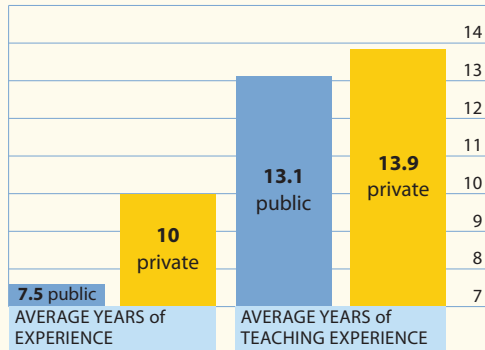


Data sheet

Principals, by the numbers

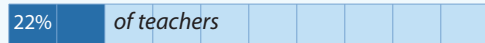
Number in public and private elementary and secondary schools (2007-08)



Source: *Digest of Education Statistics, 2009*. U.S. Department of Education, April 2010.

Teacher perspectives

Principal observation and review of teacher performance is very accurate.



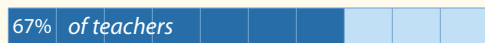
Principal observation and review of teacher performance is somewhat accurate.



Source: *Primary sources: America's teachers on America's schools*. Bill & Melinda Gates Foundation, 2010.

Working together

I believe that greater collaboration among teachers and school leaders would have a major impact on improving student achievement.



I believe that, ultimately, the principal should be held accountable for everything that happens to the children in his or her school.



Source: *The MetLife survey of the American teacher: Collaborating for student success*. MetLife, 2010.

IN THIS ISSUE OF JSD THE LEARNING STARTS HERE ▼

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KEEP UP with the latest research at www.wallacefoundation.org/KnowledgeCenter/

The Wallace Foundation's Knowledge Center is one stop for finding research and tools from their funded projects. Topics include not only educational leadership but also out-of-school time learning and arts participation and education.



“ We view educational leadership as the responsible exercise of influence by multiple actors who impart purpose to the school and mobilize effort toward fulfilling that purpose. Leadership inevitably implicates a range of activities, roles, commitments, and material and social resources, and it is best understood as collective work. If there is heroism in this work, it lies less in the actions of charismatic individuals (e.g. a turnaround principal) and more in the sustained engagement of multiple people around a shared learning improvement agenda.”

Source: *Leadership for learning improvement in urban schools*. Center for the Study of Teaching and Policy, 2009.

PREVIEW THE ONLINE

JSD Professional Learning Guide

With each issue of *JSD*, NSDC publishes an online companion to the magazine to facilitate the use of *JSD* articles with school faculties, teams, district staff, or other groups of education stakeholders.

While the online guide will give in-depth questions and reflections for the entire issue, here a few questions on selected pieces to start you off on considering how to expand and share your learning.

Download the entire guide at www.nsd.org/news/jsd/

Urban renewal:

- How could the instructional improvement goals in my school or district be made absolutely crystal clear? Can I sum up our highest-priority instructional goal in a quick sentence?
- How has the leadership work in my school or district shifted to place an emphasis on instructional improvement? What one or two key actions would begin to or continue to transform the school leader's work?

PAGE
24**Data present a clear picture of time spent on instructional tasks:**

- What steps could our school or district take to increase the percentage of time the principal spends on instruction?
- How can our schools support the culture change that happens when principals shift their priorities toward instruction?

PAGE
40**3 steps lead to differentiation:**

- What supports do we need in our school or district to increase the differentiation of learning for our teachers?
- How could my school or district adapt this differentiation model, with or without the support of coaches?

PAGE
44**Use a systematic approach for deconstructing and reframing deficit thinking:**

- Who in our school or district has the capacity to skillfully facilitate discussions about cultural proficiency? How can we increase their capacity?
- Are there times I should question the appropriateness of some of the words I hear in discussions about our students and community? What should I be saying when I hear such language?

PAGE
55**Tip of the tongue**

Simple explanations of a few commonly used concepts in this issue of *JSD*.

Cohesive leadership systems: An aligned set of leadership actions and policies from the state level to the school building level.

ISLLC standards: The Interstate School Licensure Leadership Consortium Standards for School Leaders, first developed in 1996, guide and inform leadership policies and practices in many states and districts. The standards were updated in 2008 to reflect the latest knowledge in this field. The standards are published by the Council of Chief State School Officers and created by a coalition of leadership associations.

Instructional leadership: Leadership at any level that places teaching and learning at the center of all school and district efforts.

Licensure policies: Each state requires that school leaders meet a set of requirements to ensure they have the skills to do their jobs. Policies vary widely from place to place in purpose, alignment to outcomes desired in schools, and role in leadership development.

School Administration Manager (SAM): A Wallace-funded project designed to help principals delegate some of their administrative and managerial tasks and spend more time interacting with teachers, students, and others on instructional matters. Schools often designate a person to serve as a SAM to take on administrative tasks.

School leader: Though this most frequently refers to the principal, many school-based staff members fulfill school leadership roles, whether they are assistant principals, instructional coaches, teachers, or others.