

Unit 1, Activity 4: **Take action**

Purpose	To apply the research-based ideas by projecting potential strategies and actions.
Time	40 minutes
Required roles	Participants; facilitator

Observable behaviors

Approximate time: 20 minutes

With a partner, complete the chart below. You may begin by drawing on your responses to the role-playing question in [“Unit 1, Activity 3: Link research with practice.”](#)

In the first column, identify observable behaviors a principal would enact when shaping a vision. Then, identify actions by staff that are directly associated with principal behaviors. Share how each role’s practices are unique yet similar.

What is the principal doing?	What is the staff doing?

Alignment review

Approximate time: 10 minutes

Use the lists generated in the previous exercise on page 1, “Observable behaviors,” to determine how closely your thinking aligns with assumptions below. During the discussion, with the facilitator’s guidance, be prepared to share agreements, disagreements, and additions with the larger group.

- Setting clear, rigorous learning expectations for all students is crucial to closing the achievement gap between advantaged and less-advantaged students, and for raising achievement overall.

- Effective leadership begins with the development of a schoolwide vision of commitment to high standards and the success of all students.

- The principal helps to spell out that vision and get all others on board with it.

- Leadership only succeeds if the leader brings other people along into the same vision, and they are all able to work together and trust one another.

Reflection before taking action

Approximate time: 10 minutes

How are principal and staff behaviors individually and collectively important? How will these behaviors influence your work and learning?