

Leader voices:

Principals reflect on the evolution of their leadership.

More than a decade of school leadership research from The Wallace Foundation highlights not only the critical role of the principal but also the practices that effective school leaders undertake. Meet three successful school leaders and learn about their growth as leaders and how they make professional learning a part of the everyday work of schools.

Leadership through learning:

When people are enlightened, they want to take action. Q&A with Anthony Muhammad.

By Tracy Crow

Anthony Muhammad, author and school leadership expert, was named Michigan's Middle School Principal of the Year in 2005 after he and his staff doubled student achievement through the use of professional learning communities. In this wide-ranging interview, Muhammad shares his strategies for leadership: Model learning, experiment with ideas, create a healthy culture, understand people and pedagogy, and embrace scholarship.

Strength training:

Aspiring principals need fortified programs to prepare them for the challenges they face.

By Jennifer Gill

Strong principal training programs remain the exception, not the rule. Too often, programs inadequately prepare future principals for the challenges that will face them. A report by The Wallace Foundation offers lessons on how to address the chronic weaknesses in leadership training: Be selective in recruiting candidates, build instructional leadership, involve states and districts, and support principals on the job.

This article is sponsored by The Wallace Foundation.

Wide-open opportunities:

Teacher leaders can help rural schools make the most of meager resources.

By Melia Franklin

With fewer resources at their disposal, educators in rural schools and districts struggle to meet the same standards as their urban and suburban counterparts. The key is to find and encourage teacher leaders who can use their expertise to help their school or district do more with less. A former teacher leader in one such district outlines recommendations for how to do that.

Buoyed on all sides:

A network of support guides teacher leaders in high-needs schools.

By Marisa Suescun, Toby Romer, and Elisa MacDonald

The Teach Plus T3 Initiative recruits, develops, and supports teams of high-performing teachers to teach and lead in low-performing schools and ultimately accelerate student learning. Teacher leader cohorts, principals, and coaches inside and outside of the schools provide support from all angles. Launched in 2010 in three Boston Public Schools, the initiative has expanded to work with 13 high-needs schools across three districts.

Out of isolation:

Superintendents band together to improve instruction and equity in their districts.

By Thomas Hatch and Rachel Roegman

The New Jersey Network of Superintendents brings together a small group of superintendents one day each month to engage in instructional rounds and activities in which they identify and address problems of practice in their districts that focus on issues of instruction and equity. The authors trace how the network's ideas, resources, and routines combine with other factors to influence the instructional core in one district.

What leadership looks like:

Videos help aspiring leaders get the picture.

By Lynn V. Clark

Videos of practice have become a critical part of leadership development training and coaching. National programs such as New Leaders and School Leaders Network have developed expertise in ways to combine videos of practices proven to drive student gains with critical self-reflection and job-embedded application. Facilitators find that videos can be powerful tools to move school leaders' practice.

Who are the advocates in your school?

Professional learning cries out for leaders to shape it as a relevant and energizing force.

By Hayes Mizell

Who are the advocates for professional learning in your school or district? Advocacy for professional learning requires persistent and vocal efforts to advance standards-based practices. Professional development will not serve all educators well unless leaders at each level make professional learning their business, advocating for it individually and collectively.

feature

LEARNING COMMUNITIES

3 steps, 1 goal:

Teacher teams boost math instruction using 3-part learning design.

By Regina M. Mistretta

A three-step program introduces teachers to student learning objectives, offers a focus lesson in a real-life classroom, and follows up with a facilitator-guided discussion. Working in multilevel groups with support from the principal, teachers at a private school in New York learned about reform-based instructional practices, including content development across grade levels.



INDEX OF ADVERTISERS

Corwin Press.....	19, 21
Just ASK Publications & Professional Development.....	outside back cover
Scholastic	inside back cover, 15
School Improvement Network.....	1
Solution Tree.....	inside front cover
Texas Instruments.....	13

columns

Cultural proficiency:

Culture's influence on behavior doesn't stop at the classroom door.

By Patricia L. Guerra and Sarah W. Nelson

In the years following an initial professional development program, educators need ongoing learning experiences that guide them in applying their diversity and cultural knowledge to other school business, such as leadership, supervision, and teamwork.

From the director:

All educators have a responsibility — as well as opportunities — to show leadership.

By Stephanie Hirsh

Every staff member has a responsibility to exercise skillful leadership. And, while it may not be part of a formal job description, all educators have opportunities to exercise leadership and impact professional learning.

Writing for JSD

- Themes for the 2013 publication year are posted at www.learningforward.org/publications/jsd/upcoming-themes.
- Please send manuscripts and questions to Christy Colclasure (christy.colclasure@learningforward.org).
- Notes to assist authors in preparing a manuscript are at www.learningforward.org/publications/jsd/writers-guidelines.