

Explore the many paths to leadership.

By Tracy Crow

The road to leadership isn't necessarily one that educators plan carefully with a series of logical steps. But no matter their role or their path, education leaders demand more from themselves and others and figure out how to make results happen.

Experience makes a great teacher:

NEW YORK CITY PROGRAM CONNECTS
VETERAN PRINCIPALS WITH NEW AND ASPIRING LEADERS.

By Sarosh Syed

In an effort to strengthen school leadership, New York City's Learning Partners Program matches veteran principals with two or more newer ones. Assistant principals and teacher leaders can participate as well, meaning the program can enhance the skills of current principals while grooming the next generation. *This article is sponsored by The Wallace Foundation.*

Turn effective practice into common practice:

SUCCESSFUL DISTRICTS CREATE SYSTEMS
OF LEADERSHIP TALENT DEVELOPMENT.

By Richard W. Lemons and Isobel Stevenson

Districts that are serious about developing leaders who can bring about change that leads to improved student learning will align professional support systems to how adults learn best, leveraging the energy of experience and power of reflection to help current and future leaders develop. Moreover, they will not leave these efforts to chance, regularly monitoring and constantly improving leadership development efforts.

Navigation aids:

9 SHIFTS IN PRACTICE SMOOTH THE TRANSITION
FROM SCHOOL TO CENTRAL OFFICE.

By Thomas M. Van Soelen and Debra Harden

A professional development program for superintendents provided a foundation for designing professional learning for district office leaders. Data collected from 12 superintendents who successfully transitioned from school to district office revealed nine shifts in practice that are critical for school and program leaders navigating their way to the central office.

Why teachers make good learning leaders.

By Brian Edwards and Jesse Hinueber

When teachers who deeply understand the needs of their students and colleagues lead professional learning in their schools, everyone benefits. Teacher leaders get to engage with their work in new ways. Their colleagues receive relevant, actionable professional learning. Principals leverage the

benefits of teacher collaboration in leading instruction at their schools. District officials see the pipeline of school and district leaders expand.

The drive to strive:

AN ASSISTANT PRINCIPAL REFLECTS
ON A CAREER BUILT ON CONSTANT LEARNING.

By Tameka Osabutey-Aguedje

Professional learning jump-started the early years of an assistant principal's career. Although she didn't aspire to leadership, the skills she developed made her a teacher leader on a mission. She came to realize that it is important to learn and grow rather than just try to survive on the job. She engaged in learning as a way to improve her professional practice and shared her message with others.

It's not just what you say:

VERBAL AND NONVERBAL SKILLS HELP LEADERS
ADDRESS CHALLENGES AND ACHIEVE OUTCOMES.

*By Kendall Zoller, Antonia Issa Labera,
and Anthony H. Normore*

Real-life scenarios show how two school leaders used skills developed in a university school leadership program to create rapport, empathy, and trust while leading through challenging situations and achieving actionable outcomes. In each situation, the leaders used adaptive leadership, which guides leaders on how to shift cultures, and communicative intelligence, the cognitive and emotional thought processes that determine the elements of verbal and nonverbal communication.

Make the most of every day:

EXAMINE YOUR PRACTICE TO SIFT OUT TIME WASTERS.

By William Powell and Ochan Kusuma-Powell

High-quality schools are very busy organizations, and whenever there is a new development in the field of education that requires teacher attention, many teachers ask: Where will the time come from? It's not the quantity of time at our disposal that is at issue. It is how wisely we use what is available. Educators urgently need to examine their current practices to determine which may be inefficient, which may waste time, and which may actually be counterproductive.

What success really looks like:

BRIGHT SPOTS AND BLOTS
DEFINE A CAREER TRAJECTORY.

By Jennifer Abrams

An education consultant reflects on her career highs and lows as she shifts from her role as a high school English teacher to new teacher coach and professional learning facilitator and then on to author, consultant, and speaker.

features



Activities vs. outcomes:

The difference makes all the difference.

By Janice Bradley, Linda Munger, and Shirley Hord

In this second of two articles, 3rd-grade teachers in a professional learning community work collaboratively — enlisting the support of the principal and district math coordinator — to learn and implement six strategies that will increase their knowledge, skills, practices, and dispositions to increase students’ understanding of fractions.

Think ‘e’ for engagement:

Use technology tools to design personalized professional e-learning.

By Shari Farris

What can facilitators do to provide high-impact professional learning in an online environment? First, gain an understanding of students’ skill level, technology literacy, and anxiety about using technology. Then use technology tools to re-create engaging and relevant professional learning experiences online. With user-friendly tools, carefully designed experiences, and supportive and sustained access, even the most inexperienced or fearful learners can transform their practice and, ultimately, improve student achievement.

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Lessons from research:

High-quality collaboration benefits teachers and students.

By Joellen Killion

A study examining teacher collaboration practices in 336 Miami-Dade Public Schools shows that the quality of teacher collaboration positively influences teacher performance and student achievement.

From the director:

Effective leaders are always learning.

By Stephanie Hirsh

Successful leaders have a continuous learning mindset, make their learning visible, and create learning cultures in their schools, systems, and organizations.



Write for JSD

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