

Focus on leadership

The Wallace Foundation has engaged in a decade-long commitment to study and improve the quality of leadership in schools. The reports included here highlight selected results of those efforts.

TIME MANAGEMENT

“Evaluation of the School Administration Manager Project” *Policy Studies Associates, December 2009*

Acknowledging that time-consuming management and administrative responsibilities can detract from principals’ ability to perform a valuable instructional leadership role, the School Administration Manager (SAM) project encourages principals to increase the time they spend interacting with teachers and students by delegating noninstructional tasks to existing or new staff members. An assessment of the project two years into its implementation found a significant increase in the

amount of time participating principals were able to devote to instruction-related tasks. This report explores how they did it and identifies recommendations for future SAM innovations.

www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/evaluation-of-the-school-administration-manager-project.aspx



LEARNING-FOCUSED LEADERSHIP

“Leadership for learning improvement in urban schools” *The University of Washington’s Center for the Study of Teaching and Policy, October 2009*

What do education leaders need to foster effective learning for all students? This question is behind a study of leadership in four urban districts. Researchers looked at the roles of supervisory and nonsupervisory leaders, considering what it means to work in a challenging school environment and what principals, department heads, and teacher leaders face daily. Researchers outline reasons the learning-focused leadership is succeeding in these schools and offer lessons that can be translated to other schools.

www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/Leadership-for-Learning-Improvement-in-Urban-Schools.aspx

STAFFING RESOURCES

“How leaders invest staffing resources for learning improvement” *The University of Washington’s Center for the Study of Teaching and Policy, October 2009*

This report acknowledges the issues surrounding teacher recruiting, retention, and support, particularly for the traditionally high proportions of new teachers in challenging schools and districts. The researchers focused on what it means to invest staffing resources, considering how the districts in the study developed investment frameworks and then used those frameworks to guide their allocation decisions.

www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/How-Leaders-Invest-Staffing-Resources-for-Learning-Improvement.aspx



POLICY LESSONS

“Research findings to support effective educational policymaking: Evidence & action steps for state, district, and local policymakers” *The staff of The Wallace Foundation, September 2009*

The Wallace Foundation has accumulated a body of knowledge and field-based lessons that are highly relevant for developing comprehensive approaches to achieving federal reform objectives. This report highlights research findings and action steps drawn from policies and practices shown to be critical to the success of educational reforms at the local, district, and state levels.

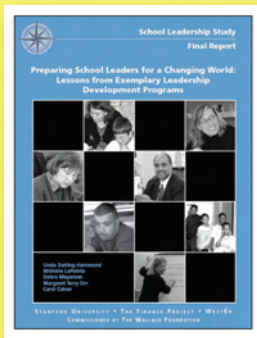
www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/Research-to-Support-Effective-Educational-Policymaking-for-State-District-Local-Policymakers.aspx

PRINCIPALS SET AN EXAMPLE

"The New York City Aspiring Principals Program: A school-level evaluation"
New York University's Institute for Education and Social Policy, July 2009

In 2003, the New York City Department of Education created the New York City Leadership Academy to recruit, train, and support principals, emphasizing the skills and ideas needed to work in schools with high rates of student poverty and staff turnover and low rates of student achievement. This report follows graduates of the Leadership Academy's Aspiring Principals Program (APP) and draws comparisons between APP and non-APP principals. After three years, student achievement in schools led by APP graduates had significantly improved in both English language arts and mathematics, even passing their non-APP counterparts in language arts.

www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/The-New-York-City-Aspiring-Principals-Program-A-School-Level-Evaluation.aspx



PRINCIPAL PREPARATION

"Preparing school leaders for a changing world: Lessons from exemplary leadership development programs"

Linda Darling-Hammond, Michelle LaPointe, Debra Meyerson, and Margaret Orr, 2007

For years, the training and ongoing professional development of school principals have been criticized as inadequate for the demands of their jobs. This report by Stanford and Finance Project researchers fills a major knowledge gap with case studies of eight effective programs that document

the key characteristics of high-quality school leadership training. Among the lessons learned: Careful screening of potential principals makes a difference as do the thoughtful structuring of an integrated internship experience and a cohort of peers.

www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/preparing-school-leader.aspx



JSD STAFF

Editor: Tracy Crow
Designer: Kitty Black
Copy editor: Sue Chevalier
Editorial assistant: Rebecca Bender

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