

abstracts

theme LEADERSHIP

Reimagining the job of leading schools: LESSONS FROM A 10-YEAR JOURNEY.

By the staff of The Wallace Foundation

After a decade-long commitment to creating a knowledge base on school leadership, The Wallace Foundation has disseminated valuable research to inform school, district, and state strategies and policies. The lessons encompass four big ideas: The job of lead schools must change, principal training must also change, several conditions support strong instructional leadership in schools, and states and districts must collaborate closely to ensure effective practices are aligned.

State policy is key to building strong leaders.

As told to Valerie von Frank

In a conversation with *JSD*, Gene Wilhoit, executive director of the Council of Chief State School Officers, shares his perspective on supporting leadership at all levels — from the state to the district to the school building. While he sees positive changes at all levels, he knows the entire system must be challenged to attain high levels of learning for all students.

Urban renewal:

THE URBAN SCHOOL LEADER TAKES ON A NEW ROLE.

*By Michael S. Knapp, Michael A. Copland,
Meredith I. Honig, Margaret L. Plecki, and Bradley S. Portin*

A series of research studies investigated leadership in urban schools. From these studies emerged several related themes. Schools with improvements in leadership for learning focused persistently on instructional improvement goals, invested in an instructional leadership cadre within and across schools, reinvented the practice of leadership work, and paid sustained attention to leadership support at all levels.

State of the states:

THE SEARCH FOR WAYS TO IMPROVE INSTRUCTIONAL LEADERSHIP ZEROES IN ON 6 POLICY AREAS.

By Catherine Augustine and Jennifer Russell

Researchers engaged with state-level and school and district personnel to understand what state organizations do to advance leadership at the school and district level. The actions of states fall broadly into six areas: standards, licensure, preservice programs, professional development, evaluation, and improving conditions for school leaders.

Developing cohesive leadership means addressing all parts of the system.

By Troyce Fisher

An educator at the state level shares her perspective on what it means to work as part of a coordinated leadership system from the state building to the school building. She has learned the importance of relationships, a clear moral purpose, a solid theory of action, and engaging actively in the work. She also recognizes the value of foundation funding.

Educators use student performance data to plan, implement, and evaluate.

By James Luján

A principal in Albuquerque, N.M., explains how data in its many forms bolstered his success in taking an active role in leading the learning in his school. He outlines his lessons learned and the types of data that all instructional leaders took into account to improve student learning.

Data present a clear picture of time spent on instructional tasks.

By Carol Seid

When an opportunity arose to take part in the School Administration Manager (SAM) project, this principal in West Des Moines, Iowa, decided to see what she could learn about how she spent her time. By delegating administrative tasks and making instructional leadership a priority, she significantly increased the time spent on teaching and learning.

feature

Three steps lead to differentiation.

By Linda Bowgren and Kathryn Sever

Children aren't the only students who benefit from

differentiated learning experiences. The authors use a three-step model that allows adults to learn at their own pace through demonstrations and models, one-on-one coaching, and opportunities to try out new practices with ongoing support.

columns

Collaborative culture:

ENGAGE IN CONVERSATIONS THAT ENRICH RELATIONSHIPS, BUILD MEANINGFUL PARTNERSHIPS, AND EXPAND KNOWLEDGE.

By Susan Scott and Carol Corwell-Martin

In her role in the county professional development center, this educator learned how central conversations are to the learning work her office supports, whether in team, coaching, or mentoring relationships.

Cultural proficiency:

USE A SYSTEMATIC APPROACH FOR DECONSTRUCTING AND REFRAMING DEFICIT THINKING.

By Patricia L. Guerra and Sarah W. Nelson

Educators eager to share their newfound passion for achieving cultural proficiency must deliberately facilitate discussions with their colleagues and recognize the journey will require addressing long-held beliefs and assumptions.

From the director:

WE NEED EVERY SCHOOL SYSTEM TO ESTABLISH ITS VISION FOR THE PRINCIPAL AS INSTRUCTIONAL LEADER.

By Stephanie Hirsh

Principals can take three immediate steps to improve their learning: Participate in the learning of the teachers in their school, join a principal learning community, and work one-on-one with a coach.

call for articles

Theme: Working with external partners

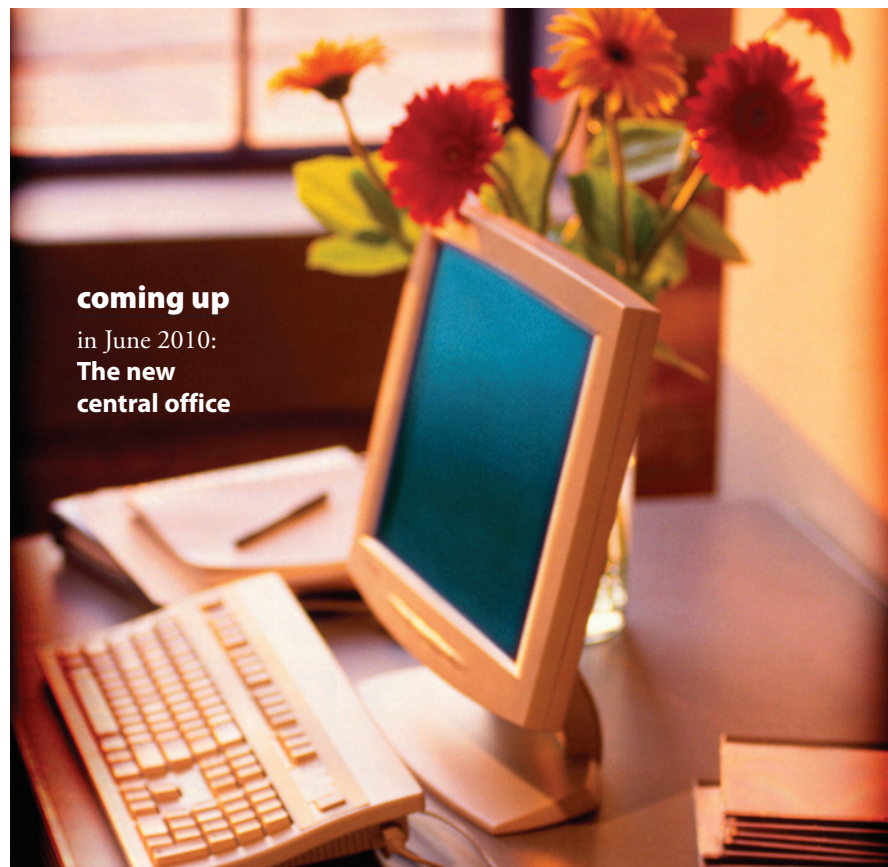
Manuscript deadline: June 15, 2010

Issue: February 2011

Please send manuscripts and questions to Rebecca Bender (rebecca.bender@nsdc.org).

Notes to assist authors in preparing a manuscript are at www.nsd.org/news/jsd/guidelines.cfm.

Themes for additional upcoming issues are available at www.nsd.org/news/jsd/themes.cfm.



coming up

in June 2010:

The new central office

Index of advertisers

ASCD..... 13
 Assessment Training Institute/ETS..... inside back cover
 Eye on Education 15
 Just ASK Publications
 & Professional Development..... outside back cover

The Master Teacher 21, 29, 33
 School Improvement Network..... 1
 Solution Tree..... inside front cover