

<u>FACTOR/ CONCEPT</u>	<u>CRITICAL PRINCIPAL BEHAVIORS</u>	
Personal and Collective Teacher Efficacy	1	Facilitate faculty conversations about whether students can be successful regardless of family background
	2	Facilitate faculty conversations about whether students can behave at school regardless of family situations.
	3	Facilitate study group readings and discussions using The Ohio State studies on the relationships between collective efficacy and student achievement.
	4	Facilitate faculty study sessions designed to develop strategies to “get through to” the most difficult students.
	5	Create opportunities for former students who once struggled to return to your school and share with your teachers who and what helped them become successful students.
	6	Facilitate discussions with your faculty about how to build community support for struggling students and develop creative methods by which the community can support struggling students.
	7	Invite parents to school specifically to learn from them about what their students lives are like outside school and to collaboratively develop with teachers’ specific strategies for supporting their students’ school successes.
	8	Lead the faculty in the development of a list of concerns the faculty have about their frustrations with their students’ grades and behavior and then lead them in problem-solving conversations to develop creative strategies to address those concerns.
	9	Lead a faculty study group on the challenges of students from poverty to help build insights in the minds of teachers who have not grown up with poverty.
	10	Engage central office staff in some or all of the above activities in order to garner their support for the efforts your school is making and resources to continue to make those efforts.

“The Principal’s Impact on Middle School Success.” Jerry Valentine, Middle Level Leadership Center, University of Missouri; Matthew Goodman, Springfield Public Schools, Springfield, Missouri; Kristin Matthews, Gentry Middle School, Columbia, Missouri; Nyle Klinginsmith, Jefferson Junior High School, Columbia, Missouri; Gregory Mees, Middle Level Leadership Center, University of Missouri. NASSP San Antonio February, 2008.

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Faculty Commitment to Student Success	1	Facilitate faculty study sessions about the importance of “going the extra mile” for struggling students and strategies to do so in the best interest of students without compromising standards and expectations.
	2	Lead faculty in the development of a comprehensive list of programs, activities and strategies currently in place to support struggling students beyond the regular classroom learning experience, and then celebrate those efforts.
	3	Lead faculty in the creation of new ideas to add to the above list.
	4	Collaboratively develop with teachers specific ways to reinforce and to support all teachers who accept additional responsibilities that will result in student success stories.
	5	Create opportunities for former students who once struggled to return to your school and share with your teachers who and what helped them become successful students.
	6	Lead an open discussion with the faculty about the importance of total commitment and dedication to the role of effectively serving students.
	7	Talk opening about how individuals can, at some times in their careers, give more of their personal time and energy to students outside the classroom and the importance of accepting that at other times family and other commitments do not allow such effort.
	8	Periodically review and refine all before, after, and during school programs designed to support student academic and self-behavior growth (and if you don’t have specific programs, work with the faculty to develop them.
	9	Invite parents to school specifically to learn from them about what their students lives are like outside school and to collaboratively develop with teachers’ specific strategies for supporting their students’ school successes.
	10	Engage central office staff in some or all of the above activities in order to garner their support for the efforts your school is making and resources to continue to make those efforts.

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Teacher Trust in Clients (parents and students)	1	Facilitate a faculty conversation about whether we trust our students, letting the conversations take shape so our faculty can learn about what we do and do not trust within our students.
	2	Facilitate a similar separate, or perhaps a simultaneous, conversation as described above about whether we trust our parents.
	3	Facilitate a faculty problem solving session designed to create strategies we, as a school and staff, can implement that will address issues of mistrust and foster greater understanding and feelings of trust of our students and parents...if we do not talk about and address issues of mistrust, we can never step beyond them and build trust.
	4	Lead the faculty in a collaborative discussion of what they value and believe about both students and parents then develop the discussion into a set of values, beliefs, and commitment statements about students and parents.
	5	Lead the faculty in the design of a set of strategies that all teaches can use to increase the likelihood that students will be responsible to do their school work both during school time and at home.
	6	Facilitate a discussion about teachers' individual and collective beliefs that students in our school are competent learners and then develop a list of behaviors we do as teachers that support or refute those beliefs, placing those behaviors into one of those two categories.
	7	Invite parents to small study groups with teachers, asking parents to discuss the issues of trust between their students' previous teachers and explain why they did or did not develop trust in those teachers, thus using this activity as a basis for creating both images and a list of behaviors teachers should understand about building trust with parents.
	8	For older students, the above item can be repeated to develop images and a list of behaviors that teachers should understand about building trust with students.
	9	Facilitate study group readings and discussions using The Ohio State studies on the importance of trust among all individuals in a school setting.
	10	Engage central office staff in some or all of the above activities in order to garner their support for the efforts your school is making and resources to continue to make those efforts.

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