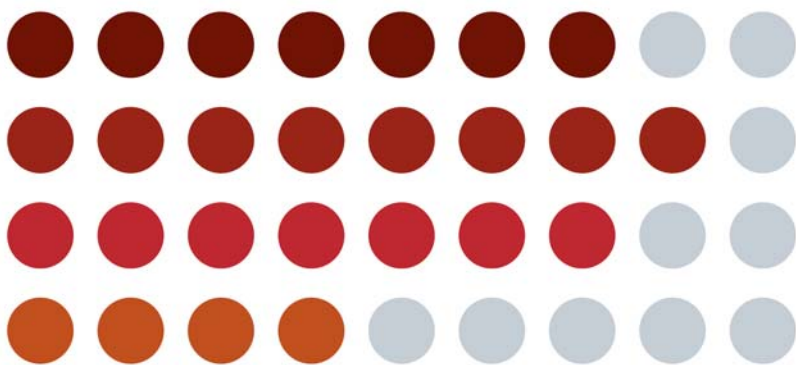
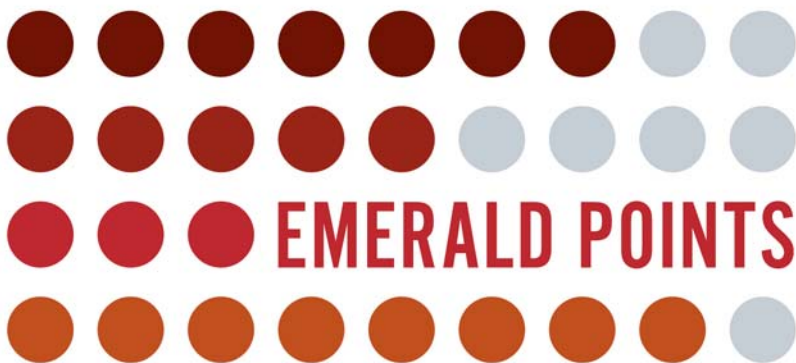




PERSONALIZED PRINCIPAL LEADERSHIP PRACTICES

Eight Strategies For Leading Equitable,
High Achieving Schools

Dionne V. McLaughlin



PERSONALIZED PRINCIPAL LEADERSHIP PRACTICES

This page intentionally left blank

PERSONALIZED PRINCIPAL LEADERSHIP PRACTICES

Eight Strategies for Leading
Equitable, High Achieving
Schools

DIONNE V. MCLAUGHLIN

North Carolina Central University, USA



United Kingdom – North America – Japan – India
Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2020

© 2020 Dionne V. McLaughlin
Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service
Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

ISBN: 978-1-78973-638-0 (Print)
ISBN: 978-1-78973-635-9 (Online)
ISBN: 978-1-78973-637-3 (Epub)



ISOQAR
REGISTERED

Certificate Number 1985
ISO 14001

ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.



INVESTOR IN PEOPLE

To the love of my life, my husband Paul
To my sons, Paul and Michael – so proud of you both

This page intentionally left blank

CONTENTS

Acknowledgments

xiii

Introduction	1
Personalized Principal Leadership Practices: Eight Strategies for Leading Equitable, High-achieving Schools	2
Introducing the Principals	5
1. Personalize the Data	9
Every Data Point Has a Face	11
Amplify Student Academic Stories	13
Best Practices for Designing Data-based Decision-making Teams	14
Three Levels of Talking about Students	16
ORID Data Chats	18
Brother 2 Brother Data Charts	20
Avoid Flagrant Transcript Errors	21
Review Learner Profiles of Incoming Ninth Graders for Honors/AP Placement	25
Senior Schedules – Addressing Minority Lack of Representation in Advanced Courses	26
Summary	27
Case Study 1	28
2. Generate Principal-directed Student Equity Learning Goals and Promote Equitable Learning Environments	31
Write Quarterly Letters to Minority Students	33

District Support for Student Equity Learning Goals	34
Student Learning Goals – Part of SIP and Principal’s Leadership Effectiveness Evaluation	35
As Students Transition to Other Teachers, Teachers Share Student SLOs	36
Create a One-page School Improvement Plan	36
Make Achievement a Topic of Action	39
A Bit of Nostalgia – Reading Recovery	42
Establish a Practice of Culturally Responsive Leadership	44
Active Proponents of Equitable Environments	46
Structural Barriers to Math Success	49
Conduct an Educational Equity Audit	52
Coventry Midlands School Programmatic Equity Audit	54
Summary	56
Case Study 2	57
3. Get the Right Teachers in the Classroom and Monitor the Implementation of Culturally Proficient Instruction	61
Effective Teachers of African American and Latinx High School Students	62
Implications for Teaching	72
Hiring the Right Teachers – Strategies for Recruiting Diverse Faculty/Staff	73
Teacher Shortage Solutions	77
Individual Accountability Meetings with Teachers	82
Conduct a Root Cause Analysis	83
Develop a Theory of Action	84
Summary	86
Case Studies 3 & 4	87

4. Increase Teachers' Cultural Proficiency	93
Cultural Proficiency – What Is It?	93
Three Drivers of Change	96
Partnering with the District to Operationalize Equity	97
From Equity Downloads to Equity Execution	98
Teacher Peer Visits	99
Wise Wednesdays	100
Creating Best Practices: Professional Development Sessions	100
Comprehensive Year-long Workshop Series on African American and Latinx Males	102
Three-part Professional Development Series	103
Culturally Proficient Teaching Session	103
Common Assumptions Session	108
Racial Identity Development Session	112
Summary	114
Case Study 5	114
5. Infuse Highly Structured Interventions	117
Following Up with Every Struggling Student	118
Adding Joy to the Ninth Grade Schedule	122
The NEST Period	123
NHIs	124
Common Lunch	124
PAVS	125
The 30-Minute SET Period	125
Ninth Grade Interventions	126
English, Science, Social Studies Opportunities	127
Extended Day Planning Sessions	128
Summary	129
6. Utilize Student Voice Data as an Integral Part of School Improvement	131
Equity Listening Tours	132

Student Surveys	135
Invite Students into the School Improvement Process	135
Monthly Student Town Halls	137
Race Talk – Student Equity Panel Discussions with Faculty	138
“Asking for Courage Day” – Schoolwide Discussion on Race and Racism	140
Latinx and African American Student Experiences – Equity Listening Tour	141
A Safe Place to Discuss Racial and Cultural Issues	147
Summary	147
Case Study 6	148
7. Create Academic Affinity Groups and Scholar Support Programs for African American and Latinx Students	151
Our Latinx and African American Students Are in Honors and Advanced Placement Classes	153
Bridge to Calculus Project	155
Students of Color Scholars’ Program	156
Our Students Take At least One Honors or AP Course	157
The MacScholars Program	159
Men Organized Responsible Educated	161
Mentoring Models and UT Austin’s Project MALES for Latinx Males	163
Summary	164
8. Partner with Parents: Best Practices for Building Strong Parent Collaboration	167
Parent Learning Walk Teams and Parent Study Circles	168
Meet Parents Whenever and Wherever Available	169
Serendipitous Meeting with a Parent at Lowe’s	172
Village of Wisdom Parent Group for Black Males	173
Monthly Parent Teas	174

Parent Engagement Stretches beyond Attendance at School Meetings	177
Trust, Understanding, Connection, and a Willingness to Meet	177
Fifth Grade Academic Playdate	180
Local Business Donations for Schools	181
Conduct a Parent Engagement Needs Assessment	183
Summary	185
Concluding Thoughts	185
What Else Can Principals Do?	187
Case Studies 7 & 8	188
<i>Appendices</i>	<i>193</i>
Case Resolutions	193
Equity-focused Classroom Checklist	201
Classroom Walkthrough Form	202
Care Team/Academic Plan Process	203
Care Team/Academic Plan School Year	204
New Course Proposal	205
List of Tables	207
List of Case Studies	207
<i>References</i>	<i>209</i>
<i>Index</i>	<i>217</i>

This page intentionally left blank

ACKNOWLEDGMENTS

To the 18 principals in Maryland and Massachusetts for your candor, insights, and willingness to share your best practices

To Sherwood Thompson for introducing me to Emily and subsequently to Kimberley at Emerald

To Jackie Ellis – my mentor and friend

To Tawannah Allen and Kebbler Williams – for being great colleagues and trusted friends

To the entire team at Emerald, especially Kimberley Chadwick, Senior Commissioning Editor, Education, and Shelley Coxon, Production Editor

To Chancellor Johnson O. Akinleye, North Carolina Central University's 12th Chancellor, Dean Audrey Beard, and Chair Dorothy Singleton for supporting me during this journey

To an amazing and talented photographer Peggy Davis

To Ryan Bell, Sherrod Laws, Terilyn Hester, Shawnteya Hayes, Jennifer Jarrett, Tawauna Stewart, and Jabar Duncan for your work as new and aspiring leaders

This page intentionally left blank

INTRODUCTION

As a Black bilingual educator and former principal, I found the low levels of proficiency for Black and Latinx students to be disconcerting. Our schoolwide proficiency rates were strong at 84%, but drilling down to disaggregated numbers revealed an all too familiar story – the proficiency scores for our Black and Latinx students were far lower. Our school district had long been touted as one of the top performing districts in the state, but our Black and Latinx students still had abysmal proficiency rates. I, like many of you, refuse to accept the notion that somehow our African American and Latinx students cannot compete at the highest levels.

I was confident that some of my colleagues in the field had found success in their work with Black and Latinx students, but their stories were simply not being told. Some years ago, I set out to find those colleagues, listen to their stories of success, and provide a platform to share those best practices with other school leaders. *Personalized Principal Leadership Practices* was created from those conversations with 18 principals in elementary, middle, and high schools in urban and suburban communities in two states.

This book includes the practices of effective principals that have demonstrated academic success with students of color in their buildings. The principals in *Personalized Principal*

Leadership Practices all lead a nationally or regionally recognized school that has significantly increased the achievement of African American and Latinx students. Non-magnet public schools where 80% or more of both the school's African American and Latinx students are proficient on the State's standardized English and Math assessments were selected. Additionally, National Blue Ribbon Exemplary Public Schools and National Blue Ribbon Exemplary Gap Closing Schools and schools that received awards from the Coalition of Schools Educating Boys of Color (COSEBOC) that meet the above proficiency criteria were selected.

Schools ranged in size from 360 to 2,300 students. Fifteen of the 18 schools had at least 1,000 students, most of the schools are suburban, but some are urban. Free and reduced lunch percentages ranged from 5.6% to 48.3%. As an experienced principal who has worked in K-12 urban and suburban schools, I also share my leadership experiences.

This book includes cases based on real experiences from K12 school principals, case study resolutions, suggested DVDs on equity, and best practices for establishing effective partnerships with parents and local businesses. Each chapter will include strategies, case studies, reflective questions, and a chapter summary. Pseudonyms are utilized throughout.

PERSONALIZED PRINCIPAL LEADERSHIP PRACTICES: EIGHT STRATEGIES FOR LEADING EQUITABLE, HIGH- ACHIEVING SCHOOLS

In this book, I will investigate eight strategies for leading equitable, high-achieving schools where Black and Latinx students excel ([Table 1](#)):

Table 1. Principals Leading Equitable, High-achieving Schools.

Principal's Name – Pseudonym	Race	Gender	Years of Administrative Experience	Type of School	Socioeconomic Status (% of Free/Reduced Lunch)	% of Minority Students	Size of school
Ms Eakins	White	Female	11	Suburban	23.2	46.2	2,088
Ms Bridges	White	Female	22	Suburban	28.2	45.1	2,345
Dr Kettle	Asian	Female	15	Suburban	11	51.1	1,017
Ms Fountaine	White	Female	8	Suburban	27.7	29.8	1,108
Mr Bogner	White	Male	12	Suburban	19.1	80.6	1,598
Dr Badger	White	Female	32	Suburban	9.3	46.2	2,088
Dr Dorian	White	Female	19	Suburban	11	70.5	2,333
Mr Dublin	White	Male	17	Suburban	35.2	67	601
Mr Howell	White	Male	10	Suburban	26.1	22.6	1,063
Mr Gallagher	White	Male	24	Suburban	10.2	12	1,106
Mr Gilbert	White	Male	3	Suburban	10.8	55.8	905
Ms Clayton	White	Female	16	Suburban	29.4	20.1	1,263
Mr Miller	White	Male	31	Suburban	25.1	22	2,165
Dr Joseph	White	Male	10	Urban	10.3	24.4	1,290
Ms King	Black	Female	11	Urban	48.3	94.7	360
Mr Stoddard	White	Male	6	Suburban	8.8	35.9	1,851
Ms Lane	White	Female	14	Suburban	5.6	47.5	2,185
Dr Harrison	White	Female	8	Urban	11.7	42.7	2,009

1. **Personalize the Data** – Each data point is represented by a student name and a face. In data reviews, students depicted by numbers are treated as if they were our own children by birth. Teams conduct comprehensive record reviews and explore data through engaging in data chats and examining student narratives.
2. **Generate Principal-Directed Student Equity Learning Goals and Promote Equitable Learning Environments** – Principals develop student equity learning goals that are not assigned to other staff but rather the principal retains oversight to ensure that the goals are realized. Student equity learning goals are quantifiable plans developed by the school leader that target the academic performance of culturally diverse students. Using equity as a lens and embracing culturally responsive leadership practices, principals conduct equity audits, and oversee measurable equity-focused plans geared towards increasing achievement especially for students of color.
3. **Get the Right Teachers in the Classroom and Monitor the Implementation of Culturally Proficient Instruction** – The right teachers of African American and Latinx students lead discussions about race, racism, and/or positive contributions of African Americans or Latinxs; are dedicated to student success, *break it down to the ground*, call on everyone; are passionate about their subject matter; and maintain highly structured classroom environments. The process of considering root cause analysis and formulating a theory of action is discussed. Best practices for hiring African American and Latinx teachers are provided along with instruments for conducting equity-focused classroom walkthroughs.

4. **Increase Teachers' Cultural Proficiency** – Lindsey, Robins, Terrell and Lindsey's (2019) Cultural Proficiency Continuum is shared as a tool for professional development. Equity downloads and equity execution are introduced as strategies for operationalizing equity work in schools. Actual introductory equity professional development sessions on (a) culturally proficient teaching, (b) common assumptions, and (c) racial identity development are provided.
5. **Infuse Highly Structured Interventions** – Shetland Tait High School's comprehensive intervention system for individually monitoring the performance of 1,800 students that includes the foundation, the signal, support options, a check-in and monitoring Not Handed Ins (NHIs) is featured. Adding joy to the ninth grade schedule is an approach to prioritizing the scheduling of engaging coursework for ninth graders. Principals can designate an intervention period or one school lunch period like the NEST Period, PAWS, SET period, English, Science Social Studies Opportunities (ESSO), or a Connections class for ninth graders.
6. **Utilize Student Voice Data as an Integral Part of School Improvement** – Principals can obtain student voice data through conducting equity listening tours, distributing student surveys, coordinating monthly town halls, schoolwide discussions, and student equity panel discussions. Sue's (2013) seminal work on leading race talk dialogues is discussed. Narratives from a number of Latinx students about language, belonging, immigration, coarse joking, and stereotypes are shared. In addition, a course proposal for an elective high school course on race, gender, and human behavior is included in the Appendix.

7. **Create Academic Affinity Groups and Scholar Support Programs for African American and Latinx Students** – In Chapter 7, I discuss the components of programs and affinity groups that successful schools have put in place for their African American and Latinx students. Advanced Placement (AP) seminars, the Students of Color Scholars Program and ChemCafé, are just a few of the many affinity groups and scholar support programs outlined in Chapter 7. These groups help to dispel myths about who belongs in AP and Honors classes. Success stories feature programs like the Bridge to Calculus Program that has been instrumental in increasing the number of students of color who have enrolled in AP classes and obtained passing scores on AP tests.
8. **Partner with Parents: Best Practices for Building Strong Parent Collaborations** – Chapter 8 includes collaborative efforts that have resulted in greater parent participation in their child's education and novel practices for building authentic partnerships with parents. Information about local businesses that have given donations to schools is highlighted along with the eight conversations of the Village of Wisdom Parent Group for Black males and the Parent Involvement Survey and Ohio Family Engagement Needs Assessment questions that principals can utilize to conduct their own parent needs assessments.

Personalized Principal Leadership Practices is for principals, central office leaders, superintendents, and others who support principals or teach aspiring school leaders.

INTRODUCING THE PRINCIPALS

After reading *Personalized Principal Leadership Practices*, you will:

- Review thoughtful, practical solutions to problems principals encounter as they endeavor to solve challenging problems with the underachievement of students of color.
- Explore ways of personalizing student data that include three levels of talking about students, ORID data chats, Brother 2 Brother Data Charts, and student narratives.
- Consider how developing principal-directed student equity learning goals can impact the achievement of culturally diverse students.
- Learn how to conduct an Educational Equity Audit and a Programmatic Equity Audit.
- Review the practices of effective teachers of African American and Latinx students.
- Explore options to address teacher shortages and discover resources for hiring African American and Latinx teachers that include directories for Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs), and job posting sites.
- Examine Lindsey et al.'s (2019) Cultural Proficiency Continuum.
- Analyze the process of conducting a Best Practices Equity Professional Development Day and investigate three culturally proficient teaching introductory sessions.
- Investigate several highly structured interventions that include an extended lunch or intervention period.

- Examine the components of academic affinity groups and scholar support programs for African American and Latinx students.
- Obtain a compilation of questions that can be utilized to engage students in equity panel talks.