

Unit 5, Activity 1: Discover personal assumptions

Purpose	To assess your own attitudes, assumptions, and actions about the practice of managing people, data, and processes; to discuss how personal attitudes and experiences relate to the principal actions, behaviors, and choices observed in the film clip; to determine implications of those assumptions for yourself and others.
Time	85 minutes
Required roles	Participants; facilitator

Assumptions about my knowledge base

Approximate time: 15 minutes

Independently, use the chart below to reflect on your knowledge and skills regarding managing people, data, and processes. Use the first two columns in the chart below to capture your thoughts and ideas about what you know and need to know more about to successfully enact this practice.

Knowledge	Needs	Actions

Group discussion

Approximate time: 20 minutes

Upon completion, connect with others to share your notes. The facilitator will support participants in moving round-robin fashion to share reactions with others in each group.

1. What are you currently doing that will transfer to this school principal leadership practice?

2. What could you continue doing with some fine-tuning and adjustments?

3. What actions will you need to begin to prepare yourself to enact this practice?

4. What actions will you need to cease to prepare yourself to enact this practice?

Consideration of actions

Approximate time: 10 minutes

Following group discussion, return to your chart and complete the final column. Identify insights gained, as well as any potential next actions for your learning. Revisit this column throughout your study of this practice to reassess your needs.

Discussion about the film clip

Approximate time: 30 minutes

Using questions below to guide discussions, the facilitator will organize participants in small groups to share thoughts, reactions, and interpretations of the clip, "[Managing People, Data, and Processes](#)." Be prepared to debrief salient points discussed with the larger group.

1. Productive data conversations led by district and school leaders help teachers interpret and use data to make instructional changes that result in greater learning for more students. What do good data look like, and what questions do they answer? What kinds of data did Tresa and Kerry use? How did they support staff members to interpret and apply data to instructional decisions? What examples or results of data-informed decision-making did you see?

2. What differences did you observe in how Tresa and Kerry hold people accountable? How do principals learn this important practice? What are some strategies for helping principals develop this skill set?

3. How can school communities discuss data and instructional improvement without pointing fingers or issuing blame? What data should be used to hold teachers accountable for quality instruction and learning? How can teachers be convinced that engaging in data discussions is worthwhile? What examples of this did you see in the film clip?

4. The principals and a district superintendent speak about accountability in the film clip. What evidence did you see that Tresa's and Kerry's districts were holding them accountable for student achievement? What are the components of an effective school and district accountability plan? What policies might strengthen school and district accountability?

5. In the clip, then-CEO of Chicago Public Schools Arne Duncan (before he was Secretary of Education) says that today's principals need a wide variety of skill sets. How are principals being prepared and supported to use data and make instructional decisions to benefit every student? What are the next steps your state or school district must take to improve preparation and support?

6. How were the principals and their teachers assessed in the clip? What type of feedback did they receive after being assessed? Were the results of assessments used to guide or inform learning? How were students assessed and held accountable?

Individual reflection

Approximate time: 10 minutes

In preparing to serve as a school principal, think about managing people, data, and processes. Using what you learned from your readings and observations of Tresa and Kerry, what questions are emerging for you about the many facets of managing a school? What will you do to seek answers to the questions that emerged for you?