

SECOND EDITION
 UPDATED AND EXPANDED

Leading Learning Communities

The National Association of Elementary School Principals' guide, *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do*, now in its second edition, sets the priorities for and provides specific tools and resources to help principals meet standards of effective leadership and structure efforts within learning communities to ensure that all students and adults learn and perform at high levels.

Leading Learning Communities identifies six standards that NAESP believes together characterize instructional leadership in schools. They are:

- Lead Student and Adult Learning
- Lead Diverse Communities
- Lead 21st Century Learning
- Lead Continuous Improvement
- Lead Using Knowledge and Data
- Lead Parent, Family and Community Engagement

Standards for What
Principals
 Should
Know
 and Be Able
To Do



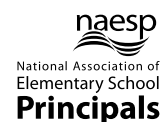
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Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do was created by the National Association of Elementary School Principals in partnership with Collaborative Communications Group.

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The mission of the National Association of Elementary School Principals (NAESP) is to lead in the advocacy and support for elementary and middle level principals and other education leaders in their commitment to all children. Over 30,000 members of NAESP provide administrative and instructional leadership for public and private elementary and middle schools throughout the United States, Canada and overseas. Founded in 1921, NAESP is an independent professional association with its own headquarters building in Alexandria, Virginia. Through national and regional meetings, award-winning publications and joint efforts with its 50 state affiliates, NAESP is a strong advocate for both its members and for the 33 million American children enrolled in preschool, kindergarten and grades 1 through 8.

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Collaborative Communications Group is a strategic consulting firm that builds the capacity of individuals, organizations and networks to work collaboratively to create solutions that are better than any single entity could produce on its own. Through strategic consulting, dialogue and convening, creation of publications and tools, and community conversations, Collaborative helps organizations and networks to identify, share and apply what they know in ways that increase productivity and effectiveness. The ultimate objective of Collaborative's work is the improvement of the quality of public education and community life.

Funds for this publication were generously donated by **Lifetouch Inc.**, of Minneapolis, MN, Paul Harmel, Chairman and Chief Executive Officer. Lifetouch Inc. connects with families and communities, not only in the images it captures, but also in its support of many worthwhile causes.

Funds for this publication were generously donated by **Landscape Structures**, of Delano, MN. Since 1971, Landscape Structures, the industry's leading provider of high-quality school playground equipment, has been committed to promoting sustainable communities, healthier kids and a healthier planet.

Foreword

Gail Connelly, Executive Director



In an age of heightened accountability, it is crucially important to remember that creating and sustaining good schools is about more than academic performance. That's why the National Association of Elementary School Principals (NAESP) remains focused on the issue of how principals lead and work in learning communities.

In this updated edition of *Leading Learning Communities*, along with various initiatives under way at NAESP, we face squarely the challenges inherent in the transformation of our global society. While we might have seen glimpses of the future for learning and for leaders in the recent past, global transformation is now a stark reality for everyone.

This new reality requires even more attention to drawing connections across languages and sectors. With an increasing diversity of ethnicities, languages, learning needs and perspectives in our communities, a principal's cultural competence is more important than ever.

As we embrace changes in education and society, our sense of personal and professional accountability is heightened. Throughout this publication, we address the growing need not just to collect data but also to sort, filter and use it to improve learning and growth for students as well as adults.

At the same time, we know that accountability goes beyond test scores. In addition to helping children be intellectually active, we must also be accountable for helping them be physically, emotionally and socially engaged, and healthy. Educated children must be academically proficient. And, in an increasingly diverse and global society, educated children must also be creative, curious and imaginative. NAESP supports efforts to help children become strong students and critical thinkers, confident, cared for and valued. NAESP supports the whole child.

In this updated and expanded edition, we look specifically at:

- **The development of the whole child and the need to look at individualized instruction and portfolio assessment for every student.**
- **The changing global economy and society and how that affects the roles of school leaders.**
- **The need to rethink the learning day and the importance of bridging school and community.**
- **The increasing amounts of data available to school leaders and the need to translate abundant information into useful knowledge.**

NAESP is committed as a national association to provide research, professional development, supports and learning networks that will help principals and learning communities achieve their desired results for every child.

The Evolving Role of Principals



The role of principal continues to become more complex and challenging. Traditional leaders may have considered their jobs to be solely the managers of schools. But the current social and educational context—which combines high-stakes accountability with the high ideals of supporting social, physical and emotional needs of children—demands that principals demonstrate the vision, courage and skill to lead and advocate for effective learning communities in which all students—and adults—reach their highest potential.

Every action in the school must support student learning, and all resources must be used wisely and efficiently to support the essential core of instruction. Yet a principal's job is much more than operational.

Effective principals are transformational.

Effective principals look at data and analyze trends, gaps and insights. And yet they know that their role goes beyond the actuarial; instead they must be aspirational. Principals must set, sustain and encourage a shared vision for school communities—a vision that prepares children for a continuously changing society.

Effective principals understand the job requires new levels of public relations and better marketing of school goals and achievements. Today principals must be civic leaders, coordinating services with other community agencies. Principals who are respected in the community play a visible role in making the case for quality education—locally, statewide and sometimes nationally.

Effective principals create conditions and structures for learning that enable continuous improvement of performance not only for children, but for adults in the school community as well. They provide opportunities for staff to participate in learning communities inside and outside of schools. Effective principals know that such learning groups are necessary to further instructional practices and to develop innovative and effective approaches to education.

Effective principals must be the lead learners in their schools. They are constantly reading, forecasting scenarios, and analyzing data to assess gaps and possibilities for continuous improvement.

Effective principals are caring advocates for the whole child. They support learning communities in which all children reach their highest potential.

Attributes of Effective Learning Communities



The concept of school as a learning community—or, more appropriately, a collection of numerous nested learning communities—has attracted growing interest since NAESP introduced *Leading Learning Communities* in 2001. NAESP defines learning communities as “places in which adults and students work collaboratively and demonstrate a commitment to continuous improvement of performance.” The standards in this second edition of *Leading Learning Communities* have been updated and expanded to align with the ever-changing contexts in which principals do their work.

NAESP identifies the following core attributes of learning communities:

Shared Mission, Vision, Values and Goals

An effective learning community adheres to an explicit vision of quality teaching and learning that guides all the decisions a school makes. Learning community members share transparent values and goals for what students must know and be able to do.

Commitment to Results

The daily business of everyone in the school is to work together to improve student and adult performance. This requires reassessing traditional beliefs, assumptions and practices, and testing innovative approaches to improving performance. There is an increasing emphasis on using individual data to measure and enhance the success of each learner. Ongoing common formative assessments are used and scored in consistent ways to facilitate effective teaching and improve student performance.

Continuous Improvement

Learning community members are engaged in an ongoing cycle of continuous improvement in which collective synergy, imagination, spirit, inspiration and continuous learning spur improvement of teaching and learning skills. People in learning communities are driven to constantly expand their competence to produce desired outcomes.

Culture of Collaboration

Educators in an effective learning community recognize that they must create collaborative structures to support them as they share ideas, materials, lesson plans and strategies. Collaboration goes beyond camaraderie and even beyond cooperation. Members of an effective learning community join forces to create and implement a systematic process in which principals and teachers work together to analyze and improve practice.

Collective Inquiry

Reflective dialogue about and collective inquiry into effective practices are key attributes of learning communities. This process includes discussion about curriculum alignment to learning needs, common formative assessments, instructional strategies and ongoing alignment of professional development to school goals.

Supportive and Shared Leadership

Learning communities are environments in which new relationships are forged between administrators and teachers that lead to collaborative leadership in the school, where all members of the learning community grow professionally and learn to view themselves as leaders and learners.

Shared Leadership and Accountability: A Call to Action

Here are 10 ways that school districts, states, the federal government and universities can share leadership and accountability with principals.

School districts can:

- 1 Build principals' capacity to provide instructional leadership.** Principals must have time and resources to develop the knowledge and skills they need to lead high-performance schools, as well as the resources to function effectively as instructional leaders in their buildings.
- 2 Provide support, funding and flexibility for alternative leadership arrangements.** For principals to perform their instructional leadership functions effectively, they need to share the management functions of the school.
- 3 Improve working conditions.** Principals need autonomy over budgets and hiring to create and maintain school programs that match school goals, and financial support from districts to serve their student populations effectively.
- 4 Improve salaries and pay structures.** States and districts should establish incentives for principals to meet standards and should provide rewards, such as sabbaticals, advanced training and international exchanges, for successful leaders.
- 5 Assess principals fairly.** Evaluations of principals should consider a range of measures of their performance, not just standardized test scores. Attention must be paid to defining and disseminating what we know to be effective in the profession and to championing the "whole school leader."

States can:

- 6 Refine and strengthen data collection.** Accountability should come with additional resources—including the ability to collect different types of data—that enable schools to build the capacity needed to meet agreed-upon goals.
- 7 Build learning opportunities and networks of principals.** These opportunities can include conferences, electronic networks and Listservs, and coaching and mentoring.

The federal government can:

- 8 Support a voluntary advanced certification system for principals.** A national certification process that includes the *Leading Learning Communities* standards and other benchmarks would not only reward effective principals, but also set a target for improvement for all principals and provide a guide for professional development.
- 9 Develop federal programs that strengthen principals' ability to serve all students.** The federal government can help districts support principals through mentoring and other professional development efforts, while holding them accountable for results.

Colleges and universities can:

- 10 Redesign principal and teacher preparation programs.** Programs should be guided by the *Leading Learning Communities* standards. Principals and teachers need programs that focus on preparing children to succeed in the 21st century.

Standard One: Lead Student and Adult Learning



Every day, in thousands of schools, effective principals are thinking about how they can best lead and manage multiple systems that together can bring effective practices to scale, so that all students—and all adults—achieve better results. Every member of the school community must be continuously learning, including students, educators, families and community partners and citizens.

Learner-centered leaders work with a common vision for the high achievement of all children and are clear about their performance results. Being learner-centered means that leaders create processes and structures that enable adults, as well as students, to participate and learn. These leaders are committed to increasing their own knowledge, skills and capacities through professional development, peer mentoring and the establishment and support of schoolwide learning communities.

To share learning and knowledge across the learning community, effective leaders create information and administrative systems that align schedules, budgets, facilities, communications, transportation and human resources functions to instruction. Learner-centered leaders help others understand that they are part of something greater than themselves and provide hope and belief that, by working together, everyone's performance can improve.

INSIDE A SCHOOL: A FOCUS ON PRACTICE

Los Peñasquitos Elementary School, San Diego, California Co-Principals Damen Lopez and Jeff King

At Los Peñasquitos, data is used to guide the school to its goal of "every student, without exception and without excuse, will be proficient or advanced in reading, language arts and math." Co-principals Damen Lopez and Jeff King call this the No Excuses University (NEU), which promotes college readiness for every student through two main focuses: creating a culture of universal achievement and developing exceptional systems.

"We're talking about data in ways we never did," says Lopez. "Every staff member participates in creating plans for assessments and every student is involved in this process." Teachers and administrators collect and analyze classroom data and incorporate results into teacher action plans. Each student in the school has goals that are based on his or her specific measures of data. "Kids are becoming closely involved in knowing and tracking their own data. And teachers are making sure any data they use in their classroom is absolutely driving instruction," Lopez adds.

The entire staff is committed to finding new ways to determine parallels between scores on assessments and the types of intervention needed. By using the data to develop structures for improving instruction, school staff can respond quickly to all students' needs.

The results speak wonders for the NEU at Los Peñasquitos. With 35 different languages spoken at the Title I school, the effective use of data is paying off. "Every subgroup is thriving," Lopez says. "When you talk about how it's affecting success, it's affecting not only our success in the district, but also our success in the state and the country." Los Peñasquitos is one of only 16 schools in San Diego County to obtain the honor of being named a "10-10 school," which means that it earned a "10" ranking among schools statewide and among similar schools.

Lopez and King have developed 14 NEUs across the country. "We're trying to create a revolution," Lopez adds. "We're trying to show educators that there is a system for creating systems. We're showing them strategies today that they can put into practice tomorrow."

1
Effective principals lead schools in a way that places student and adult learning at the center.

What does it look like when principals lead by putting student and adult learning at the center of schools? We see principals who:

Stay informed of the continually changing context for teaching and learning

Embody learner-centered leadership

Capitalize on the leadership skills of others

Align operations to support student, adult and school learning needs

Advocate for efforts to ensure that policies are aligned to effective teaching and learning

Standard Two: Lead Diverse Communities



2
Effective principals set high expectations and standards for the academic, social, emotional and physical development of all students.

An increase in the diversity of students—including English language learners, students with disabilities and students from low-income homes—poses particular challenges for schools, because these students are among those who have been least well served in the past.

To deliver on the promise of high levels of learning for all students, particularly with an increasingly diverse student population, principals will have to lead schools that individualize learning. According to Michael Fullan, professor emeritus of education at the University of Ontario: “The different cultural backgrounds have special needs. This means that schools have to relate to every child and where they come from.”

Principals must examine their beliefs about ethnic and socioeconomic groups and persuade teachers to do the same. Such efforts serve to overcome stereotypes and help school leaders understand how diverse backgrounds can enhance a school’s learning environment.

In addition, principals encourage the development of the whole child by supporting the physical and mental health of children, as well as their social and emotional well-being and their sense of safety and self-confidence. Leaders often do this by providing a connection between the school and the broader community.

What does it look like when principals lead diverse communities? We see principals who:

Build consensus on a vision that reflects the core values of the school community

Value and use diversity to enhance the learning of the entire school community

Broaden the framework for child development beyond academics

Develop a learning culture that is adaptive, collaborative, innovative and supportive

INSIDE A SCHOOL: A FOCUS ON PRACTICE

Odyssey Elementary, Everett, Washington Principal Cheryl Boze

Odyssey Elementary is one of many schools across the country working with an increasingly diverse student and parent population. “Twelve years ago we had 13 students who spoke English as a second language; now we have 250,” says Principal Cheryl Boze.

One of the strategies at Odyssey has been a strong focus on outreach, using an approach developed by the Alliance for Better Schools called the Natural Leaders Program. The goal is to reach out to families that have not been very engaged in the school, mainly because of the language barrier, to provide a welcoming environment.

“We identified some parents who were natural leaders in the community and we provided them with special training in how to reach out to their community,” says Boze.

The school currently has three Spanish-speaking parents and one Russian/Ukrainian-speaking parent serving as leaders. The parents have a list of families they check in with each month, inviting them to special events, keeping them abreast of activities and listening to their concerns.

The parent leaders also host informational meetings for their community—a tactic that has really taken hold in Spanish-speaking neighborhoods. Topics range from understanding the legal system to helping children with homework.

The parent leaders also serve a critical role in helping to translate notes from teachers and school fliers, and working as interpreters during meetings between school staff and parents. As a result, attendance is up, parents are more engaged and they’re volunteering in record numbers.

“It used to be that parents who weren’t native speakers hardly came to any school events,” says Boze, “and now they are so much more comfortable.”

Standard Three: Lead 21st Century Learning



3
Effective principals demand content and instruction that ensure student achievement of agreed-upon standards.

Educators and the public are shifting away from the “back to basics” mindset predominant in the 1990s to strongly supporting the idea that teaching 21st century skills is vital to our country’s economic success. Employers are clamoring for a better-prepared work force at a time when many high school graduates are woefully ill-equipped for a world in which being college-ready and work-ready are the same thing.

Students in the United States need to know world cultures and languages, and they need high levels of knowledge and skills to thrive in an increasingly competitive and collaborative society. Skills such as global literacy, problem solving, ethics, social responsibility, teamwork, communications, innovation and creativity have joined the list of high academic skills that are critical for student success in the 21st century.

Leaders must adopt rigorous college-readiness standards throughout the learning continuum, from pre-K through high school, to minimize the odds that students will need remediation later. These rigorous academic standards must be the default curriculum for all students, regardless of socioeconomic background.

What does it look like when principals focus on 21st century learning? We see principals who:

Ensure alignment of curriculum with district and school goals, standards, assessments and resources

Invest in a technology-rich culture that connects learning to the global society

Hire, retain and support high-quality teachers

Ensure rigorous, relevant and appropriate instruction for all students

INSIDE A SCHOOL: A FOCUS ON PRACTICE

Blythewood Middle School, Blythewood, South Carolina Principal Nancy Gregory

A few years ago Blythewood Middle School began a new program to incorporate technology into the classroom. Principal Nancy Gregory, along with a social studies teacher and a language arts teacher, set up a shared classroom space filled with computers and portable labs, and divided by an accordion wall. Gregory worked out a block schedule for the two teachers, enabling them to share a group of students. The set-up allows the teachers to team-teach or flip-flop classrooms, and provides more flexibility for students, giving those who may need it, more time on task. “It gives the teacher the ability to differentiate, because we know that some kids need more time,” says Gregory.

The classrooms are equipped with SMART Board technology and Discovery Education Unitedstreaming, a digital video-based learning resource. Students have access to Blackboard for homework assignments, using a data drop box to submit completed assignments to teachers. Students can also talk to a teacher from home when they are preparing for a test—a big plus for both students and teachers, says Gregory. “You can give immediate feedback to the kids to help with your teaching, knowing when to adjust,” she says.

The pay-off has been the teachers’ ability to engage the students—often a difficult task with middle-school-aged students. “It is so appealing to them, it makes learning fun and interesting,” says Gregory.

Supported by a “tech savvy” superintendent, Gregory has been able to expand the program. What started in one classroom has now expanded to grades 6, 7 and 8, with teachers from other disciplines clamoring to join in.

Standard Four: Lead Continuous Improvement



4

Effective principals create a culture of continuous learning for adults tied to student learning and other school goals.

Many principals are finding that, as organizations, schools are not designed to respond to the pressure for performance that standards and accountability bring. At the same time, effective leaders know that they need to translate this pressure for performance into meaningful work for students and adults.

With the advent of performance-based accountability, many schools have embraced the link between student achievement and teaching quality, advocating for relevant and improved staff development. The urgency now for school leaders is to plan and implement high-quality staff development—schoolwide as well as for individuals—and to create the kind of powerful professional learning that will transform teaching so that it increases learning for students.

Effective leaders create learning communities within schools that ensure that adults have many opportunities to work and learn together—whether sharing ideas and knowledge, developing and testing new approaches, or studying and analyzing student performance data.

What does it look like when principals lead a culture of continuous learning for adults? We see principals who:

Invest in comprehensive professional development for all adults to support student learning

Align the schoolwide professional development plan with school and learning goals

Encourage adults to broaden networks to bring new knowledge and resources to learning environments

Provide time, structures and opportunities for adults to plan, work, reflect and celebrate together to improve practice

INSIDE A SCHOOL: A FOCUS ON PRACTICE

Garfield Elementary School, Mentor, Ohio Principal Ken Buckley

As a 41-year veteran in education, Ken Buckley has learned that schools work better for students when teachers work together. Every day Buckley gathers his teachers to pore over research and analyze student achievement data, broken down by demographic groups, and to discuss possible solutions.

“Operating in isolation is not the best way to go,” he says. “All of us have talents and strengths. If we share them, that enhances learning for everyone.”

To carve out time for teacher learning, Buckley has structured the school day so that all teachers are free to meet while students take classes in art, music, physical education or media. He also has obtained waivers from the state to provide his school with pupil-free days for professional development for teachers.

To Buckley, professional development is an obligation. “It’s my responsibility,” he says. “Every morning, I read professional journals before I go to work.” He also teaches workshops, which requires him to stay on top of the literature.

Buckley’s attention to professional learning for his entire staff has led to gains for Garfield. Three years ago, when he first became principal, the school’s test scores had been sagging. But they have been going up each year, and in 2007, the school was rated “excellent.”

Buckley attributes some of the success to the school’s dedication to improving achievement for every student. He is a strong believer in using data to drive decisions, and his teacher groups look at state test results to figure out “tiered” strategies for all students—those who need remediation as well as those who are performing at the highest levels. That’s an important consideration for a school that includes students from expensive homes as well as students from lower-income neighborhoods. “I’m always interested in what we can do to meet everyone’s needs,” he says.

Standard Five: Lead Using Knowledge and Data



5

Effective principals manage data and knowledge to inform decisions and measure progress of student, adult and school performance.

Schools can no longer adopt programs and practices based on instincts; principals have to know that their schools’ instructional and administrative practices will produce results.

Effective principals use multiple measures of summative data over time. Showing the growth in learning of individual students allows the school to be more accountable and to assess what it did, or did not do, to encourage progress. In addition to the summative data that the No Child Left Behind Act or the state assessment system requires once a year, teachers want more data at more frequent intervals to monitor the progress of skill development in individual students. In some cases, such assessments can involve something as simple as asking the right questions to determine whether students understand the lesson.

Beyond examining trends based on student learning data, an emphasis on teacher quality and its relationship to student achievement has reinforced the need to assess instructional skills and instructional leadership as well. Gone are the days when seat time in mandated workshops constitutes effective professional development for adults in a learning community. Instead, the performance of adults is increasingly being measured by the performance of students.

The use of technology is making data more easily accessible than ever before. Districts and schools are beginning to create digital portfolios that allow students, teachers and principals to see samples of student work online. In addition, student data systems can help teachers receive timely information to improve teaching practice.

What does it look like when principals lead the management of data and knowledge to inform decision-making and measure progress? We see principals who:

Make performance data a primary driver for school improvement

Measure student, adult and school performance using a variety of data

Build capacity of adults and students to use knowledge effectively to make decisions

Benchmark high-achieving schools with comparable demographics

Make results transparent to the entire school community

INSIDE A SCHOOL: A FOCUS ON PRACTICE

Taylor Ray Elementary School, Rosenberg, Texas Principal Diane Parks

Students at Taylor Ray Elementary take a lot of tests—state tests in four subjects at every grade, district tests, and school-based reading assessments and computer-based tests. But that’s just fine for Principal Diane Parks and her team because the test results give them a wealth of data to use to monitor student progress and determine appropriate instructional strategies.

The school’s core team, which includes Parks, the assistant principal, instructional specialists, the counselor and special education teachers, look at the results broken down by student demographic groups and objectives. They go over the data by grade level to see how students are performing and, most important, what the results suggest they need to do next to improve performance.

“We talk about where we are, where we need to be, and ask, ‘So what?’” Parks says. “Now that we’ve got the information, what do we do with it? That’s the important part of the data meeting. What are the interventions kids are going to get?”

In addition to the core team, Taylor Ray has also formed “vertical” teams that cross grade levels and focus on the core academic subjects. Like the core team, the vertical teams examine data on student performance and look at evidence from classrooms to help share successful practices. For example, if a third grade classroom has shown success in reading, other teachers can benefit from understanding that classroom’s strategies.

To Parks, the practices work because the entire staff is committed to improving outcomes for all students, and to doing whatever it takes to produce those outcomes. “It’s from the trust we’ve built,” Parks says. “When we have data meetings, we’re talking about kids.”

Standard Six: Lead Parent, Family and Community Engagement



6

Effective principals actively engage the community to create shared responsibility for student performance and development.

Children need numerous opportunities to learn and develop—at home, in school and in the community. In the 2008 report, *A New Day for Learning*, the Time, Learning and Afterschool Task Force confirmed, “No one believes that children stop learning when the bell rings at the end of the school day.”

In large urban districts, as well as smaller and rural ones, educators and public officials are focusing attention on community engagement as never before. The idea in many communities is to go beyond the traditional role of parents supporting academic, social and athletic events, and to engage parents in ways that directly support student learning and development.

But involving parents isn't enough. In his article in *The New York Times Magazine*, “What No School Can Do,” journalist James Traub asserts that the conditions of students' lives *outside* the school have as much or more impact on students' school performance and social development than what goes on *inside* schools. Experience in many communities fortifies the notion that ignoring the community limits the potential impact of school improvement efforts. Failure to equip parents and others in the community with the skills, knowledge and expertise to be partners in the education process severely hampers progress toward learning.

What does it look like when principals lead through active community engagement? We see principals who:

Engage parents, families and the community to build relationships that support improved performance

Serve as civic leaders who regularly engage with numerous stakeholders to support students, families and schools in more effective ways

Shape partnerships to ensure multiple learning opportunities for students, in and out of school

Market the school's distinctive learning environment and results to inform parents' choices of options that best fit their children's needs

Advocate for high-quality education for every student

INSIDE A SCHOOL: A FOCUS ON PRACTICE

Kaneohe Elementary School, Kaneohe, Hawaii Principal Mitchell Otani

As in real estate, location means everything in partnership. Kaneohe Elementary is a mile from the on-ramp to a highway that links a naval air base to Pearl Harbor, so when an officer from the air base drove by the school in the late 1990s, he thought it would make a perfect partner. And that was just fine with Mitchell Otani, Kaneohe's principal, who had been looking for a military partner since a marine unit moved away a few years before.

Over the past few years, sailors from the naval station have helped the school with physical education, provided tutoring for students, built benches on the school grounds and helped with campus beautification. “You can get a lot of things from one person driving by,” Otani says.

The school has had a similarly good relationship with the carpenter union, which lent apprentices to build a storage facility for the school. Normally, the facility would have cost \$70,000, but Kaneohe had to pay only \$6,000 for the materials.

To Otani, such partnerships are essential. “In a day of tight budgets, schools can't do it alone anymore,” he says. But beyond the financial benefits, partnerships have also helped build good will in the community, which has also benefited his school. Enrollment grew by about 50 percent, to 600, in the 1990s and has remained at that level ever since. And the school draws students from a wide area, not just in its immediate zone, Otani notes, because of its reputation for excellence.

“It makes good sense to enlist all the resources of the community, and parents,” he says.

How to Use the Guide and Ordering Information

The 148-page updated and expanded second edition of *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do* is a guidebook for those who care about creating and supporting quality in schools. Key elements of the guide include:



Quotes From Thought Leaders. Insights about education and leadership are included throughout the guide to further the reflective process.



A Focus on Practice. The guide shares real ideas and stories from NAESP members exemplifying each standard in practice.



Key Words. Definitions of words used in educational contexts today are found throughout the standards chapters.



A Closer Look. Tools for each standard enable leaders to take a deeper look at the ideas presented in the guide.



For More Information. The latest research, resources and Web sites for further inquiry are found at the end of each standard chapter.



Reflection Questions. Practical guiding questions on the standards can be used for further reflection or to stimulate conversations with staff and faculty.



Action Steps. Space is provided to list the action steps needed to attain the learning goals specific to the reflection questions.



Leadership Self-Assessment Continuums. For each strategy of each standard, a journey of development and growth that depicts changes in leadership over time is charted. This can be used for individual or team reflection and growth.

To order the second edition of *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do* as well as *Leading After-School Learning Communities* and *Leading Early Childhood Learning Communities* visit www.naesp.org/resource_center.aspx or call 800-386-2377.

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State Affiliate Associations

NAESP is pleased to work in collaboration with our State Affiliates in creating and supporting quality in schools.

Alabama Association
of Elementary School
Administrators/Council
for Leaders in
Alabama Schools

Alaska Association
of Elementary
School Principals

Arizona School
Administrators

Arkansas Association
of Elementary
chool Principals

Association of California
School Administrators

Colorado Association
of Elementary School
Principals/Colorado
Association of
School Executives

Connecticut Association
of Schools

Delaware Elementary
School Principals
Association/DASA

District of Columbia
Association of Elementary
School Principals

Florida Association
of Elementary School
Principals/Florida
Association of School
Administrators

Georgia Association
of Elementary
School Principals

Hawaii Elementary
& Middle School
Administrators'
Association

Idaho Association of
School Administrators

Illinois Principals
Association

Indiana Association of
School Principals

School Administrators
of Iowa

Kansas Association
of Elementary
School Principals

Kentucky Association
of Elementary School
Principals

Louisiana Association
of Principals

Maine Principals'
Association

Maryland Association
of Elementary School
Principals

Massachusetts Elementary
School Principals
Association

Michigan Elementary
and Middle School
Principals Association

Minnesota Elementary
School Principals'
Association

Mississippi Association
of Elementary School
Administrators, Inc.

Missouri Association
of Elementary
School Principals

Montana Association
of Elementary
School Principals

Nebraska Council of
School Administrators

Nevada Association of
School Administrators

New Hampshire
Association of
School Principals

New Jersey Principals and
Supervisors Association

New Mexico Association
of Elementary
School Principals

School Administrators
Association of
New York State

North Carolina Principals/
Assistant Principals
Association

North Dakota Association
of Elementary
School Principals

Ohio Association of
Elementary School
Administrators

Oklahoma Association
of Elementary
School Principals

Oregon Association
of Elementary School
Principals/ Confederation
of Oregon School
Administrators

Pennsylvania Association
of Elementary
and Secondary
School Principals

Rhode Island Association
of School Principals

South Carolina Association
of School Administrators

South Dakota Association
of Elementary
School Principals

Tennessee Principals
Association

Texas Elementary
Principals and Supervisors
Association

Utah Association
of Elementary
School Principals

Vermont Principals'
Association

Virginia Association
of Elementary
School Principals

Association of Washington
School Principals

West Virginia Association
of Elementary and Middle
School Principals, Inc.

Association of Wisconsin
School Administrators

Wyoming Association
of Elementary
School Principals