

What Great Principals Do Differently - Chapters 11-13

1. Adjective
2. Noun
3. Noun
4. Noun
5. Verb - Base Form
6. Noun - Plural
7. Noun
8. Adjective
9. Adverb
10. Verb - Base Form
11. Noun
12. Adjective
13. Adjective
14. Noun
15. Verb - Present Ends In Ing

What Great Principals Do Differently - Chapters 11-13

Chapter 11: "Focus on Behavior, Then Focus on Beliefs"

Understand that change can be _____ Adjective _____, familiar is safe. Encourage _____ Noun _____ contact by providing specific statements to empower teachers to follow through. Teach techniques of appropriate _____ Noun _____ for teachers to use when encouraging students. Provide a scaffolding of procedures and techniques when incorporating change to a new system.

Aha! - Don't waste _____ Noun _____ making sure everyone is on board.

The greatest impediment to change is fear, especially fear of the unknown.

As long as we praise correctly, we cannot praise too much.

New Information - Beliefs follow behavior changes rather than vice versa.

Key Point - Be a leader of leaders, a principal teacher.

Relevance to Administrators - _____ Verb - Base Form _____ in the power of praise! Effective principals have respect for the beliefs of educators.

Chapter 12: "Loyal to Whom?"

Always consider what is best for all students, all _____ Noun - Plural _____ and ultimately the whole school when making decisions.

Aha! - Leaders need to see the _____ Noun _____, not just the trees.

New

Information - Loyalty is more important in preserving the group rather than an individual. Decisions must be based on what is Adjective for all students.

Key Points - If it doesn't help everyone, will it really help one? Be careful not to think too Adverb.

Helping a student or teacher is good, but not if it negatively affects the majority.

Relevance to Administrators - School leaders need to base decisions on the bigger picture. Effective principals Verb - Base Form on loyalty to students. Great principals ask that teachers put student needs before their own and model the same type of behavior. Terrific principals are obviously loyal to students, teachers and their school.

Chapter 13: "Base Every Decision on Your Best Teachers"

Superstar teachers can be a huge asset in implementing new ideas. They have a Noun for the school, not just their classroom.

Aha! - Value the internal expertise that you have in your building rather than depending on outsiders.

New Information - Delegate tasks to Adjective staff to serve as role models.

Key Points - Value your risk-takers, innovators and contributors, but don't play favorites or single them out.

Don't make Adjective statements focusing on behaviors of less effective staff members. It is a Noun to focus on our least effective people, and issue broad directives because of one or two teachers not making the best choices.

Relevance to Administrators - By Verb - Present ends in ING to the best teachers, you avoid insulting them and you inspire others to grow. Remember, your school will only be as good as your best teachers help make it.

Effective

principals seek input and provide feedback.