editor's note/tracy crow

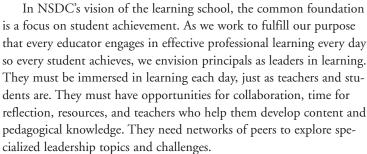
LEADING WITH PASSION AND PRINCIPLES

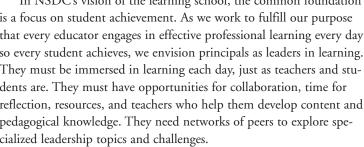
"Principles shape our thoughts, words, and actions. They influence our decisions. They guide us in problem solving. They serve as touchstones that we continually return to when we face conflict, dilemmas, or challenges. They set a common foundation shared by members of a community."

tephanie Hirsh and Joellen Killion open their book *The Learning Educator: A* New Era For Professional Learning (NSDC, 2007, p.11) with these words as they outline a set of eight principles to guide professional learning in the coming years.

After reading about effective professional learning for principals, the connection between the words "principle" and "principal" seems obvious. If we replace the word principle in the paragraph above with the word principal, we have a rough, if

simplistic, vision for the effective school leader. In the context of systems and schools that embrace effective professional learning, principals — that is, school leaders — nurture environments where their sound leadership influences shared decision making. Principals guide schools in solving tough problems for children. They help to establish a community with a common foundation.





As principals develop the knowledge to support a focus on student learning, they can't ignore their wide range of responsibilities in schools. They can, however, take a stand about what comes first in schools. This is a matter of principle. School systems and leadership development programs are finding ways to foster such growth, supporting new principals as well as veterans, crafting experiences that encourage principals to model learning practices.

You'll encounter the voices of several principled, passionate people in this issue of JSD. With Parker Palmer (p. 12) encouraging us to live on the edge and follow our convictions, and Richard Elmore (p. 42) urging educators to take a moral stance for the sake of kids and for the sake of the profession, articles about principal learning are bookended by clear calls to action.

As you'll read in the articles that follow, principal learning is shaped at the state level, systemwide, and school by school. Principal support comes from coaches, superintendents, peers, and learning communities. Also, find additional resources for more reading in the Snapshots section on p. 60.

I look forward to hearing your thoughts on this or any issue of JSD. Please email me at tracy.crow@nsdc.org to share feedback and ideas.



NSDC'S PURPOSE: Every educator engages in effective professional learning every day so

every student achieves. **BUSINESS OFFICE**

NSDC STAFF

Executive director Stephanie Hirsh stephanie.hirsh@nsdc.org

Deputy executive director Joellen Killion joellen.killion@nsdc.org

Director of business services Leslie Miller leslie.miller@nsdc.org

Director of communications Joan Richardson joan.richardson@nsdc.org

Director of learning Cathy Owens cathy.owens@nsdc.org

Distinguished senior fellow Hayes Mizell hmizell@gmail.com

Emeritus executive director Dennis Sparks dennis.sparks@comcast.net

BOARD OF TRUSTEES Karen Dyer (2009) President dyerk@leaders.ccl.org

Sydnee Dickson (2008) sydnee.dickson@schools.utah.gov

Cheryl Love (2010) samsseed@aol.com

Charles Mason (2010) President-elect masonc@mtnbrook.k12.al.us

Sue McAdamis (2008) Past president mcadamissue@rockwood.k12.mo.us

James Roussin (2009) jim.roussin@gmail.com

Sue Showers (2008) cinsue@fuse.net

Ed Wittchen (2010) ed.wittchen@telus.net



Tracy Crow is the editor of ISD and www.nsdc.org. You can contact her at tracy.crow@nsdc.org.

SPRING 2008 JSD VOL. 29, NO. 2