

## Key Issue: Building the Capacity of School Leaders to Support Teachers

### Table of Contents

<b>SCENARIO</b> .....	<b>6</b>
<b>BENEFITS</b> .....	<b>7</b>
<b>TIPS &amp; CAUTIONS</b> .....	<b>11</b>
<b>STRATEGY 1</b> .....	<b>12</b>
<b>Determine standards for school leadership (of principals, teachers, and school teams)</b> .....	<b>12</b>
Resource 1: About the standards – Leadership.....	12
Resource 2: Standards for school leaders .....	12
Resource 3: The leadership we need .....	12
Resource 4: Principal leadership training and school reform.....	13
Resource 5: Education criteria for performance excellence.....	13
Resource 6: Leadership for student learning .....	13
Resource 7: Standards for school leadership practice.....	14
Resource 8: Addressing accountability challenges.....	14
Resource 9: Leadership Standards.....	14
<b>STRATEGY 2</b> .....	<b>16</b>
<b>Assess leadership needs in all areas: school, district, board, and state</b> .....	<b>16</b>
Resource 10: Education criteria for performance excellence.....	16
Resource 11: Through new eyes .....	16
Resource 12: Leadership matters: Building leadership capacity .....	16
Resource 13: Leading for learning .....	16
Resource 14: The Kentucky school-based performance award program .....	17
<b>...SUBSTRATEGY 2.1</b> .....	<b>17</b>
<b>Compile several years of baseline/background data to find specific schools or districts that show signs of poor leadership, such as student achievement scores, teacher turnover rates, teacher surveys, case studies, low staff morale, and high principal turnover.</b> .....	<b>17</b>
Resource 15: School improvement through data-based decision making .....	17
Resource 16: Principal empowerment through AB 75 .....	17
Resource 17: Using data to lead change for school leadership.....	18
Resource 18: Critical issue: Guiding principals.....	18

Resource 19: Critical issue: Guiding principals.....	18
Resource 20: Guiding instruction through assessment.....	19
Resource 21: Asking the right questions.....	19
<b>...SUBSTRATEGY 2.2.....</b>	<b>19</b>
<b>Create or hire a team to complete an honest, thorough audit of leadership strengths and weaknesses.....</b>	<b>19</b>
Resource 22: School evaluation .....	19
Resource 23: Areas of development: Instructional quality assessment.....	20
Resource 24: Professional development: Learning from the best .....	20
<b>STRATEGY 3.....</b>	<b>21</b>
<b>Evaluate principals on how they support teachers, create positive learning and working environments, and improve student achievement. Areas to assess include: .....</b>	<b>21</b>
Resource 25: Leading for learning .....	21
Resource 26: Leadership for student learning .....	21
Resource 27: Areas of development.....	21
Resource 28: Performance-based evaluation guidelines.....	22
Resource 29: Building resilient leaders.....	22
<b>STRATEGY 4.....</b>	<b>23</b>
<b>Recruit the best candidates for principalship or teacher leadership (advisors, mentors, coaches, etc.) .....</b>	<b>23</b>
Resource 30: A district-driven principal preparation program design .....	23
Resource 31: A district-driven principal preparation program design .....	23
Resource 32: Wallace Fellows begin work on urban principal project.....	23
<b>...SUBSTRATEGY 4.1.....</b>	<b>24</b>
<b>Place your strongest principals in your highest need schools and give them freedom to experiment with resource allocation and to develop their teaching staffs. ....</b>	<b>24</b>
Resource 33: Leadership for student learning .....	24
Resource 34: Leadership for student learning .....	24
Resource 35: Why support school leaders? .....	25
Resource 36: Good principals, good schools.....	25
<b>...SUBSTRATEGY 4.2.....</b>	<b>26</b>
<b>Consider alternative routes to principalship.....</b>	<b>26</b>
Resource 37: Superintendent’s Urban Principal Initiative to be launched today.....	26
Resource 38: Greater Boston Principal Residency Network.....	26
Resource 39: Boston School Leadership Institute .....	27

Resource 40: School leadership program 2005 awards .....	27
Resource 41: New Leaders for New Schools .....	27
<b>STRATEGY 5.....</b>	<b>28</b>
<b>Improve preparation of leaders, both principals and teacher leaders.....</b>	<b>28</b>
Resource 42: A district-driven principal preparation program design .....	28
Resource 43: New principal support system.....	28
Resource 44: UT Principalship Program.....	28
Resource 45: A district-driven principal preparation program design .....	29
Resource 46: Inducting school leaders .....	29
Resource 47: Inducting school leaders .....	30
Resource 48: See Induction/Mentoring/Support of New Teachers .....	30
<b>STRATEGY 6.....</b>	<b>31</b>
<b>Hire principals with characteristics of effective, charismatic, and supportive leadership. In order to do this:.....</b>	<b>31</b>
Resource 49: Beyond the pipeline .....	31
Resource 50: Why support school leaders? .....	31
Resource 51: Teachers who learn, kids who achieve.....	32
Resource 52: Teacher working conditions toolkit.....	32
<b>STRATEGY 7.....</b>	<b>33</b>
<b>Select professional development based on district and school goals and student learning needs.....</b>	<b>33</b>
Resource 53: <i>Professional development for school leaders</i> .....	33
Resource 54: Inducting school leaders .....	33
Resource 55: The school principal’s role in teacher professional development .....	33
<b>STRATEGY 8.....</b>	<b>35</b>
<b>Design professional development options for both teachers and leaders that occur on-the-job, during the school day.....</b>	<b>35</b>
Resource 56: Leading for learning .....	35
Resource 57: Intentionally building capacity .....	35
Resource 58: Teachers observing teachers .....	35
Resource 59: How we work: The LearningWalk .....	36
Resource 60: Teach NM .....	36
Resource 61: Finding time for professional development.....	36
Resource 62: Think outside the clock .....	37
Resource 63: Making time for teacher professional development .....	37

<b>STRATEGY 9</b> .....	<b>38</b>
<b>Emphasize principal evaluation/assessment and reflection.</b> .....	<b>38</b>
Resource 64: Leadership for student learning .....	38
Resource 65: NJ Department of Education.....	38
Resource 66: NJ Department of Education.....	38
Resource 67: Peer evaluation: It’s not just for teachers.....	39
Resource 68: Schools bring professional development in-house .....	39
Resource 69: Intentionally building capacity .....	40
<b>STRATEGY 10</b> .....	<b>40</b>
<b>Develop state-level professional development standards or adopt standards/requirements already recommended by other organizations.</b> .....	<b>40</b>
Resource 70: NJ Professional Leadership Guide for School Leaders .....	40
Resource 71: Professional development for school leaders .....	40
Resource 72: Standards for school leadership practice.....	41
Resource 73: Missouri’s professional development.....	41
... <b>SUBSTRATEGY 10.1</b> .....	<b>42</b>
<b>Use tiered, performance-based licensure for principals – from initial to expert.</b> .....	<b>42</b>
Resource 74: Principal leadership for accountability .....	42
Resource 75: Building a rewarding career for New Mexico’s teachers.....	42
Resource 76: Improving teaching and learning by improving school leadership .....	42
<b>STRATEGY 11</b> .....	<b>43</b>
<b>Create external networks of principals and/or teacher leaders for support.</b> .....	<b>43</b>
Resource 77: Boston SLI New Principal Support System.....	43
Resource 78: Building resilient leaders.....	43
Resource 79: Professional development for school leaders .....	43
Resource 80: Addressing accountability challenges.....	44
Resource 81: Lead New Mexico .....	44
Resource 82: Peer evaluation: It’s not just for teachers.....	44
<b>STRATEGY 12</b> .....	<b>45</b>
<b>Develop collaborative leadership across the school (or district central office).</b> ....	<b>45</b>
Resource 83: Distributed/Distributive Leadership .....	45
Resource 84: Interest-based bargaining .....	45
Resource 85: Leading for learning .....	45
Resource 86: Leading and managing change and improvement.....	45

Resource 87: NSDC standards.....	46
<b>...SUBSTRATEGY 12.1.....</b>	<b>47</b>
<b>Restructure administrative roles.....</b>	<b>47</b>
Resource 88: Leadership for student learning .....	47
Resource 89: Time to support instruction .....	47
Resource 90: Why support school leaders? .....	47
Resource 91: School & District Leadership Toolkit.....	48
<b>...SUBSTRATEGY 12.2.....</b>	<b>49</b>
Involve teachers and administrators in joint professional development activities. ....	49
Resource 92: Learning Communities in Schools .....	49
Resource 93: Georgia’s Leadership Institute for School Improvement.....	49
Resource 94: The role of the administrator in teacher retention .....	49
Resource 95: Realizing new learning for all students through professional development .....	49
<b>STRATEGY 13.....</b>	<b>51</b>
<b>Partner with other organizations to offer professional preparation and development. ....</b>	<b>51</b>
Resource 96: Center of Excellence in Leadership of Learning .....	51
Resource 97: School leadership program 2005 awards .....	51
Resource 98: NSDC standards.....	52
Resource 99: Professional development for school leaders .....	52
Resource 100: Leading for learning .....	52
<b>REAL-LIFE EXAMPLE 1: .....</b>	<b>53</b>
<b>REAL-LIFE EXAMPLE 2: .....</b>	<b>55</b>
<b>REAL-LIFE EXAMPLE 3: .....</b>	<b>57</b>
<b>REFERENCES.....</b>	<b>59</b>

## **TQ Tips & Tools Resources**

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

## SCENARIO

When Stacey Cole looks at her teaching staff, she sees good people who are overworked, trying hard, but who don't know how to reach their majority-minority, poor, and disadvantaged students. She knows that the teachers have a lot of untapped potential, but she doesn't know how to show her teachers that their students aren't learning, or how to show them how to teach any better. Stacey herself is new at being a principal.

"Principal preparation never covered this," she thinks. "It's almost like starting over again – it feels like my first day of teaching." This time, however, she is the only principal in the school, and she feels there is no one to turn to. She doesn't know the principals in the schools nearby.

Stacey decides to try a tactic from her preparation program. She schedules observations with some teachers who are new to the school – some send a lot of students to Ms. Cole's office for discipline, and some of them never send any students. She wants to see if there is any difference in the classrooms. After conducting the observations, however, she doesn't know exactly what to say to the teachers. She knows there are some things she would have done differently if she had been teaching, but she can't put her finger on all of what she noticed, and she doesn't want to make teachers do everything the way she would have done them. She is frustrated again by not having someone to talk with about her observations and concerns.

"Anything wrong?" Stacey's assistant principal notices. "No, just thinking," Stacey murmurs, and walks into her office.

Stacey Cole needs help. She needs to restructure her time so that she can work closely with teachers, and she needs to find professional development activities for both herself and her teachers that are engaging, interactive, connected to their daily work, and have follow-up tasks. She also feels all alone. As the saying goes, "It's lonely at the top."

How can Ms. Cole utilize her skills, other people's talent, and enhance the knowledge and skills of people throughout the school? How can you help Stacey and the teachers in her school? What kinds of professional development and supports would you recommend?

## **BENEFITS**

### **School Leaders Need to Build their Capacities to Support Teachers because:**

1. **The principalship is changing.** “There is little doubt the public eye is keenly focused on school principals to deliver results.” The No Child Left Behind Act calls for principals to have “the instructional leadership skills to help teachers teach and students learn,” and “the instructional leadership skills necessary to help students meet challenging state student academic achievement standards” (Title II, Section 2113c).

“... [T]he demands placed on principals have changed, but the profession has not changed to meet those demands – and the tension is starting to show. Principals increasingly say the job is simply not ‘doable.’ They are retiring younger and younger.

At the same time, school districts report a shortage of qualified candidates for the job. ... There is no alternative. Communities around the country must ‘reinvent the principalship’ to enable principals to meet the challenges of the 21st century....”

2. **Principal turnover/shortages threaten schools as much as teacher turnover does.** “There is no statistical evidence of a nationwide shortage of certified candidates for the principalship” (Mitgang, p. 4).

The problem is not certifying more candidates. The problem is convincing those who earn certification to serve as principals in what are perceived as challenging schools, despite difficult financial and accountability situations – and to stay there. “... In schools with high principal turnover, teacher motivation suffers. In schools that have seen several principals come and go in a short period of time, teachers are more likely to report they will ‘wait out’ reform efforts. To help principals remain committed to their positions, we must alleviate the job-related difficulties that typically cause burnout and hasten a principal’s departure.”

3. **Teacher retention depends on support and guidance from leaders.**

The first professional need that teachers mention is a supportive and effective leader. Highly professional teachers choose to work in schools with strong principals. New teachers are likely to drop out of teaching if they lack support from their principals. Administrators and leaders guide the school’s professional and learning environments. Principals must develop their capacity to lead staff members in school improvement if they are to improve student learning. Good school leaders also support teachers and students by knowing how and where to access resources that at-risk students and their teachers need in order to learn and teach well.

- 4. Principal leadership and stability are key influences on student learning.** Data shows quite clearly that schools with high principal turnover, not to mention teacher turnover, suffer in student achievement.

In New Mexico, for example, data show that the stability of the principalship correlates strongly with the level of student achievement in a school. School leaders need basic supports in order to be able to focus on: modeling tools and strategies for using assessment data to improve instruction; helping the staff acquire the requisite skills for instructional decision-making; and establishing a school-wide vision that instruction will change based on student assessment data.

- 5. School improvement – i.e., change – depends on the strong leadership of a team of outstanding principal and teachers.** “For student achievement to improve, especially in our low-performing schools, we need dedicated, knowledgeable principals to set the course and lead others in following it. Teachers are clamoring for powerful leaders .... The study reports an urgent need for strong, committed, long-term leaders to serve poorly performing schools.”

“‘When you talk about school improvement you are talking about people improvement.’ ... In short, a key to school improvement is the willingness and ability of principals to assume the role of staff developers who make it their mission to ‘alter the professional practices, beliefs, and understandings of school personnel toward an articulated end.’”

School leaders need many supports to lead an enterprise that develops future leaders and learners. Poor working conditions, juggling with teacher turnover, and multiplying duties cause many principals to burn out.

“To better support school leaders, we not only need financial resources for districts to hire experienced principals and provide high-quality professional development, but also intangible resources, such as the authority to make staffing decisions. We cannot hold principals accountable for improving student achievement if they do not have control of the factors that directly influence it. Most importantly, we need to look for innovative ways to support principals in improving student learning.”

- 6. Students in at-risk schools – with their specific needs and backgrounds – represent a growing segment of the population.** Not only do leaders in at-risk schools need to be focused on student learning, they also need to be flexible learners themselves. In many cases, principals are learning how to change their leadership at the same time that they have to lead their teachers toward 21st century teaching.

Leading an at-risk learning community requires continuous learning and both

professional and personal development. Students come from so many different cultural backgrounds that leaders need to be able to attract, support, and retain teachers in learning communities that can serve students according to their individual needs, though they may face language barriers, culture shock, or institutionalized biases.

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Schlechty, P. (2005). Creating the capacity to support innovation. Louisville, KY: Schlechty Center for Leadership in School Reform. Retrieved 10/5/05 from <http://www.slechtycenter.org/pdfs/supportinn.pdf>.

Winograd, P. (2005, August 10). Supporting the leaders who support student success [powerpoint]. Presentation prepared for New Mexico Legislative Education Study Committee. Retrieved 10/20/05 from <http://www.state.nm.us/clients/dfa/Files/OEA/SAELP%20presentation%20for%20LESC.pdf>.

Winograd, P., & Steinhaus, K. (2004, July 13). Using a statewide P-16 accountability system: Tools for action, food for thought [powerpoint]. Presentation prepared for National Commission on Teaching and America's Future Partners' Symposium. Retrieved 10/20/05 from <http://www.state.nm.us/clients/dfa/Files/OEA/NCTAF%20.pdf>.

## TIPS & CAUTIONS

### **DON'T BOTHER** Developing the Capacity of School Leaders to Support Teachers **IF YOU DON'T:**

- Address the *working conditions* of principals. Principals need support and autonomy to deal with: facilities, teacher turnover, financial resources, the building budget, student poverty, speakers of different languages, and low parental involvement. Most important, they need adequate support and compensation if they are to be held fairly accountable to student learning.
- Emphasize the importance of *changing school culture and staff roles* to meet student needs in at-risk schools and in the 21<sup>st</sup> century.
- *Sustain the progress you make.* Properly fund and staff professional development and collaborative work, and install leaders who are committed to continuous learning.
- Have a *clear and valued district-level vision* to guide the development of leaders at the school level.
- Embed professional development in *real-life* situations and practices.
- Alleviate *superhuman amounts of responsibility*, especially in at-risk schools. Show principals how to break out of “hero” or solo leadership and embrace and develop leadership skills in teachers and other administrators.

## STRATEGY 1

Determine standards for school leadership (of principals, teachers, and school teams).

Note: There is a wealth of literature on the capacities and qualities of strong leadership that supports student and teacher learning. The resources below are major ones and represent consensus points.

### Resource 1: About the standards – Leadership

National Staff Development Council. (undated). NSDC standards: About the standards – Leadership [website]. Retrieved 10/21/05 from <http://www.nsd.org/standards/leadership.cfm>.

The Standard: “Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement.”

### Resource 2: Standards for school leaders

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers. Retrieved 10/5/05 from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>.

The ISLLC Standards for School Leaders are used by states and districts across the country. States and localities that choose to create their own standards often cite ISLLC standards as a foundation for their own versions.

### Resource 3: The leadership we need

Waters, T, & Grubb, S. (2004). *The leadership we need: Using research to strengthen the use of standards for administrator preparation and licensure program*. Aurora, CO: Mid-continent Research for Education and Learning. Retrieved 11/14/05 from: <http://www.mcrel.org/topics/productDetail.asp?topicsID=7&productID=212>

Based on their analysis, the authors recommend that policymakers consider the following actions:

Review and approve principal licensure and re-licensure programs to verify that they adequately address the knowledge and skills needed by principals to engage in research-based practices.

- Ensure that administrator licensure and re-licensure programs are taught by faculty with the knowledge and skills needed to teach research-based leadership practices.

- Commit the resources necessary for high-quality, rigorous, and research-based professional development programs for principals.
- Support the use of tools that allow practitioners to assess their use of research-based leadership practices.
- Be aware of the changes initiated through policies and the implications of those changes for different stakeholders.
- Collaborate with chief state school officers and other senior leadership to influence the conditions necessary to support change with second-order implications.

#### **Resource 4: Principal leadership training and school reform**

North Central Regional Educational Laboratory. (undated). *Principal leadership training and school reform: A guide for school and district leaders*. Naperville, IL: Author. Retrieved 10/5/05 from <http://www.ncrel.org/csri/tools/lead.htm>.

Cites Michael Fullan's five core competencies of leaders: 1) Broader moral purpose, 2) Keeping up with and understanding the change process, 3) Cultivating relationships, 4) Sharing knowledge, and 5) Creating coherence. The document also includes "Questions for school and district leaders assessing leadership training programs" and examples of different types of professional development programs for leaders.

#### **Resource 5: Education criteria for performance excellence**

Baldrige National Quality Program. (2005). *Education criteria for performance excellence*. Gaithersburg, MD: National Institute of Standards and Technology. Retrieved 10/11/05 from [http://www.quality.nist.gov/Education\\_Criteria.htm](http://www.quality.nist.gov/Education_Criteria.htm).

Website ([www.quality.nist.gov](http://www.quality.nist.gov)) also has a self-analysis worksheet for education organizations that want to assess how they match up against the Baldrige criteria.

#### **Resource 6: Leadership for student learning**

Institute of Educational Leadership Task Force on the Principalship. (2000, October). *Leadership for student learning: Reinventing the principalship*. Washington, DC: IEL. Retrieved 10/13/05 from <http://www.iel.org/programs/21st/reports/principal.pdf>.

p. 4: "The schools of the 21st century will require a new kind of principal, one whose role will be defined in terms of ...": instructional leadership, community leadership, and visionary leadership.

### **Resource 7: Standards for school leadership practice**

e-Lead. (undated). Standards for school leadership practice: What a leader needs to know and be able to do [website]. Washington, DC: e-Lead. Retrieved 10/5/05 from <http://www.e-lead.org/principles/standards1.asp>.

Cites the National Association for Elementary School Principals' (NAESP's) standards for what principals should know and be able to do.

### **Resource 8: Addressing accountability challenges**

Bennett, A. (2002). Critical issue: Guiding principals—Addressing accountability challenges. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le600.htm>.

Guiding Principles to assist principals:

1. Vision: See the forest. Tend the trees.
2. Community: Let go of solo.
3. Professional Development: Mine the wealth within.
4. Governance: Policy matters ... more.
5. Integrity: Stand and deliver.
6. Judgment: Expect the best. Forget the rest.
7. Assessment: Speak in data. Harness its power.

### **Resource 9: Leadership Standards**

Anthes, Katy. ECS Highlights Leadership: Leadership Standards. Denver, CO. Education Commission of the States, January, 2005. Retrieved 11/14/05 from: <http://www.ecs.org/ecsmain.asp?page=%2Fhtml%2FIssuesbyLetter%2Easp%3Fs%3Di%26e%3Dn%26l%3Dk>

### **How Do Different Leader Standards Align?**

Given the multiple versions of leader standards, and the fact that states are trying to align preparation-program accreditation, professional development and evaluations with these standards, this document compares the multiple versions so policymakers and education staffers can see how they align, and ensure there are no gaps in their teacher and leader standards. ECS' analysis of the five different leadership standards (ISLLC, ELCC, NAESP, SREB and McREL) found all the standards generally fit within the following categories:

- Developing and articulating a vision
- Strategic decision making and implementation
- Promoting community engagement
- Creating a culture of learning
- Using data appropriately

## Quality Teaching in At-Risk Schools: Key Issues

- Understanding curriculum and instruction
- Seeking engagement from all staff
- Understanding effective management
- Providing high-quality professional growth opportunities to staff
- Communicating effectively and honestly with staff, students and community members

## STRATEGY 2

Assess leadership needs in all areas: school, district, board, and state.

- Ensure that vision, goals, and actions are focused on student and adult learning.

### Resource 10: Education criteria for performance excellence

Baldrige National Quality Program. (2005). *Education criteria for performance excellence*. Gaithersburg, MD: National Institute of Standards and Technology. Retrieved 10/11/05 from [http://www.quality.nist.gov/Education\\_Criteria.htm](http://www.quality.nist.gov/Education_Criteria.htm).

Website ([www.quality.nist.gov](http://www.quality.nist.gov)) also has a self-analysis worksheet for education organizations that want to assess how they match up against the Baldrige criteria.

### Resource 11: Through new eyes

DuFour, R. (2003). *Through new eyes: Examining the culture of your school*. Bloomington, IN: National Educational Service.

Video and facilitator's guide are resources to move staff beyond assessing and changing *structures* to examining and transforming *cultures* in their schools. Materials outline a four-hour workshop.

### Resource 12: Leadership matters: Building leadership capacity

Barkley, S., Bottoms, G., Feagin, C.H., & Clark, S. (2001). *Leadership matters: Building leadership capacity*. Atlanta, GA: Southern Regional Education Board. Retrieved 10/5/05 from [http://www.sreb.org/main/Leadership/pubs/Building\\_Leadership\\_Capacity.asp](http://www.sreb.org/main/Leadership/pubs/Building_Leadership_Capacity.asp).

p. 9: See text box, "Is your school board focused on student achievement?"

### Resource 13: Leading for learning

Knapp, M.S., Copland, M.A., and Talbert, J.E. (2003, February). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved 10/5/05 from <http://depts.washington.edu/ctpmail/Reports.html#WallaceSummary>.

pp. 15, 17, 20, 23, 27: Each of five "Areas of Action" in leadership (found on page 12) is described at the school and district levels. For example, the box on page 15 states, "Establishing a focus on learning looks like this...."

In addition to these text boxes, the document provides "Essential tasks for leaders" and "Process and challenges" for each Area of Action. Using flow

charts, vignettes, examples, and bullet points, the document also refers to an extensive *Sourcebook* that includes more tools (<http://depts.washington.edu/ctpmail/Reports.html#WallaceSourcebook>).

#### **Resource 14: The Kentucky school-based performance award program**

Kelley, C. (1997, March). The Kentucky school-based performance award program: School-level effects. Paper presented at the meeting of the American Educational Research Association Annual Conference, Chicago, IL. Retrieved 9/27/05 from <http://www.wested.org/pub/docs/261#contents>.

Out of a sample of 16 elementary, middle, and high schools, the study listed different behaviors in high-performing vs. low-performing schools. Among other things, principals in low-performing schools did not align their curriculum or resources to achievement goals; teachers viewed lower student achievement as a reflection of the students, rather than the quality of teaching; and principals indicated lower goals, such as merely improving scores, rather than improving scores enough to earn a reward.

#### **...SUBSTRATEGY 2.1**

**Compile several years of baseline/background data to find specific schools or districts that show signs of poor leadership, such as student achievement scores, teacher turnover rates, teacher surveys, case studies, low staff morale, and high principal turnover.**

- Train leaders and teachers in those schools/districts on how to use data to improve teaching and student learning.

#### **Resource 15: School improvement through data-based decision making**

North Central Regional Educational Laboratory. (undated). Data use: School improvement through data-based decision making [website]. Retrieved 10/17/05 from <http://www.ncrel.org/datause/>.

The site quotes a middle school teacher who says, “Data helps you make changes. And when you see data, it really puts [student achievement] right in your face.” The site also has a “Data Primer,” data tools, data resources, and “How to Use Data.”

#### **Resource 16: Principal empowerment through AB 75**

King, C., & Smoot, G. (2004 September-October). Principal empowerment through AB 75: Principals find that AB 75 training helps them better understand the curriculum and support teachers’ instructional needs. *Leadership*. Retrieved 10/3/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_1\\_34/ai\\_n6358522](http://www.findarticles.com/p/articles/mi_m0HUL/is_1_34/ai_n6358522).

In Coachella Valley School District in Riverside County, California, professional development for principals is possible through AB 75, a state law that established the Principal Training Program. The district's principals were trained on how to understand and use data. Now the district provides data to principals about the district, school, and individual teachers. Since beginning intensive training on using data, principals have begun to sit with teachers individually and in teams to review these data. Assessment is embedded in regular practice. Coachella Valley experienced the most growth (in student achievement) in Riverside County in 2004.

### **Resource 17: Using data to lead change for school leadership**

Delaware Academy for School Leadership. (undated). Using data to lead change for school leadership [course offering]. Newark, DE: University of Delaware School of Education. Retrieved 10/17/05 from <http://www.udel.edu/dcte/educators/usingdatacluster.html>.

A course designed specifically as “professional development resources for educators.” The purpose of these courses is to assist school/teacher leaders to work as a school leadership team on a comprehensive improvement effort that will result in significant gains in student achievement. During approximately 90 hours of training and practice, leadership teams attend workshops and apply strategies through work assignments. Teams visit each others' schools to serve as critical friends in reviewing data-driven activities and initiatives. School leadership teams also learn how to engage the faculty in analyzing existing school and classroom data to identify student learning problems and school study groups in formulating and implementing changes in curriculum, instruction, and classroom assessment and support.

### **Resource 18: Critical issue: Guiding principals**

Bennett, A. (2002). Critical issue: Guiding principals—Addressing accountability challenges. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le600.htm>.

In the section “Action Options,” The author lists strategic actions with data for principals to pursue. “Victims cannot be leaders.”

### **Resource 19: Critical issue: Guiding principals**

Bennett, A. (2002). Critical issue: Guiding principals—Addressing accountability challenges. Naperville, IL: NCREL/Learning Point Associates. Retrieved 10/5/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le600.htm>.

Data itself does not improve teaching and learning. “Do not promise that data-driven decision making will have an immediate impact on student achievement. Its purpose is to help principals and teachers better understand what kind of

teaching and learning is going on in their schools, and to use this understanding to better serve the educational needs of their community.”

### **Resource 20: Guiding instruction through assessment**

Fox, D. (2003, November-December). Guiding instruction through assessment. Leadership magazine. Retrieved 10/19/05 from [http://www.acsa.org/publications/pub\\_detail.cfm?leadershipPubID=1427](http://www.acsa.org/publications/pub_detail.cfm?leadershipPubID=1427).

The article reviews a two-day seminar for principals called, “Using Unit and Thematic Assessments in Reading for Instructional Decision-Making: Do We Teach in Light of the Data or In Spite of the Data?” The workshop was conducted by the Southern California Comprehensive Assistance Center. Principals discussed problems and practiced using tools and strategies that they could share with their teachers.

### **Resource 21: Asking the right questions**

Mid-Continent Research for Education and Learning. (2000). *Asking the right questions: A leader’s guide to systems thinking about school improvement*. Aurora, CO: Author. Retrieved 10/17/05 from [http://www.mcrel.org/PDF/SchoolImprovementReform/5982TG\\_AskingRightQuestions.pdf](http://www.mcrel.org/PDF/SchoolImprovementReform/5982TG_AskingRightQuestions.pdf).

The guide suggests that leaders use a three-step process to guide staff development: 1) Identify the Initiative, 2) Use Guiding Questions to Create Specific Questions, and 3) Consider Possible Actions.

See Section 3, Modeling the Process:

- Ex. 2, Linking staff development to student learning (pp. 19-24); and
- Ex. 3, Responding to accountability demands (pp. 25-31).

## **...SUBSTRATEGY 2.2**

**Create or hire a team to complete an honest, thorough audit of leadership strengths and weaknesses.**

Provide the audit team and the groups being reviewed with a research base on leadership and teaching excellence.

### **Resource 22: School evaluation**

Center of Excellence in Leadership of Learning. (undated). School evaluation [website]. Retrieved 10/13/05 from <http://cell.uindy.edu/research/>.

Schools have the option of inviting an external team to conduct an assessment of operations, leadership, teaching, and culture. CELL has a School Evaluation Team whose mission is to collaborate with school staff to “... enhance the

capacity to assess and understand school and student performance.” CELL staff have expertise related to the design and implementation of school evaluation and accountability processes, including comprehensive site visits; academic and climate audits; curriculum audits in mathematics, science and literacy; stakeholder feedback reports; and building local school capacity through training.”

### **Resource 23: Areas of development: Instructional quality assessment**

Institute for Learning. (2003). Areas of development: Instructional quality assessment [website]. Pittsburgh, PA: Author. Retrieved 10/14/05 from <http://www.instituteforlearning.org/develop.html>.

“The Instructional Quality Assessment (IQA) is a toolkit that assists external evaluators in determining the extent to which instruction in their schools provides opportunities for students to study rigorous content and engage in high levels of learning.” The IQA toolkit includes materials and training to conduct the assessment in a school or of a program in a district (it does not assess the quality of individual teachers; it reveals patterns across a sample of classrooms in a school or a district instructional program). “Scores ... [are] based on the following data sources: lesson observations; teacher talk, student talk; in-class tasks; student interviews; teacher interviews; principal interview; and a portfolio of assignments with samples of student work ....”

### **Resource 24: Professional development: Learning from the best**

Hassel, E. (1999). *Professional development: Learning from the best: A toolkit for schools and districts based on the National Awards Program for Professional Development*. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.ncrel.org/pd/toolkit.htm>.

pp. 19-20, Step One: Designing Professional Development: “Make a needs assessment the first step in ongoing evaluation and improvement ... choose comparison groups ... determine sources of data ... and make sure implementation of tests, questionnaires, and so on, is good.”

“Several award winners hired consultants or obtained volunteer assistance from local colleges and universities to ensure that test comparisons and survey administration were executed well.”

### STRATEGY 3

Evaluate principals on how they support teachers, create positive learning and working environments, and improve student achievement. Areas to assess include:

- Observations of teaching/classrooms
- Achievement
- Conducts and follows up on teacher surveys
- Standards
- Own portfolios and continued development
- Encouragement of learning community: teacher and student collaboration, teacher leadership, student engagement, community involvement, etc.

#### Resource 25: Leading for learning

Knapp, M.S., Copland, M.A., and Talbert, J.E. (2003, February). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved 10/5/05 from <http://depts.washington.edu/ctpmail/Reports.html#WallaceSummary>.

pp. 12-13: See Chapter, “Reflective tools for understanding and action: How leaders influence learning,” Section “Leading for Learning” – five areas of action in which leaders can assess their own work.

#### Resource 26: Leadership for student learning

Institute for Educational Leadership Task Force on the Principalship. (2000, October). *Leadership for student learning: Reinventing the principalship*. Washington, DC: IEL. Retrieved 10/13/05 from <http://www.iel.org/programs/21st/reports/principal.pdf>.

p. 13: The report recommends that districts evaluate principals, and suggests peer review embedded in principal study groups that also discuss individual professional growth plans. The recommendation is based on a promising practice in Chula Vista Elementary School District, in California (see p. 16).

#### Resource 27: Areas of development

Institute for Learning. (2003). *Areas of development: Instructional quality assessment* [website]. Pittsburgh, PA: Author. Retrieved 10/14/05 from <http://www.instituteforlearning.org/develop.html>.

“The Instructional Quality Assessment (IQA) is a toolkit that assists external evaluators in determining the extent to which instruction in their schools provides

opportunities for students to study rigorous content and engage in high levels of learning.” The IQA toolkit includes materials and training to conduct the assessment in a school or for a program in a district (it does not assess the quality of individual teachers; it reveals patterns across a sample of classrooms in a school or a district instructional program). “Scores ... [are] based on the following data sources: lesson observations; teacher talk, student talk; in-class tasks; student interviews; teacher interviews; principal interview; and a portfolio of assignments with samples of student work generated for these assignments selected by teachers.”

### **Resource 28: Performance-based evaluation guidelines**

Missouri Department of Elementary and Secondary Education. (undated). Performance-based evaluation guidelines [website]. Retrieved 10/24/05 from <http://www.dese.mo.gov/divteachqual/profdev/>.

Missouri Department of Elementary and Secondary Education. (2003). Guidelines for performance-based principal evaluation. Jefferson City, MO: Author. Retrieved 10/24/05 from [http://www.dese.mo.gov/divteachqual/leadership/PBPE\\_03.pdf](http://www.dese.mo.gov/divteachqual/leadership/PBPE_03.pdf).

The state of Missouri has developed guidelines and standards for performance-based evaluations of teachers and principals, based on the National Staff Development Council's 12 standards and the ISLLC's standards for school leadership.

### **Resource 29: Building resilient leaders**

Hoffman, J.N. (2004, October-November). Building resilient leaders: Many universities and school districts are creating support mechanisms that increase administrator resiliency and lead to greater retention. *Leadership magazine*. Retrieved 10/21/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_1\\_34/ai\\_n6358525](http://www.findarticles.com/p/articles/mi_m0HUL/is_1_34/ai_n6358525).

In the Nuview Union School District, a school leaders' evaluation process presents an opportunity to identify and acknowledge the challenges faced by leaders. Following a school leader's submission of a self-evaluation based on ten performance criteria, the superintendent writes a comprehensive commentary on the school leader's performance. A personal conversation accompanies the presentation of the written summative evaluation document.

## STRATEGY 4

Recruit the best candidates for principalship or teacher leadership (advisors, mentors, coaches, etc.).

### Resource 30: A district-driven principal preparation program design

Southern Regional Education Board. (2005). *A district-driven principal preparation program design: The Providence School Department and the University of Rhode Island partnership, Providence, Rhode Island*. Atlanta, GA: Author. Retrieved 10/12/05 from [www.sreb.org/programs/hstw/publications/case\\_studies/05V05\\_Providence.pdf](http://www.sreb.org/programs/hstw/publications/case_studies/05V05_Providence.pdf).

One of the central strategies of improving instructional leadership in the district is to get the right people into the principal pipeline and to support their preparation. The Aspiring Principals program recruits young, talented teachers who have demonstrated instructional expertise and leadership potential and offers them a special preparation program designed to advance the district's vision. These candidates go through a formal application and selection process for the competitive program. Candidates agree to remain in the district for three years following completion of the program.

### Resource 31: A district-driven principal preparation program design

Southern Regional Education Board. (2005). *A district-driven principal preparation program design: The Providence School Department and the University of Rhode Island partnership, Providence, Rhode Island*. Atlanta, GA: Author. Retrieved 10/12/05 from [www.sreb.org/programs/hstw/publications/case\\_studies/05V05\\_Providence.pdf](http://www.sreb.org/programs/hstw/publications/case_studies/05V05_Providence.pdf).

The district-university partnership changed the recruitment of leadership candidates: the university “work[ed] with the district to recruit and select candidates demonstrating expertise in curriculum, instruction and leadership, instead of waiting for candidates to self-select and admitting all who meet university criteria.”

### Resource 32: Wallace Fellows begin work on urban principal project

State of Wisconsin Department of Public Instruction. (2005, October 14). Wallace Fellows begin work on urban principal project [press release]. Retrieved 10/17/05 from [http://dpi.wi.gov/eis/pdf/dpi2005\\_135.pdf](http://dpi.wi.gov/eis/pdf/dpi2005_135.pdf).

Wisconsin has developed a program to transform school leadership. The goal is to develop a state and national model for master administrator licensure, a step that builds career advancement into school-level leadership. “This project draws exemplary principals from ... our largest urban school districts—to learn together and identify leadership practices that improve student academic performance,”

said State Superintendent Elizabeth Burmaster. The participants are mid-career principals who possess energy and commitment to the growth of their profession and have demonstrated that they know how to effect change. Participants will assist each other with individual portfolios of evidence that demonstrate their knowledge and ability to lead a school toward improved student performance. The portfolio process will result in a master administrator license.

### ...SUBSTRATEGY 4.1

**Place your strongest principals in your highest need schools and give them freedom to experiment with resource allocation and to develop their teaching staffs.**

#### **Resource 33: Leadership for student learning**

Institute for Educational Leadership Task Force on the Principalship. (2000, October). *Leadership for student learning: Reinventing the principalship*. Washington, DC: IEL. Retrieved 10/13/05 from <http://www.iel.org/programs/21st/reports/principal.pdf>.

p. 12: Authors say low salary prohibits school districts from hiring and keeping successful principals, who do not want to go unrecognized for job stress and, specifically, for lack of authority. (“... [I]nstead of being given the decision making freedom and power they need to do what is expected of them, principals are boxed into roles of compliance and middle management”).

**In response, on p. 13, the task force recommends** that communities “Provide principal salaries and benefits sufficient to attract and retain the best candidates for the job. With 60 percent of school districts identifying insufficient compensation compared to job responsibilities as the main barrier to filling principal positions, education leaders ... no longer can afford to skimp on compensation for principals, the keystone of the high performance school.”

#### **Resource 34: Leadership for student learning**

Institute for Educational Leadership Task Force on the Principalship. (2000, October). *Leadership for student learning: Reinventing the principalship*. Washington, DC: IEL. Retrieved 10/13/05 from <http://www.iel.org/programs/21st/reports/principal.pdf>.

p. 12-13: Authors say a lack of authority keeps school districts from retaining successful principals. In fact, by keeping principals busy with managerial and middle-level tasks, school districts prevent leaders from improving schools.

**In response, on p. 13, the task force recommends** that communities “Enhance principal autonomy and authority for building-level decision making. School leaders should remain accountable for helping their schools meet district and state goals, but they must have greater flexibility in crafting creative strategies to

meet those goals — possibly the most important form of support necessary to help them be leaders for student learning.”

### **Resource 35: Why support school leaders?**

Carter, G. (2004, October). Why support school leaders? *Is it good for the kids?* Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved 10/3/05 from <http://www.ascd.org/portal/site/ascd/menuitem.ef397d712ea0a4a0a89ad324d3108a0c/template.article?articleMgmtId=3fc20f05c1520010VgnVCM100003d01a8c0RCRD>

“... In Memphis, Tenn., an agreement with the teachers’ union will allow principals in low-performing schools more flexibility on school personnel issues.”

### **Resource 36: Good principals, good schools**

Adams, J.P. (1999, September-October). Good principals, good schools. *Educational Leadership* 29(1). Retrieved 10/19/05 from [http://www.acsa.org/publications/pub\\_detail.cfm?leadershipPubID=1336](http://www.acsa.org/publications/pub_detail.cfm?leadershipPubID=1336).

Excerpt: “Gwen Gross, superintendent of the Ojai Unified School District, acknowledges the weight of responsibility borne by principals, but does not have the budget to support the addition of co-administrators to her elementary schools. Instead, she has established a fund that allocates ‘principal support money’ each year to elementary principals. Principals of schools of 550 or more students receive an extra \$10,000 annually; those with fewer students receive \$5,000.

“Principals can spend these discretionary funds in any manner that will support them and their practice. Ojai site administrators have used their accounts to release or compensate teachers for facilitating school-based projects, initiating and implementing programs, developing curriculum and shepherding the work of task forces. ‘Not only does this provide relief for principals,’ says Gross, ‘but it also constitutes wonderful staff development for teachers.’”

## ...SUBSTRATEGY 4.2

### **Consider alternative routes to principalship.**

Expand preparation pathways with a rigorous system for accreditation of programs.

Explore “grow-your-own” programs.

### **Resource 37: Superintendent’s Urban Principal Initiative to be launched today**

Superintendent’s Urban Principal Initiative to be launched today [press release]. (2004, October 13). *Newsline*. Miami, FL: Miami-Dade County Public Schools. Retrieved 10/12/05 from [http://news.dadeschools.net/releases/rls04/suptinit\\_048.htm](http://news.dadeschools.net/releases/rls04/suptinit_048.htm).

Miami-Dade County Public Schools has a new “grow-your-own” principal program called the Superintendent’s Urban Principal Initiative. The program develops leadership skills in high school and middle school administrators (e.g., assistant principals, district central office administrators) to prepare them for principalship in the district’s highest-need secondary schools. The program provides professional development within the district’s “School Improvement Zone” of the 39 lowest-performing schools, and covers topics such as conducting research and effective shadowing skills. Intern principals shadow their mentor principals in the Zone, complete tasks in schools, and attend district and school meetings and events. Interns also visit other zone schools and the central office. The program culminates with an action research project. Interns assume principalship in Zone schools as opportunities arise.

### **Resource 38: Greater Boston Principal Residency Network**

Center for Collaborative Education. (undated). Greater Boston Principal Residency Network [website]. Retrieved 10/15/05 from <http://www.ccebos.org/gbprn/>.

The Center for Collaborative Education leads the Greater Boston Principal Residency Network. The program uses an apprenticeship model for preparation and certification. Principal Residents work in schools with Distinguished Principals, who serve as mentors for the aspiring principals. Each aspirant has an individual learning plan to prepare him/her for principalship.

(Aspiring Principals are school faculty who are selected for demonstrating leadership and stewardship in school reform efforts in their schools and for being able to articulate a larger picture of reform and vision for the school. Candidates must meet the Massachusetts Department of Education Principal Certification competencies through a combination of fieldwork, seminars, writing, and the development of a comprehensive portfolio.)

### **Resource 39: Boston School Leadership Institute**

Boston School Leadership Institute. (undated). Exploring the principalship program [website]. Retrieved 10/12/05 from <http://www.bostonsli.org/epp.html>

Boston School Leadership Institute. (undated). Boston principal fellowship program [website]. Retrieved 10/12/05 from <http://www.bostonsli.org/bpf.html>.

The Boston School Leadership Institute (SLI), in partnership with the University of Massachusetts-Boston and the Boston Plan for Excellence in the Public Schools, prepares and supports principals to serve in high-need, majority-minority, urban schools. The schools also have a critical need for assistant principals. “Exploring the Principalship” is the Boston SLI’s recruitment initiative, and “Boston Principal Fellowship” is the alternative route to principal certification. The Boston SLI also seeks to redefine administrative roles by creating high-functioning teams in schools.

### **Resource 40: School leadership program 2005 awards**

U.S. Department of Education Office of Innovation and Improvement. School leadership program 2005 awards. Washington, DC: Author. Retrieved 10/12/05 from <http://www.ed.gov/programs/leadership/2005abstracts.html>.

Region One of the NYC Department of Education has a comprehensive school leadership program for aspiring and practicing assistant principals. There are several programs that operate under this initiative (all programs operate as small cohorts of 15-25 people each): 1) Alternative route to assistant principalship, offered in partnership with Bank Street College of Education; 2) Tomorrow’s Principals, a program for assistant principals who want to become principals; 3) the Assistant Principal Mentor Program, to recruit and train cadres of assistant principal mentors; and 4) a Professional Development Leadership Center, operated in partnership with Harvard University’s Principal Center and Fordham University’s National Principal Leadership Institute.

### **Resource 41: New Leaders for New Schools**

New Leaders for New Schools. (undated). New Leaders for New Schools [website]. Retrieved 10/21/05 from <http://www.nlins.org/NLWeb/Index.jsp>.

New Leaders for New Schools is a non-profit organization that works in collaboration with school districts, higher education institutions, and other community organizations to recruit and prepare urban school principals. NLNS has designed a program (now being implemented in six cities nationwide) to “effectively prepare and support individuals who have an unyielding belief in the potential of all children to achieve academically, a record of success in leading adults, and demonstrated instructional knowledge (with a minimum of two years of teaching experience in a K-12 setting).”

## STRATEGY 5

Improve preparation of leaders, both principals and teacher leaders.

- Make preparation grounded in real-life situations, activities, dilemmas, and issues.
- Ensure that preparation includes field experiences assisting and observing a carefully selected mentor principal or coach.
- Continue to support new principals as they begin their first jobs.

### Resource 42: A district-driven principal preparation program design

Southern Regional Education Board. (2005). *A district-driven principal preparation program design: The Providence School Department and the University of Rhode Island partnership, Providence, Rhode Island*. Atlanta, GA: Author. Retrieved 10/12/05 from [www.sreb.org/programs/hstw/publications/case\\_studies/05V05\\_Providence.pdf](http://www.sreb.org/programs/hstw/publications/case_studies/05V05_Providence.pdf).

The Providence (Rhode Island) School Department and the University of Rhode Island (URI) collaborated to develop a principal preparation program that trains promising teacher leaders within the school system to become effective principals focused on improving student achievement. This collaborative effort began with the creation of a new leadership preparation program that was designed to align with the district's reform framework, rather than to tinker with a traditional university-based model. The program has been very successful so far, but several important challenges remain, one of which is to continue "... to improve the field-based components of the preparation program by providing a continuum [emphasis added] of *observing, participating in and leading* the improvement of school and classroom practices" (p. 18).

### Resource 43: New principal support system

Boston School Leadership Institute. (undated). New principal support system [website]. Retrieved 10/12/05 from <http://www.bostonli.org/npss.html>.

Boston School Leadership Institute's (SLI) New Principal Support System is a two-year structure of support for first- and second-year principals. It works in tandem with the Boston Principal Fellowship, the SLI's alternative certification program for principalship.

### Resource 44: UT Principalship Program

The Principalship Program. (undated). UT Principalship Program [website]. Retrieved 10/13/05 from <http://www.utprincipalship.org/>.

See also, “**Real-Life Example: Principals Prepared by Working in Schools,**” below.

The Principalship Program is a highly selective preparation program for school leaders that is embedded in professional work. In this program, principal candidates work full-time in local schools with principals, teachers, parents, and students. They acquire growing amounts of responsibility during two years in the program. During the first year, they serve as instructional leaders or lead teachers in a school building, and in the second year, as assistant principals. Because of the full-time job responsibilities built into the program, the coursework of the Principalship Program is scheduled around the workday. The students study in a cohort. Their academic work occurs during two full-time summers of courses.

#### **Resource 45: A district-driven principal preparation program design**

Southern Regional Education Board. (2005). *A district-driven principal preparation program design: The Providence School Department and the University of Rhode Island partnership, Providence, Rhode Island*. Atlanta, GA: Author. Retrieved 10/12/05 from [www.sreb.org/programs/hstw/publications/case\\_studies/05V05\\_Providence.pdf](http://www.sreb.org/programs/hstw/publications/case_studies/05V05_Providence.pdf).

p. 15: Results from a questionnaire of participants in the program revealed areas where the program needed more work (i.e., areas that principal preparation programs need to address):

- Managing time to work with struggling students and with faculty
- Working with an interdisciplinary curriculum
- Leading study groups and problem-solving sessions
- Building a learning community that includes all stakeholders
- Analyzing and communicating school progress (to teachers, students, parents, the board, or the community)
- Inducting and mentoring new staff
- Seeking resources to support school improvement.

#### **Resource 46: Inducting school leaders**

Lashway, L. (2003, August). Inducting school leaders. *ERIC Digest 170*. Eugene, OR: Clearinghouse on Educational Policy and Management. Retrieved 10/21/05 from <http://cepm.uoregon.edu/publications/digests/digest170.html>.

The author cites several stressors that are required of new principals – and that new principals are not prepared to handle from their first days on the job. “Traditionally, rookie principals have been left to sink or swim. Having completed a university training program, they are presumed to be prepared, and get little direction beyond bland encouragement or an occasional practical tip. But that

attitude is changing as schools realize that a scarcity of high-quality principals means promising leaders should not only be energetically recruited but carefully nurtured once they're on board.”

#### **Resource 47: Inducting school leaders**

Lashway, L. (2003, August). Inducting school leaders. *ERIC Digest 170*. Eugene, OR: Clearinghouse on Educational Policy and Management. Retrieved 10/21/05 from <http://cepm.uoregon.edu/publications/digests/digest170.html>.

Recommendations for supporting new principals:

- Some researchers have speculated that formal induction programs improve *retention*.
- Try to find a balance between *immediate needs* and *reflective activities* for new principals.
- Induction is more than one-to-one mentoring.
- “Third, induction is especially powerful when it is *embedded in the culture of the district* [emphasis added], not just a one-shot ‘extra’ activity for newcomers.”

#### **Resource 48: See Induction/Mentoring/Support of New Teachers**

See [Induction/Mentoring/Support of New Teachers](#).

Many of the characteristics of strong induction programs for principals (briefly noted in the document above) are similar to those of induction programs for new teachers, but geared to a leadership, school-wide perspective.

## STRATEGY 6

Hire principals with characteristics of effective, charismatic, and supportive leadership. In order to do this:

- Compensate principals with adequate salaries – this makes a difference not only in the quality of your applicant pool, but also the size.
- Improve working conditions. Leaders, like teachers, will accept accountability for results in their schools if they are paid enough and are given supports for themselves and for their teachers and students.
- Adjust your hiring requirements to match what you are looking for in principals.

### Resource 49: Beyond the pipeline

Mitgang, Lee D. (2003). Beyond the pipeline: Getting the principals we need, where they are needed most. New York City: The Wallace Foundation. Retrieved 10/11/05 from

<http://www.wallacefoundation.org/WF/KnowledgeCenter/KnowledgeTopics/EducationLeadership/BeyondThePipeline.htm>.

Cites three research studies that agree that state policies and district hiring practices need to match the caliber of principal quality that schools need. Current job descriptions and hiring requirements do not fit the bill of whom schools and districts are looking for.

### Resource 50: Why support school leaders?

Carter, G. (2004, October). Why support school leaders? Is it good for the kids? Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved 10/3/05 from

<http://www.ascd.org/portal/site/ascd/menuitem.ef397d712ea0a4a0a89ad324d3108a0c/template.article?articleMgmtId=3fc20f05c1520010VgnVCM1000003d01a8c0RCRD>

“To help principals remain committed to their positions, we must alleviate the job-related difficulties that typically cause burnout and hasten a principal’s departure.... Among these factors are increasing responsibilities, work-related stress, inadequate pay, taxing schedules, and institutional interference that impedes principals from completing their job. While few of these problems can be immediately fixed, we must address the complexity of the principal’s role in order to support their work in improving student achievement.”

### **Resource 51: Teachers who learn, kids who achieve**

WestEd. (2000). *Teachers who learn, kids who achieve: A look at schools with model professional development*. San Francisco, CA: Author. Retrieved 10/5/05 from <http://www.wested.org/cs/we/view/rs/179>.

See p. 46, “What Site and District Leaders Can Do”: The column of suggested actions for district administrators target improving working conditions and support for principals. The column of recommendations to teachers and principals focus on quality, collaboration, and culture.

### **Resource 52: Teacher working conditions toolkit**

North Carolina Teacher Working Conditions Initiative. Leadership: Teacher working conditions toolkit [website]. Retrieved 10/24/05 from <http://www.teacherworkingconditions.org/leadership/Recommendation1.html>.

The North Carolina Teacher Working Conditions Survey comes with a wealth of resources to support implementation of its recommendations. The first recommendation is “Create a system where principals have meaningful professional development that enhances their knowledge and skills as effective instructional leaders serving students and teachers.” The website has articles and tools to improve working conditions and professional development of school leaders.

## STRATEGY 7

Select professional development based on district and school goals and student learning needs.

- Focus professional development on issues pertinent to leadership in at-risk schools: improving student achievement, teacher professional development, school culture, organizational management, large schools, multiple language barriers, and student/community poverty.

### Resource 53: *Professional development for school leaders*

Thomas, I.K. (n.d.). *Professional development for school leaders*. Washington, DC: American Association of Colleges for Teacher Education. Retrieved 10/11/05 from <http://www.aacte.org/Programs/Research/profdevschoolleaders.pdf>.

Las Cruces Public Schools and New Mexico State University have developed a leadership program for leaders in border-rural areas. The professional development is based on ISLLC Standards and is geared to meeting the needs of students along the US-Mexico border. Topics covered include poverty and cultural/linguistic differences. Participants engage in shadowing mentor leaders, formal practica, and internships.

### Resource 54: *Inducting school leaders*

Lashway, L. (2003, August). Inducting school leaders. *ERIC Digest 170*. Eugene, OR: Clearinghouse on Educational Policy and Management. Retrieved 10/21/05 from <http://cepm.uoregon.edu/publications/digests/digest170.html>.

With respect to induction as professional development and support for new principals, the author writes, “Third, induction is especially powerful when it is *embedded in the culture of the district* [emphasis added], not just a one-shot ‘extra’ activity for newcomers. For example, New York City’s District Two incorporates day-long principal conferences on instructional topics, study groups, support groups, visits to other schools, and intensive ‘walkthroughs’ by central-office supervisors .... In their discussions with new principals, the researchers were struck by the degree to which new principals had internalized the district’s culture of continuous learning and improvement.”

### Resource 55: *The school principal’s role in teacher professional development*

Bredeson, P., & Johansson, O. (2000). The school principal’s role in teacher professional development. *Journal of In-Service Education* 26(2): 385-401. Retrieved 10/3/05 from [http://www.triangle.co.uk/pdf/viewpdf.asp?j=bji&vol=26&issue=2&year=2000&article=Bredeson JISE 26 2&id=64.244.253.114](http://www.triangle.co.uk/pdf/viewpdf.asp?j=bji&vol=26&issue=2&year=2000&article=Bredeson%20JISE%2026%202&id=64.244.253.114).

p. 396: “The first and probably most important responsibility of the principal focuses on the design of professional development .... One way in which principals support their teachers is by making certain that professional development resources and opportunities are aligned with teachers’ and students’ needs, and school/district priorities. ... [I]t is the principal whose position allows him/her to see the big picture of teacher and student needs, and school goals. Thus, principals help the staff and school focus on their goals and priorities, so that professional development opportunities for teachers do not become fragmented, isolated and incoherent activities with little positive impact on teachers or students.”

## STRATEGY 8

Design professional development options for both teachers and leaders that occur on-the-job, during the school day.

- Train principals and teacher leaders in evaluation and observation of teaching and learning. Teachers and leaders find powerful experiences if they watch, demonstrate, and critique each others' practice.
- Train teachers and principals on how to organize time creatively to make room for professional development.

### Resource 56: Leading for learning

Knapp, M.S., Copland, M.A., and Talbert, J.E. (2003, February). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved 10/5/05 from <http://depts.washington.edu/ctpmail/Reports.html#WallaceSummary>.

See sections, "Establishing a focus on learning" and "Building professional communities that value learning."

### Resource 57: Intentionally building capacity

Sather, S.E. (2004, September). *The Spokane School District: Intentionally building capacity that leads to increased student achievement*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.nwrel.org/scpd/re-engineering/SpokaneSD/index.asp>.

p. 8: "... When Brian Benzel succeeded Livingston in 2001, he carried on with a fairly new central leadership team helping to set the vision. Boundaries between the central office and school sites became more permeable as central administrators became site supervisors, partnering with schools in an active and visible way." These central office school directors spend time in schools to support and advise principals. They get to know the teachers and other staff in the school. They conduct walk-throughs with school principals (spending several minutes observing blocks of classrooms in the school, offering immediate feedback to teachers). Because of this close relationship, and only being responsible for a few schools, the district staff is able to support principals more effectively.

### Resource 58: Teachers observing teachers

Israel, M. (2003, February 4). Teachers observing teachers: A professional development tool for every school. *Education World Administrators Center*. Retrieved 10/3/05 from [http://www.educationworld.com/a\\_admin/admin/admin297.shtml](http://www.educationworld.com/a_admin/admin/admin297.shtml).

Everybody gains when teachers and leaders observe each other in practice and,

in return, model techniques and offer constructive feedback and critique. This article outlines advantages to teacher observations as a form of collaborative professional development. Several models of peer observation are listed: lesson study (from Japan), peer coaching, cognitive coaching, Critical Friends Groups, and LearningWalks (see below).

### **Resource 59: How we work: The LearningWalk**

Institute for Learning. (2003). How we work: The LearningWalk [website]. Pittsburgh, PA: Author. Retrieved 10/14/05 from <http://www.instituteforlearning.org/howwk.html>.

“The LearningWalk is an organized visit through a school's halls and classrooms using the Principles of Learning to focus on the instructional core.... By means of these observations, walkers collect evidence about learning as well as teaching, about how the teacher's work impacts student learning.

“Between classroom visits, participants gather in the hall to discuss what they learned in the last room by making factual statements and generating questions they may have about what they observed which, if asked of teachers, might stimulate them to think more deeply about practice. At the end of the LearningWalk, participants work with the leader of the walk to refine observations and questions, to look for patterns within the school, and to think about next steps for the school, particularly next steps for professional development.”

### **Resource 60: Teach NM**

Teach NM. <http://www.teachnm.org>.

Provides training through online modules on teachers' professional growth plans and on requirements and standards for dossiers (portfolios) for licensure advancement. The state also trains teachers and administrators as external, anonymous scorers/evaluators of the dossiers.

### **Resource 61: Finding time for professional development**

Cook, C.J., & Fine, C. (1997). Critical issue: Finding time for professional development. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 11/8/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>.

This Critical Issue guide outlines important points, actions schools can take to fit in professional development, hints of caution, and “Illustrative Cases” of how four schools set aside time for regular professional development.

### **Resource 62: Think outside the clock**

Richardson, J. (2002, August/September). Think outside the clock: Create time for professional learning. *Tools for Schools* . Retrieved 11/8/05 from <http://www.nsd.org/library/publications/tools/tools8-02rich.cfm>.

This article from the National Staff Development Council discusses some examples of districts that use time effectively for professional development, as well as advice from experts on how to do the same. The end of the document also includes a list of resources and articles with more information.

### **Resource 63: Making time for teacher professional development**

Abdal-Haqq, I. (1996, October). Making time for teacher professional development. *ERIC Digest*. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education. Retrieved 11/8/05 from <http://www.ericdigests.org/1997-2/time.htm>.

A brief article with characteristics of effective professional development and a summary of common ways that schools allot regular time for professional development during the school day.

## STRATEGY 9

Emphasize principal evaluation/assessment and reflection.

- Have each principal complete professional development plans every one to several years.
- Involve district office administrators and staff in working with principals.

### Resource 64: Leadership for student learning

Institute for Educational Leadership Task Force on the Principalship. (2000, October). *Leadership for student learning: Reinventing the principalship*. Washington, DC: IEL. Retrieved 10/13/05 from <http://www.iel.org/programs/21st/reports/principal.pdf>.

p. 13: The report recommends that districts evaluate principals, and suggests peer review embedded in principal study groups that also discuss individual professional growth plans. The recommendation is based on a promising practice in Chula Vista Elementary School District, in California (see p. 16).

### Resource 65: NJ Department of Education

New Jersey Professional Development for School Leaders Initiative. <http://www.state.nj.us/njded/profdev/pd/leader/>

NJ Department of Education. (2004, November). *New Jersey Professional Leadership Guide for School Leaders*. Trenton, NJ: Author. Retrieved 10/5/05 from <http://www.state.nj.us/njded/profdev/pd/leader/learningd1.pdf>.

NJ Department of Education. (undated). NJ Professional Development for School Leaders Initiative: Technical Assistance Session #2 – Exercise 2. Retrieved 10/5/05 from <http://www.state.nj.us/njded/profdev/pd/leader/tech2/exercise2.doc>.

p. 17 of the Professional Leadership Guide: “Getting Focused: Assessing your individual professional development needs, readiness, and commitment.”

- Exercise 2 of the Technical Assistance presentation is a Self-Reflection Worksheet (questions to guide self-assessment on each NJ professional standard for school leaders).
- The NJ school leadership development initiative also requires a peer review committee that collaborates with principals on creating, implementing, and reviewing their professional growth plans.

### Resource 66: NJ Department of Education

New Jersey Professional Development for School Leaders Initiative. <http://www.state.nj.us/njded/profdev/pd/leader/>

NJ Department of Education. (2004, November). *New Jersey Professional Leadership Guide for School Leaders*. Trenton, NJ: Author. Retrieved 10/5/05 from <http://www.state.nj.us/njded/profdev/pd/leader/learningd1.pdf>.

NJ Department of Education. (undated). NJ Professional Development for School Leaders Initiative: Technical Assistance Session #2 – Exercise 3. Retrieved 10/5/05 from <http://www.state.nj.us/njded/profdev/pd/leader/tech2/exercise3.doc>.

This Guide to Professional Development for School Leaders presents a research-based model for collaborative professional learning and growth that was developed in concert with the professional associations for school leaders in New Jersey and with input from the state-level Professional Development for School Leaders Advisory Committee. The guide offers support for designing and implementing a professional growth plan. The design and implementation is outlined in a nine-step process that is carried out in three phases.

- Exercise 3 of Technical Assistance presentation #2 is a sample of a completed professional growth plan.
- *Professional Leadership Guide for School Leaders*, pp. 21-22: “Developing Your Professional Growth Plan (PGP)”

#### **Resource 67: Peer evaluation: It’s not just for teachers**

Gil, L.S. (2001, May). Peer evaluation: It’s not just for teachers. *Leadership magazine*. Retrieved 10/18/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_5\\_30/ai\\_75197097](http://www.findarticles.com/p/articles/mi_m0HUL/is_5_30/ai_75197097).

Chula Vista, a California city that borders Mexico near Tijuana, uses study groups of 4-7 principals to conduct peer review, maintain individual professional growth plans, and to support each other. Former superintendent Libia S. Gil has written about the program, “Each principal had a fall conference with the superintendent, followed by group goal-setting sessions .... The peer groups used an array of approaches to observe, learn and provide support and feedback to each other. These include classroom observations, analysis of student work, formal interviews with key staff and parent leaders as well as problem-solving and idea exchanges on best practices. Peer sessions also provide a measure of catharsis.”

#### **Resource 68: Schools bring professional development in-house**

Delisio, E.R. (2005, August 23). Schools bring professional development in-house. *Education World Administrators Center*. Retrieved 10/3/05 from [http://www.education-world.com/a\\_admin/admin/admin415.shtml](http://www.education-world.com/a_admin/admin/admin415.shtml).

As part of a broader instructional development program, San Diego City Schools

(California), “instructional leaders”— assistant superintendents from the district – spend a minimum of three days per week in schools. They work with principals on problem solving. Instructional leaders also allow teachers and principals more time to observe each other’s classrooms and schools and to attend off-site professional development.

### **Resource 69: Intentionally building capacity**

Sather, S.E. (2004, September). *The Spokane School District: Intentionally building capacity that leads to increased student achievement*. Portland, OR: Northwest Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.nwrel.org/scpd/re-engineering/SpokaneSD/index.asp>.

p. 8: “... When Brian Benzel succeeded Livingston in 2001, he carried on with a fairly new central leadership team helping to set the vision. Boundaries between the central office and school sites became more permeable as central administrators became site supervisors, partnering with schools in an active and visible way.” These central office school directors spend time in schools to support and advise principals. They get to know the teachers and other staff in the school. They conduct walk-throughs with school principals (spending several minutes observing blocks of classrooms in the school, offering immediate feedback to teachers). They grow to understand the work in the individual school. Because of this close relationship, and only being responsible for a few schools, the district staff is able to support principals more effectively. The district office is truly out in the schools, letting them know that struggling schools are everyone’s problem and that they are not alone.

## **STRATEGY 10**

Develop state-level professional development standards or adopt standards/requirements already recommended by other organizations.

### **Resource 70: NJ Professional Leadership Guide for School Leaders**

NJ Department of Education. (2004, November). *New Jersey Professional Leadership Guide for School Leaders*. Trenton, NJ: Author. Retrieved 10/5/05 from <http://www.state.nj.us/njded/profdev/pd/leader/learningd1.pdf>.

p. 4: ISLLC Professional Development Propositions

### **Resource 71: Professional development for school leaders**

Thomas, I.K. (n.d.). *Professional development for school leaders*. Washington, DC: American Association of Colleges for Teacher Education. Retrieved 10/11/05 from <http://www.aacte.org/Programs/Research/profdevschoolleaders.pdf>.

Figure 1, “Professional Development: The Consensus View”: Lists standards for quality professional development.

### **Resource 72: Standards for school leadership practice**

e-Lead. (undated). Standards for school leadership practice: What a leader needs to know and be able to do [website]. Washington, DC: e-Lead. Retrieved 10/5/05 from <http://www.e-lead.org/principles/standards1.asp>.

The National Association of Secondary School Principals calls for professional development that is incorporated in a principal’s regular schedule. Professional development should help principals to:

- Validate teaching and learning as the central activities of the school;
- Engage with peers and teachers in career-long learning to improve student achievement;
- Collaborate with colleagues to achieve organizational goals while still meeting the needs of individuals;
- Use data in planning and decision making for continuous development;
- Model effective teaching and learning processes;
- Incorporate measures of accountability that direct attention to valued learning outcomes; and
- Find opportunities to work, discuss and solve problems with peers.

### **Resource 73: Missouri’s professional development**

Guinther, C. (2004, July 11). Missouri’s professional development rubric and the Missouri Commissioner’s Award of Excellence for Professional Development. Presentation prepared for the 2004 NCTAF Partner States’ Symposium. Retrieved 10/24/05 from <http://www.nctaf.org/article/index.php?c=5&sc=41&ssc=0&a=263>.

Missouri Staff Development Leadership Council. (2002, March). Rubric for determining excellence in professional development. Retrieved 10/24/05 from [http://69.0.163.232/published\\_sites/gen/msdc\\_generated\\_bin/documents/menu/commissioner\\_rubric.pdf](http://69.0.163.232/published_sites/gen/msdc_generated_bin/documents/menu/commissioner_rubric.pdf).

Missouri Department of Elementary and Secondary Education. (2003). Guidelines for performance-based principal evaluation. Jefferson City, MO: Author. Retrieved 10/24/05 from [http://www.dese.mo.gov/divteachqual/leadership/PBPE\\_03.pdf](http://www.dese.mo.gov/divteachqual/leadership/PBPE_03.pdf).

Missouri’s professional development rubric is used by districts to self-evaluate their current quality of staff development and to serve as a guide for improving the quality and results of their staff development practices. This rubric, based on the National Staff Development Council’s twelve “Standards for Staff Development” (revised), is now used across the state and provides the basis for

the Missouri Commissioner's Award of Excellence for Professional Development. Missouri's Department of Elementary and Secondary Education also provides standards and tools for lesson planning (see section, "Forms from the PBTE Guidelines").

### **...SUBSTRATEGY 10.1**

**Use tiered, performance-based licensure for principals – from initial to expert.**

#### **Resource 74: Principal leadership for accountability**

Northwest Regional Educational Laboratory. (2005, June). Principal leadership for accountability: Optimizing the use of Title II resources. Portland, OR: Author. Retrieved 10/5/05 from <http://www.nwrel.org/planning/reports/accountability/>.

p. 5, "Policy Considerations": Authors suggest multitiered licensure systems "to encourage the continuing development of principals throughout their careers."

#### **Resource 75: Building a rewarding career for New Mexico's teachers**

Winograd, P., Ball, J., Mitchell, R., Bowyer, C., & Moulton, R. (2004, November 14). Building a rewarding career for New Mexico's teachers [PowerPoint]. Presentation prepared for 2004 NCTAF Regional Meeting, "Building a Professionally Rewarding Career Path for Teachers," Seattle, WA. Retrieved 9/27/05 from <http://www.nctaf.org/article/index.php?q=0&c=5&sc=41&ssc=&a=291&navS=>.

Slide 34: Asks, "What about me?" Seeing the success of the teachers' three-tiered, performance-based system, administrators want the advantage of tiered and performance-based licensure and salary, since these systems have been so successful and positively recognized.

#### **Resource 76: Improving teaching and learning by improving school leadership**

Mazzeo, C. (2003, September 12). Improving teaching and learning by improving school leadership. Washington, DC: National Governors Association Center for Best Practices. Retrieved 10/5/05 from <http://preview.nga.org/Files/pdf/091203LEADERSHIP.pdf>.

p. 2: The author suggests using licensure, preparation, and professional development as state-level points of influence on leadership quality. "Most leadership policies and regulations in their state were developed years ago and cannot produce the kind of leaders needed by schools today." Addressing the supply side of the principal "shortage," the author also states that, "One problem is that many states are licensing as principals significant numbers of individuals who have no plans to practice."

## STRATEGY 11

Create external networks of principals and/or teacher leaders for support.

### **Resource 77: Boston SLI New Principal Support System**

Boston SLI New Principal Support System: About the Program. Retrieved 10/21/05 from <http://www.bostonsli.org/npss.p2.html>.

The offerings of the New Principal Support System are differentiated to respond to the development needs of first- and second-year principals. First year principals' work focuses on establishing a vision for their schools and organizing the schools' work on this vision while managing all of the day-to-day management responsibilities of the principalship. In the second year of leading a school, principals tend to focus more specifically on what they have identified as a few key levers that will significantly improve instruction and student achievement. Activities in the curriculum are group-based, giving new principals a network of peers in the school system.

### **Resource 78: Building resilient leaders**

Hoffman, J.N. (2004, October-November). Building resilient leaders: Many universities and school districts are creating support mechanisms that increase administrator resiliency and lead to greater retention. *Leadership magazine*. Retrieved 10/21/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_1\\_34/ai\\_n6358525](http://www.findarticles.com/p/articles/mi_m0HUL/is_1_34/ai_n6358525).

In Nuvview Union School District (California), "a veteran principal was recently designated as the school district's lead principal, responsible for mentoring each of his less-senior colleagues. The result: frequent opportunities for colleagues to meet and visit in a non-evaluative setting, discussing challenges and sharing triumphs. The lead principal employs multiple coaching/mentoring strategies.... In a sometimes subtle manner, all conversations present the opportunity for supportive coaching."

### **Resource 79: Professional development for school leaders**

Thomas, I.K. (n.d.). *Professional development for school leaders*. Washington, DC: American Association of Colleges for Teacher Education. Retrieved 10/11/05 from <http://www.aacte.org/Programs/Research/profdevschoolleaders.pdf>.

Learning, Empowering, Assessing, Developing (LEAD) Fairfax: in addition to individual leadership plans, the program uses cohort experiences, partnerships with national organizations, web-based delivery of content, and mentoring of interns (placing them in schools under excellent principals) to address topical issues: succession, instructional leadership, and distributive leadership.

### **Resource 80: Addressing accountability challenges**

Bennett, A. (2002). Critical issue: Guiding principals—Addressing accountability challenges. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le600.htm>.

The author emphasizes the value of principals having opportunities to talk to each other as they face new challenges. Principals often are not, and, in the past have not been, prepared to assess student learning, or to make decisions based on data.

### **Resource 81: Lead New Mexico**

Lead New Mexico. (undated). Our Mission [website]. Retrieved 10/12/05 from <http://leadnm.unm.edu>.

Lead NM is a principal leadership program for rural and multicultural schools across northern New Mexico. The goal of the program is to retain excellent principals and assistant principals in high-need localities. Principals collaborate face-to-face and online to get tools and technical assistance on creating leadership teams, enhancing instructional leadership, and data-driven decision making. In addition, “circuit riders,” former principals and mentors, travel directly to school sites to assist, sustain, and strengthen principals. “They have developed action plans for implementation at their own school site, as well as future plans to involve administrators and educators at every level in their school district to determine interventions for success, as opposed to remediation when students fail.” The University of New Mexico and the Northern New Mexico Network (with a membership of 27 northern school districts) lead the program.

### **Resource 82: Peer evaluation: It’s not just for teachers**

Gil, L.S. (2001, May). Peer evaluation: It’s not just for teachers. *Leadership magazine*. Retrieved 10/18/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_5\\_30/ai\\_75197097](http://www.findarticles.com/p/articles/mi_m0HUL/is_5_30/ai_75197097).

Chula Vista, a California city that borders Mexico near Tijuana, uses study groups of 4-7 principals to conduct peer review, maintain individual professional growth plans, and to support each other. Former superintendent Libia S. Gil has written about the program, “Each principal had a fall conference with the superintendent, followed by group goal-setting sessions .... The peer groups used an array of approaches to observe, learn and provide support and feedback to each other. These included classroom observations, analysis of student work, formal interviews with key staff and parent leaders as well as problem-solving and idea exchanges on best practices. Peer sessions also provide a measure of catharsis.”

## STRATEGY 12

Develop collaborative leadership across the school (or district central office).

### Resource 83: Distributed/Distributive Leadership

Distributed/Distributive Leadership

See “[Promoting Teaching as a Career and Providing Advancement and Leadership Opportunities](#)”

### Resource 84: Interest-based bargaining

Federal Mediation and Conciliation Service. (undated). Interest-based bargaining [website]. Retrieved 10/18/05 from <http://www.fmcs.gov/internet/itemDetail.asp?categoryID=131&itemID=15804>.

If leaders need to focus on building or mending relationships between management and labor (the district, the board, and the union) in order to make progress with collaboration, then interest-based bargaining may work. “Interest-based bargaining is a process that enables traditional negotiators to become joint problem-solvers. It assumes that mutual gain is possible, that solutions which satisfy mutual interests are more durable, that the parties should help each other achieve a positive result.”

### Resource 85: Leading for learning

Knapp, M.S., Copland, M.A., and Talbert, J.E. (2003, February). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved 10/5/05 from <http://depts.washington.edu/ctpmail/Reports.html#WallaceSummary>.

See section, “Engaging external environments that matter for learning.”

### Resource 86: Leading and managing change and improvement

Peterson, K. (1995). Critical issue: Leading and managing change and improvement. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 10/5/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le500.htm>.

“For school improvement efforts to be successful, teachers, parents, community and business partners, administrators, and students must share leadership functions. Likewise, the principal’s role must change from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher.”

**Resource 87: NSDC standards**

National Staff Development Council. (undated). NSDC standards: About the standards – Leadership [website]. Retrieved 10/21/05 from <http://www.nsd.org/standards/leadership.cfm>.

From “The Rationale”: “Staff development leaders come from all ranks of the organization. They include community representatives, school board trustees, administrators, teachers, and support staff. ... Principals and superintendents also distribute leadership responsibilities among teachers and other employees. Distributed leadership enables teachers to develop and use their talents as members or chairs of school improvement committees, trainers, coaches, mentors, and members of peer review panels. These leaders make certain that their colleagues have the necessary knowledge and skills and other forms of support that ensure success in these new roles.”

## ...SUBSTRATEGY 12.1

### Restructure administrative roles.

- Consider hiring outside help for clerical tasks or other managerial responsibilities that can free up time for the principal to be more accessible to teachers/students and active in classrooms.

### Resource 88: Leadership for student learning

Institute for Educational Leadership Task Force on the Principalship. (2000, October). *Leadership for student learning: Reinventing the principalship*. Washington, DC: IEL. Retrieved 10/13/05 from <http://www.iel.org/programs/21st/reports/principal.pdf>.

p. 4, "New Leadership Models": Leadership teams in school buildings can take on multiple formats and organizational shapes.

### Resource 89: Time to support instruction

Duvall, S., & Wise, D. (2004, Sept.-Oct.). Time to support instruction: when this district decided that student achievement had to become its sole focus, school- and district-level roles were reconstructed to free up time for administrators to be instructional leaders. *Leadership magazine*. Retrieved 10/19/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_1\\_34/ai\\_n6358521](http://www.findarticles.com/p/articles/mi_m0HUL/is_1_34/ai_n6358521).

First, the traditional school secretary's position was essentially eliminated and replaced by restructured positions. Each school was assigned a school operations officer, an attendance clerk and a student specialist. These members of the office staff were to take on specific decision-making tasks and responsibilities that had been within the realm of the principal and/or the assistant principal. The assistant principal's role was restructured to that of a learning director. With the increased office support, the principal and learning director now had time, and a clear mandate from the central office, to spend time in classrooms each day.

### Resource 90: Why support school leaders?

Carter, G. (2004, October). Why support school leaders? *Is it good for the kids?* Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved 10/3/05 from <http://www.ascd.org/portal/site/ascd/menuitem.ef397d712ea0a4a0a89ad324d3108a0c/template.article?articleMgmtId=3fc20f05c1520010VgnVCM1000003d01a8c0RCRD>.

"... In Maryland, Talbot County has hired school managers to lessen the administrative burden on principals so they can focus on learning and teaching."

**Resource 91:** School & District Leadership Toolkit

**ECS and MetLife Foundation School & District Leadership Toolkit retrieved 11/14/05 from:**

<http://ecs.org/ecsmain.asp?page=%2Fhtml%2FIssuesbyLetter%2Easp%3Fs%3Di%26e%3Dn%26l%3Dk>

MetLife Foundation has awarded the Education Commission of the States (ECS) a grant to create a toolkit that will identify and promote promising models of school and district leadership.

The toolkit will contain a variety of resources and provide a step-by-step guide for implementing effective leadership practices. ECS will develop the toolkit through site visits to selected states and districts, and through focus groups and interviews with superintendents, principals, teachers, community leaders and students.

## ...SUBSTRATEGY 12.2

Involve teachers and administrators in joint professional development activities.

### **Resource 92: Learning Communities in Schools**

Learning Communities in Schools

See "[Improving the Working Environment of Teachers](#)"

### **Resource 93: Georgia's Leadership Institute for School Improvement**

GLISI. (undated). Georgia's Leadership Institute for School Improvement – Learning pathways [website]. Retrieved 10/3/05 from <http://www.galeaders.org/site/leadership/leadership.htm>.

See also, GLISI. (undated). Georgia's Leadership Institute for School Improvement [website]. Retrieved 10/3/05 from <http://www.galeaders.org/site/homepg.htm>.

GLISI uses retreats and conferences to revitalize leaders with new research, best practices, ideas, and resource materials. These retreats include team-based activities to build a leadership team in the district (districts come through the first retreat, "Base Camp and Leadership Summit," as a cohort). Cohorts learn together over three years. Teams are composed of a designated number of team members led by their superintendent, including up to one district staff member, selected principals, aspiring leaders, and teacher-leaders. There are follow-up activities and seminars for these teams.

### **Resource 94: The role of the administrator in teacher retention**

Hidalgo, T. Building a framework: The role of the administrator in teacher retention. San Francisco, CA: WestEd. Retrieved online from <http://www.wested.org/nerrc/keepingqualityteachers.htm>.

p. 3.1: Leaders must also learn how to include teachers and students in their decision making: "The decisions that school leaders make and how they make them have a direct impact on working conditions. Teachers often complain that decisions affecting them are usually made without their knowledge."

### **Resource 95: Realizing new learning for all students through professional development**

Cook, C.J., & Fine, C. (1996). Critical issue: Realizing new learning for all students through professional development. Naperville, IL: North Central Regional Educational Laboratory. Retrieved 10/3/05 from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd200.htm>.

See “Action Options for teachers and administrators working together to develop leadership in their schools”: Bulleted list highlights collaborative leadership that is based on joint professional development and examination of school practices.

Note: On the cited website, key terms are linked to definitions and further resources.

## STRATEGY 13

Partner with other organizations to offer professional preparation and development.

- State-level agencies, departments, associations, unions, etc.
- District central offices
- Higher education institutions
- Community colleges
- Technology centers
- Regional educational labs
- Regional service centers
- Excellent teachers and principals

### Resource 96: Center of Excellence in Leadership of Learning

Center of Excellence in Leadership of Learning. (undated). About CELL [website]. Retrieved 10/13/05 from <http://cell.uindy.edu/aboutcell/>.

CELL is an organization housed at the University of Indianapolis. It is a collaboration of the state department, teachers' unions, schools, and Indiana University-Bloomington. CELL runs a number of initiatives to foster the leadership necessary to impact educational outcomes in central Indiana:

- State Leadership Development – a state-level high school reform plan
- Network of Effective Small Schools in Indianapolis (NESSI) - transform high schooling and increase the number of college-ready graduates
- Indiana Clearinghouse for Best Practices in Education - information services to policymakers and educational leaders across Indiana
- Life Sciences Initiative - Builds, enhances, and supports life science education (P-16) and workforce capacity
- School Evaluation - Evaluate school progress, collect data, and research education policy questions for education

### Resource 97: School leadership program 2005 awards

U.S. Department of Education Office of Innovation and Improvement. School leadership program 2005 awards. Washington, DC: Author. Retrieved 10/12/05 from <http://www.ed.gov/programs/leadership/2005abstracts.html>.

Chicago Public Schools will collaborate with New Leaders for New Schools, LAUNCH, and the University of Illinois-Chicago's Ed.D. program for urban education leadership to create a three-year program (one year of preparation, two years of support) with intensive experiences that will foster leadership and school improvement. The partners will enhance effectiveness of professional development and expand the district's ability to offer onsite support. Major topics of professional development will include coherence and quality across

preparation and development; and ensuring school leaders have measurable impact on student achievement. Chicago Public Schools hope to fill leadership vacancies in 111 high-need schools by 2007-08.

### **Resource 98: NSDC standards**

National Staff Development Council. (undated). NSDC standards: About the standards – Leadership [website]. Retrieved 10/21/05 from <http://www.nsd.org/standards/leadership.cfm>.

From “The Rationale”: “Quality teaching in all classrooms necessitates skillful leadership at the community, district, school, and classroom levels. ... Leaders at all levels recognize quality professional development as the key strategy for supporting significant improvements. They are able to articulate the critical link between improved student learning and the professional learning of teachers. They ensure that all stakeholders – including the school board, parent teacher organizations, and the business community – understand the link and develop the knowledge necessary to serve as advocates for high quality professional development for all staff.”

### **Resource 99: Professional development for school leaders**

Thomas, I.K. (undated). Professional development for school leaders. Washington, DC: American Association of Colleges for Teacher Education. Retrieved 10/11/05 from <http://www.aacte.org/Programs/Research/profdevschoolleaders.pdf>.

The Learner-Centered Leadership Program for Language and Culturally Diverse Schools is a collaboration of: Arizona State University, Alhambra Elementary School District, Creighton Elementary School District, Phoenix Union High School District, Roosevelt Elementary School District, and the Southwest Center for Education Equity and Language Diversity. This leadership development program focuses on strategies to overcome barriers in at-risk urban settings through three strategies (learner-centered leadership, systems thinking, and community leadership). The program’s framework is a continuum of leadership development – three stages of a career in leadership translate to three groups of participants (in preparation, new, and experienced).

### **Resource 100: Leading for learning**

Knapp, M.S., Copland, M.A., and Talbert, J.E. (2003, February). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved 10/5/05 from <http://depts.washington.edu/ctpmail/Reports.html#WallaceSummary>.

See section, “Engaging external environments that matter for learning.”

## REAL-LIFE EXAMPLE 1:

### **In Chula Vista, Principals Find Collaborative Review Works**

Chula Vista is a California city that borders Mexico near Tijuana. Chula Vista Elementary School District is the largest K-6 district in the state; but despite being large and in a border city, the district has focused on data-driven, accountable leadership development in order to make inroads on the district's achievement gap and improve student achievement overall.

The principals in this district form study groups of 4-7 principals to conduct peer review, maintain individual professional growth plans, and to support each other. Before the peer review process was established in the district, principals described their evaluation as a "dog-and-pony show" with little or no relevance to their leadership performance and impact on student achievement.

In response, a task force of principals was established to review and research models of principal evaluation. They developed the principal peer review process for the district. For the first time, principals reported directly to the superintendent and discussed multiple assessments and longitudinal data with respect to performance indicators. Principals throughout the district have learned how to use data in decision making, as well as how to collaborate with peers on problem-solving and assessment.

Former superintendent Libia S. Gil, under whose leadership the principal peer review process was established, wrote, "The peer groups used an array of approaches to observe, learn and provide support and feedback to each other. These included classroom observations, analysis of student work, formal interviews with key staff and parent leaders as well as problem-solving and idea exchanges on best practices. Peer sessions also provide a measure of catharsis."

After two years of involvement in the peer review groups (in 1996), principals reported that they:

- established meaningful evaluation through learning and cooperative efforts;
- built trust through frequent, candid conversations with a core group;
- brainstormed solutions to problems;
- gained diverse perspectives and varied expertise;
- found support and assistance for dealing with difficult issues;
- valued interactions with other principals.

However, principals also struggled with reluctance to offer criticism for fear of hurting feelings or alienating peers; difficulty in quality of review and collaboration

when expectations were not clearly defined; and inadequate time to visit each other in practice and to process information.

As with any case of centering improved practice on collaboration, there are inconsistencies across groups. Some group dynamics suffer from individuals' "insecurities, professional rivalry, intolerance, and resistance to changing the status quo." Also, not all peer groups truly stretch their thinking or change their practice.

Still, using data and collaborating on improvement are changes that have led to stronger professional standards, debates on performance-based pay, and other professional issues. Improving achievement for all children (i.e., closing achievement gaps) is no small feat, and these principals have supported each other through adjustments to the students' needs and a changing political landscape.

Source:

Gil, L.S. (2001, May). Peer evaluation: It's not just for teachers. *Leadership magazine*. Retrieved 10/18/05 from [http://www.findarticles.com/p/articles/mi\\_m0HUL/is\\_5\\_30/ai\\_75197097](http://www.findarticles.com/p/articles/mi_m0HUL/is_5_30/ai_75197097).

George Lucas Educational Foundation. (2003, September 3). Superintendents in action: Chula Vista Elementary School District, California. Retrieved 10/20/05 from [http://www.edutopia.org/php/article.php?id=Art\\_1054&key=238](http://www.edutopia.org/php/article.php?id=Art_1054&key=238).

Berkowitz, P. (2002, May). Principal peer evaluation: Promoting success from within [book review]. *The School Administrator*. Retrieved 10/20/05 from <http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=2583&snItemNumber=&tnItemNumber=>.

## **REAL-LIFE EXAMPLE 2:**

### **Principals Prepared by Working in Schools Cohorts of New Leaders Trained in Principalship Program at UT-Austin**

The Principalship Program at the University of Texas at Austin changes the concepts of “preparation” at a university, “educational administration,” and “school leadership.”

Not just anyone can be a part of this program. Candidates must have at least four years of teaching experience, have evidence of serving as teacher leaders in their schools, and be able to demonstrate teaching excellence. The highly selective application process and has three parts: the submission of a university application and a portfolio, attendance at an orientation session, and, finally, a site visit to the candidate’s school and classroom by a team of observers.

Another difference in this program is that principal candidates work full-time in local schools with principals, teachers, parents, and students. They acquire growing amounts of responsibility during two years in the program. During the first year, they serve as instructional leaders or lead teachers in a school building, and in the second year, as assistant principals.

Amy Lloyd, a student in the program, appreciates its concept of leadership with “[t]heir emphasis ... on developing and advancing a team of school leaders who are strong in curriculum and instruction while possessing the heart and soul for social justice ....”

The Principalship Program also has a “Leadership Development Initiative (LDI)” that works in collaboration with Austin Independent School District and Round Rock Independent School District. The LDI works with partner school districts to create model schools that are successful with all students and can serve as examples of how to create strong schools, prepare instructional leaders, and involve teachers and the community in leadership.

Because of the full-time job responsibilities built into the program, the coursework of the Principalship Program is scheduled around the workday. The students study in a cohort. Their academic work occurs during two full-time summers of courses.

The cohort model of preparation, embedded in full-time practice, is a core support for participants. Another student, Lisa Bush, wrote, “... Luckily, my journey has included 20 brilliant, outstanding, and thoughtful individuals who heighten the meaning of instructional leadership through social justice and engaged learning that is personal, meaningful, and relevant to students, parents,

and educators. My travel mates will continue to be peers and mentors to me for a lifetime. Thanks y'all!"

Sources:

The Principalship Program. (undated). UT Principalship Program [website]. Retrieved 10/13/05 from <http://www.utprincipalship.org/>.

### **REAL-LIFE EXAMPLE 3:**

#### **Spokane Credits Long-Term Hard Work in Closing the Achievement Gap District Uses Comprehensive Approach to Professional Development in Learning Communities**

In public schools, a 20-year plan is unheard of. But Spokane (Wash.) Public Schools has been on a 20-year path of improvement for *all* students. Despite a growing group of high-need students, the students, teachers, and leaders in the district have managed to narrow the achievement gap between wealthy and poor kids.

The hard work and stability of vision "... reflects a theory of action about how districts can encourage and support the development of high-performing schools," writes the author of a study of the district's success.

The focus on learning includes administrators and teachers and plays out in a variety and range of professional development efforts. The district emphasizes research-based teaching strategies and best practices that have worked in other schools. In order for change to truly impact all students – especially the neediest ones – the district has achieved a genuine change in culture that is grounded in an approach that "... break[s] down silos of isolation by creating closer relationships and better communication between the district office and school sites."

This systems approach has been sustained through a succession of leaders. The focus begun in 1991 expanded with a new superintendent in 1993 and again another in 2001. The current superintendent, Brian Benzel, assigned site supervisors – central office administrators who have responsibility for a small number of schools – to assist and advise the principals, get to know the staff, and walk through classrooms with the principal and other leaders in the school. This serves not only the systems approach to change, but also operates as professional development for the district administrator, the principals, and the teachers.

Also, "Nancy Stowell, Assistant Superintendent for Teaching and Learning, talks about the need for 'the whole system to move forward, not just creating a few islands of excellence out there.' She says, 'Those schools that aren't moving forward, it's not just their problem. We now view it as a system problem, to get them to be more successful. ... That's why we're working as a team in our buildings with our principals and the staff, so they see that this approach is much broader than anything we've done previously. We don't want schools thinking it's their problem. ... We want to create a different way to look at our problems and solve them.'"

The phrase “systems approach” sounds like the creation of a machine; but in Spokane, it has been the reason and method of reaching individuals. It is an active, intentional form of professional development. It supports students, teachers, and principals. The process is not easy, and it is not about just being nice to each other. Sather says, “Working as a member of a team, collaborating, and being part of a professional learning community is an explicit expectation within the district.” That expectation has affected individual students – the ones that school districts consider “at-risk” – and is teaching all of them to high levels.

Source:

Sather, S. (2004, September). The Spokane School District: Intentionally building capacity that leads to *increased student achievement*. Paper presented at the 2005 annual meeting of the American Educational Research Association. Portland, OR: Northwest Regional Educational Laboratory. Retrieved 10/5/05 from <http://nwrel.org/scpd/re-engineering/SpokaneSD/index.asp>.

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