



SUMMARIES OF READINGS
State Action for Education Leadership Project
April 24-25, 2002 Focused Forum:
Educational Leadership Preparation

The SAELP National Consortium is pleased to provide this compilation of readings to support your preparation for the SAELP Focused Forum meeting on *Educational Leadership Preparation*.

Improving the Preparation of Mississippi School Leaders: The Final Report from the Administrator Preparation and Certification Task Force
Mississippi Department of Education, May, 1994

In 1994, the Mississippi Department of Education established a statewide task force to study administrator preparation and certification, and to develop policy recommendations for reforming the state's preparation programs and certification procedures. The task force identified eleven integrated elements of a more effective system of preparing administrators. A full description of the reform components is included.

Leaders For Schools: The Preparation and Advancement of Educational Administrators – Report to the Joint Legislative Education Oversight Committed of the 1993 General Assembly of North Carolina
Educational Leadership Task Force of the North Carolina General Assembly, February, 1993

North Carolina House Bill 1361 created the Educational Leadership Task Force of the North Carolina General Assembly. The Task Force's charge was "to identify how to best select, train, assess, and regulate persons to become competent, motivated, and trusted education leaders". The Task Force developed ten policy recommendations that are discussed in detail. Interestingly, one of the Task Force's recommendations was "to reduce the number of preparation programs in the public system by at least fifty percent". Two primary areas of reform are highlighted: initial administrator preparation and the continuing professional development of school leaders.

Building a New Structure for School Leadership
Richard F. Elmore, The Albert Shanker Institute, Winter 2000

Dick Elmore presents the impossible task many schools leaders face. Current school leaders find themselves in a job and in numerous situations that their professional preparation and professional development do not equip them to manage. Elmore argues that "public schools and school systems, as they are presently constituted, are simply not led in ways that enable them to respond to the increasing demands they face under standards-based reform". School leaders will not be successful unless "large-scale instruction of improvement" is undertaken.

Ensuring the University's Capacity to Prepare Learning-Focused Leadership: A Draft Report

National Commission for the Advancement of Educational Leadership Preparation, Wingspread Conference Center, February 7-9, 2002

This draft report highlights the first meeting of the National Commission for the Advancement of Educational Leadership (NCAEL) at the Wingspread Conference Center in Racine, Wisconsin on February 7-9, 2002. The meeting is described in detail and includes summaries of sessions on effective preparation programs, effective professional development, and the future of leadership preparation. The draft report also describes the future work of the Commission, including the creation of issue related task forces and the production of resources, documents and papers. A synopsis is given of the six papers that were solicited for the conference.

Using ISLLC Standards to Strengthen Preparation Programs in School Administration

Eddy Van Meter and Joseph Murphy, Council of Chief State School Officers, July 1997

This booklet describes how the ISLLC Standards can be used to assess and strengthen preparation programs for school leaders. The paper provides a framework for redesigning college and university preparation programs with the ISLLC Standards and points out how they can be used as a lever for school improvement.



PUBLICATIONS & MATERIALS AVAILABLE
State Action for Education Leadership Project
April 24-25, 2002 Focused Forum:
Educational Leadership Preparation

The SAELP National Consortium is pleased to provide these publications and materials to you at the SAELP Focused Forum meeting on *Educational Leadership Preparation* in Atlanta, GA.

Limited Copies:

**National Commission for the Advancement of Educational Leadership Preparation:
Commissioned Papers**

National Commission for the Advancement of Educational Leadership Preparation, Wingspread Conference Center, September 19-21, 2001 [February 7-9, 2002]

- **The Complexity of Substantive Reform: A Call for Interdependence Among Key Stakeholders**
Michelle D. Young, George J. Petersen, and Paula M. Short
- **Reculturing the Profession of Educational Leadership: New Blueprints**
Joseph Murphy
- **Exceptional And Innovative Programs in Educational Leadership**
Barbara Jackson
- **The Professional Development of Principals: Innovations and Opportunities,**
Kent D. Peterson
- **Defining Preparation And Professional Development for the Future,** *Richard Andrews and Margaret Grogan*
- **Continuous Improvement of Education Leadership Programs**
Naftaly Glasman, James G. Cibulka, and Dianne Ashby

Preparing a New Breed of School Principals: It's Time for Action

Gene Bottoms and Kathy O'Neill, Southern Regional Education Board, April 2001

"This report — which was supported by a grant from the Wallace-Reader's Digest Funds — is part of an ongoing study of the preparation and development of educational leaders. It reviews findings about the practices of successful leaders and how they are prepared. The report also includes SREB's recommendations for improvements."

Leadership Matters: Building Leadership Capacity

Steve Barkley, Gene Bottoms, Carol H. Feagin, and Susan Clark, Southern Regional Education Board, 2001

"Building leadership capacity means using effort to elicit effort from others, and every member of the education community plays a significant role in this endeavor. This guide offers strategies for building leadership capacity in schools and helps school administrators find new ways to encourage and support effort. It answers four questions: 1) what do leaders do to push all students to higher levels of proficiency?; 2) how do school leaders demonstrate that nearly all students can master challenging curricula?; 3) how do leaders encourage the efforts of others to focus on the success of every student?; and 4) how can leaders put these ideas into practice?"

Leading School Improvement: What Research Says – A Review of the Literature

Gary Hoachlander, Martha Alt, and Renee Beltranena, Southern Regional Education Board, March 2001

"*Leading School Improvement: What Research Says* by Gary Hoachlander, Martha Alt and Renee Beltranena, MPR Associates Inc, Berkeley, CA was supported by a grant awarded to the Southern Regional Education Board from the Wallace-Reader's Digest Funds. This review of the literature presents much of the best thinking about practices that promote student achievement and their connection to educational leadership. It shows that there is a common consensus about what leaders need to know and be able to do to lead schools in which students are successful."

What School Principals Need to Know about Curriculum and Instruction

Gene Bottoms, Southern Regional Education Board, 2001

"Superintendents and local school boards can no longer be satisfied with principals who simply place teachers in classrooms, provide textbooks and get students to attend schools. Increasingly, schools and school leaders are being held accountable for the achievement of **all** students, not just the "best students," as in the past. This means that school leaders need to have an in-depth knowledge of curriculum, instruction and student achievement. This publication provides guidelines for school leaders to understand and prepare for their changing role."

Limited Copies:

Instructions to Implement—Standards for Advanced Programs in Educational Leadership: for Principals, Superintendents, Curriculum Directors, and Supervisors

National Policy Board for Educational Administration, January 15, 2002

Revised preparation program accreditation Standards with detailed description of history of the development of the accreditation Standards, program overview, and the revision process.

Limited Copies:

Standards for Advanced Programs in Educational Leadership: for Principals, Superintendents, Curriculum Directors, and Supervisors

National Policy Board for Educational Administration, January 15, 2002

Detailed matrix of the revised preparation program accreditation standards.

Limited Copies:

A Listing of Approved and Denied University-Based Administrator Training Programs

National Council for Accreditation of Teacher Education (NCATE), Educational Leadership Constituent Council, 2001

Chart of nationally recognized educational administration programs and denied programs.

Principals of Change: What Education Leaders Need to Guide Schools to Excellence

National Association of State Boards of Education (NASBE), October 1999

This publication provides a useful overview of the critical issues in school leadership. The report gives summary recommendations for improving school leadership. Preparation program redesign is highlighted in Section IV (pgs 22-29) – "Building a Foundation for Quality: Principal Preparation and Professional Development".

School Leadership and the Bottom Line in Chicago

Penny Bender Sebring and Anthony S. Bryk, Phi Delta Kappan, February 2002

This paper of Chicago school reform examines the role of the principal in Chicago elementary school reform. The study finds that "principals of productive elementary schools skillfully use various strategies to promote parents' and teachers' work with children. These include resolving highly visible problems quickly, focusing on the instructional core, adopting strategic orientation, attacking incoherence, involving parents, and advocating professionalism."

Limited Copies:

Standards for School Leaders

Interstate School Leaders Licensure Consortium (ISLLC), CCSSO, November 1996, Reprinted 1999

Since 1994, the Interstate School Leaders Licensure Consortium has been crafting standards for school leaders and creating supplemental materials, tools, and guides for using the standards. Based on research and collegial input, the standards lay out a common core of knowledge, dispositions, and performances for school leaders that will effectively produce improved schools and higher student achievement. With a brief overview of effective leadership in today=s society, this document discusses the ISLLC initiative, guiding principles, and comments on the development and use of standards, before laying out the six standards and related knowledge, dispositions, and performances an effective school administrator ought to demonstrate.

Wallace-Reader's Digest Funds Materials

SAELP National Consortium organization's Materials