enhance student achievement, rather than relying on outdated methods of drill and practice.