

Tool Box Activities

Problem-Based Theme Six

These activities deal with daily management and organizational expectations of districts/buildings. The activities are aligned with each ISSL Standard and with the Problem-Based Theme.

- Different sources identified a rise in drug and alcohol use by students and there has been a rise in school related behavioral incidents. With your cohort group, determine the three most important actions that the principal can take to address the problem, using information from research and best practice. Consider the degree of seriousness of the problem and the legal implications or ramifications. Journal results.
- As a cohort group, define the role of the school to communicate student needs to various publics in order to heighten public awareness of problems and changes that currently affect teaching and learning. Journal results.
- As a cohort group, come to consensus on the five most important changes that schools can make in the teaching and learning environments to support students and families. Journal results.
- The demographics of many rural and urban schools have undergone many changes. What steps can a leader take to help all staff understand the changes and move from the “if only we could turn the clock back” mentality and move to making changes that support the more divergent or problem-based student population? Discuss possibilities based on research and best practice with cohort group members. Journal results.
- As a cohort group discuss the methods leaders can use to raise issues that impact the school with local legislators. Journal the findings.
- From a current research base and discussion with cohort group, define five ways that the principal can maintain an on-going dialogue with members of the school and community about external forces that impact the work toward the school vision. Journal results.
- From a current research base, define the best ways that schools can ensure that staff listens to various publics and parents. Journal results.
- “The ethical leaders abide by the spirit as well as the intent of policies, laws, and regulations that govern the school and society through the year. The leaders understand what these regulations are designed to accomplish and is meticulous in adhering to these principles. Furthermore, the leader’s behavior is demonstrated both in the school and in the larger community. Finally, this leader assumes full responsibility for attempting to inspire others to that same behavior” (*A Framework for School Leaders: Linking the ISLLC Standards to Practice*, Hessel and Holloway 2002). Reflect with your cohort group on this statement. Journal your reflection.