

# Key Issue:

## Identifying How Highly Effective Leaders Support Teachers

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

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1100 17th Street NW, Suite 500  
Washington, DC 20036-4632  
877-322-8700 • 202-223-6690  
[www.nctq.org](http://www.nctq.org)

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## Scenario

When Stacey Cole looks at her teaching staff, she sees good people who are overworked—trying hard but struggling to reach their students. Most of the students in her inner-city school are from underrepresented groups, whose low-income parents struggle to provide a healthy environment for their children. Most of her teachers are white, from middle-class families, and new to teaching. She knows that the teachers have a lot of untapped potential, but Stacey doesn't know how to increase their effectiveness in the classroom, or even how to explain to them why their students aren't achieving as much as they hope. Stacey herself is new at being a principal.

“Principal preparation never covered this,” she thinks. “It's almost like starting over again—everyday feels like my first day of teaching.” Just as she wished then that she had more time to work individually with her students, now she thinks that if she only had time to work individually with each teacher, she could improve their effectiveness. But between endless urgent administrative matters and disciplinary issues, she simply cannot find the time to work closely with even a fraction of the teachers.

Stacey decides to try a tactic from her principal preparation program. She schedules observations with some teachers who are new to the school. Some teachers send a lot of students to her office for discipline, but some never send any students. Stacey wants to see if there are any differences in their instruction or classroom environments. After conducting the observations, however, she is unsure of what exactly to say to the teachers. She knows there are some things she would have done differently if she had been teaching, but she can't put her finger on all of what she noticed, and she doesn't want to make teachers do everything the way she would have done them. She is frustrated again by not having someone to talk with about her observations and concerns.

“Anything wrong?” Stacey's assistant principal asks.

“No, just thinking,” Stacey murmurs, and walks into her office.

Stacey Cole needs help. She needs to restructure her time so that she can work closely with teachers, and she needs to find professional development activities for both herself and her teachers that are engaging, interactive, connected to their daily work, and have follow-up tasks. She also feels all alone. As the saying goes, “It's lonely at the top.”

How can Stacey utilize her skills and the talents of others to enhance the knowledge and skills of teachers throughout the school? What strategies can be adopted to improve teacher effectiveness so that students can better achieve their potential?

## Benefits

The effectiveness of teachers is shaped, at least in part, by the effectiveness of the school principal. Leithwood, Seashore Louis, Anderson, and Wahlstrom (2004) find that the total direct and indirect effects of school leadership on student learning account for one quarter of total school effects, claiming, “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school” (Leithwood, et al., 2004, p. 5). Moreover, they find that the effect of leadership is largest in the schools where it is needed the most. Although research has yet to determine the exact dynamics of the relationship between leadership quality and teacher quality, they are inextricably intertwined.

Given the important role teachers have in improving student achievement, securing an adequate teacher supply in terms of numbers, quality, motivation, and morale is among the most important responsibilities of effective school leaders. Fortunately, there is much that an effective school leader can do to improve the effectiveness and retention rates of teaching staff. It is important that school leaders support highly effective teachers because:

- **Leaders establish a vision for school improvement and influence others to work toward achieving this vision.** The creation of a collective vision encourages focus, motivation, and shared responsibility, which indirectly leads to improved student learning (Peterson, 1995).
- **Student learning is affected by aspects of the school to which leaders directly contribute.** Leithwood et al. (2004) note how the involvement of parents and teachers in decision making shapes the school culture, instructional program, and classroom conditions in which teachers will be most effective at improving student learning.
- **Effective school leadership affects teacher retention.** Moore Johnson, Kardos, Kauffman, Liu, and Donaldson (2004) claim that the extent to which a school is well organized and supportive is a crucial factor when new teachers evaluate whether teaching is the appropriate career for them. In a recent survey of new teachers, the National Comprehensive Center for Teacher Quality and Public Agenda (2007) found that 15 percent of elementary school teachers and 21 percent of secondary school teachers believe that a lack of administrative support is a major drawback to teaching. Other issues that school leaders directly affect, such as inadequate provision of adequate classroom resources, also are cited as drawbacks.
- **School leaders are in a position to encourage and empower teachers.** This may be done informally, through personal interactions between school leaders and teachers, or formally, by providing meaningful opportunities for professional growth. Barber and Mourshed (2007) found that the world’s best schools empower teachers by facilitating collaboration among teachers, support from effective instructional leaders and instructional coaches, and preservice training programs that build practical skills sets. Yoon, Duncan, Lee, Scarloss, and Shapley (2007) found that significant student learning gains result when teachers engage in substantial professional development.

## Tips and Cautions

When taking steps to support highly effective teachers, make sure to do the following:

- **Address the issues from a systems perspective.** No individual can fight the system alone. With the principal's role including ever-increasing levels of responsibility, the "hero-head" stereotype must be replaced by a more encompassing view of school leadership (PricewaterhouseCoopers, 2007).
- **Develop, manage, and exhibit the qualities necessary for effective leadership.** According to Leithwood, Day, Sammons, Harris, and Hopkins (2006), these qualities include open-mindedness and a readiness to learn from others; flexibility rather than dogmatism in your views; persistence in your pursuit of achievement for all; resilience; and optimism.
- **Work with districts to hire a sufficient number of appropriately qualified and effective teachers.** The hiring of teachers may be a district responsibility, but principals often play an important role in the interview process. Although the precise qualities that make a teacher effective may be somewhat elusive, principals can improve overall teacher effectiveness by working with districts to hire individuals who demonstrate outstanding pedagogical skills and content knowledge—and by hiring enough such teachers so that their enthusiasm to grow and learn is not hindered by an overly burdensome workload. Working with districts to ensure that hiring and release of position timelines are scheduled well before the end of summer and encouraging district leaders to work with unions regarding contractual language for reassignment and equitable distribution are among the policies that support the hiring of an adequate number of highly effective teachers.
- **Recognize that there is no foolproof set of strategies to create highly effective teachers.** The strategies below will be more relevant in some schools than in others, depending upon the context. Experimentation, innovation, and a degree of well thought-out risk-taking will be necessary, as will be setting aside time and resources for effective evaluation of whether the adopted strategies have been successful in meeting their intended goals.

## **Strategies**

1. Establish a Shared School Vision and Set Goals
2. Encourage Shared Leadership
3. Create a Positive and Supportive School Culture
4. Promote Effective Staffing, Professional Development, and Evaluation
  - 4.1. Select and Assign Teachers Effectively
  - 4.2. Improve Teachers' Skills, Knowledge, and Capabilities
  - 4.3. Adopt Effective Tools for Teacher Evaluation
5. Examine Policies and Structures That Can Support Effective teachers
  - 5.1. Use Time Effectively
  - 5.2. Use Data Effectively
  - 5.3. Ensure Adequate Facilities and Workloads
6. Provide effective instructional leadership

## **Resources**

The following resources provide helpful information about implementing the above strategies. Some resources highlight the rationale for a strategy or the research base that supports it, while others provide examples of how the strategy has been implemented elsewhere or practical toolkits that can assist school leaders in adopting these strategies.

## **Strategy 1: Establish a Shared School Vision and Set Goals**

A key role for any leader is to establish a vision and garner the collective motivation and buy-in to see it through. Though it might sound obvious, the crucial first steps of establishing a vision and setting goals can be easily forgotten amidst the endless demands on time that school leaders inevitably face. Making the time to establish a collective vision for improvement at your school, and doing it right, is always a necessary first step to support effective teachers.

### **Resource 1: Creating a Vision**

School Improvement in Maryland. (2007). *Creating a vision*. Baltimore: Maryland State Department of Education. Retrieved February 28, 2008, from <http://www.mdk12.org/process/leading/vision.html>

This online document highlights the importance of creating a vision to guide school improvement efforts. There are links on the site to exercises for principals to facilitate the identification of core beliefs and creation of a vision for school improvement.

### **Resource 2: Inside Leadership: A Toolkit for New and Aspiring Principals**

Thirteen: Ed Online. (2005). *Inside leadership: A toolkit for new and aspiring principals: Establishing a vision*. New York: Thirteen/WNET New York. Retrieved February 28, 2008, from <http://www.thirteen.org/edonline/leadership/establishing.html>

This online tool provides first-hand statements from principals about their establishment of a vision for improving student achievement.

### **Resource 3: Seven Strong Claims About Successful School Leadership**

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006) *Seven strong claims about successful school leadership*. Nottingham, England: National College of School Leadership. Retrieved February 28, 2008, from <http://www.npbs.ca/2007-elements/pdfs/seven-strong%20claims.pdf>

The authors of this paper highlight the importance of establishing a vision for school leaders at different stages of the turnaround process. For example, in the early crisis stabilization stage, goals must be developed quickly and defined clearly. At later stages, staff involvement is necessary in designing a school's direction so that it becomes widespread and is "owned" by all stakeholders.

### **Resource 4: Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders**

The Council Chief State School Officers. (1996). *Interstate school leaders licensure consortium: Standards for school leaders*. Washington, DC: Author. Retrieved February 28, 2008, from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

The first of the seven ISLLC Standards for School Leaders is facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. This resource spells out the knowledge, dispositions, and performances that satisfy this standard.

### **Resource 5: Education Leadership Policy Toolkit**

Education Commission of the States. (n.d.). *Education leadership policy toolkit*. Denver, CO: Author. Retrieved February 28, 2008 from <http://www.ecs.org/MetLifeToolkit/index-home.html>

The Education Commission of the State's MetLife Education Leadership Policy Toolkit includes a section about vision, which separately outlines the roles in establishing a vision that are played by state-, district-, and school-level officials. It also provides audio recordings of interviews on the topic with various stakeholders.

### **Resource 6: How Leadership Influences Student Learning**

Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation. Retrieved February 28, 2008, from <http://www.wallacefoundation.org/NR/rdonlyres/E3BCCFA5-A88B-45D3-8E27-B973732283C9/0/ReviewofResearchLearningFromLeadership.pdf>

This resource suggests that the leadership practices related to setting directions account for the largest proportion of a leader's impact. This includes such practices as identifying, articulating, and helping colleagues develop shared understandings about the organization and its activities and goals to foster a sense of purpose or vision that is compelling, challenging, and achievable.

### **Resource 7: Building a Collective Vision**

Peterson, K. (1995). *Critical Issue: Building a collective vision*. Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved February 28, 2008, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadshp/le100.htm>

This resource defines what it means to have a vision and presents different points of view regarding the goals, action options, and implementation pitfalls that may be encountered when building a collective vision.



## **Strategy 2: Encourage Shared Leadership**

No single individual can ensure that highly effective teachers are supported schoolwide. Nor would it be desirable that a single individual undertake that responsibility alone. Sharing tasks and decision-making authority leads to more highly effective teachers, and also adds meaning and purpose to a wider body of educators' work experiences. In addition, it leads to smoother transitioning when an individual leader leaves the school. Enabling and encouraging shared leadership is, therefore, one important way a school principal can improve teaching and learning.

Please refer to the TQ Source *Key Issue: Enhancing Teacher Leadership* for a comprehensive list of resources supporting this strategy. This document is available at:

<http://www.tqsource.org/strategies/leadership/EnhancingTeacherLeadership%20.pdf>

### **Resource 8: Successful School Leadership: A View From the Classroom**

Teachers Network Leadership Institute. (2005). *Successful school leadership: A view from the classroom*. New York: Author. Retrieved February 28, 2008, from [http://www.teachersnetwork.org/TNLI/recommend/Leadership\\_Booklet.pdf](http://www.teachersnetwork.org/TNLI/recommend/Leadership_Booklet.pdf)

This document discusses teacher and principal leadership with an emphasis on promoting shared leadership. The report describes characteristics of effective principal leadership, what teacher leadership looks like, the experiences of teacher leaders, the effects of teacher leadership on student achievement, and definitions of "shared leadership." These definitions fall into five categories: distributed duties, distributed power, change from the ordinary, professional learning communities, and a response to administrative weakness. Finally, the report outlines what can be done to facilitate shared leadership by teachers, principals, districts, regional and state education agencies, teacher educators, and policymakers.

### **Resource 9: Seven Strong Claims About Successful School Leadership**

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006) *Seven strong claims about successful school leadership*. Nottingham, England: National College of School Leadership. Retrieved February 28, 2008, from <http://www.npbs.ca/2007-elements/pdfs/seven-strong%20claims.pdf>

This source discusses the evidence base for claims about distributed leadership. First, the authors claim that leadership has a greater positive influence in schools when it is widely distributed. Second, they claim that certain patterns of distributed leadership are more effective than others.

### **Resource 10: Independent Study Into School Leadership**

PricewaterhouseCoopers. (2007). *Independent study into school leadership*. London: Author. Retrieved February 28, 2008, from <http://www.dfes.gov.uk/research/data/uploadfiles/RR818A.pdf>

In a study of school leadership conducted for the United Kingdom's Department for Education and Skills, PricewaterhouseCoopers highlights the importance of distributed leadership. Some effective ways to distribute leadership responsibilities effectively include letting go of the "hero-head" perception of the headteacher (England's equivalent of U.S. principals), adopting an open, consultative, and nonhierarchical approach; being approachable and visible throughout the school; communicating effectively with all staff; providing clear development pathways for staff; and understanding classroom practice.

### **Resource 11: School Leaders: Changing Roles and Impact on Teacher and School Effectiveness**

Mulford, B. (2003). *School leaders: Changing roles and impact on teacher and school effectiveness*. Paris: Organisation for Economic Co-operation and Development. Retrieved February 28, 2008, from <http://www.oecd.org/dataoecd/61/61/2635399.pdf>

This article takes an international approach to describing the role between leadership and teacher satisfaction and teacher performance as part of the Organisation for Economic Co-operation and Development (OECD) Education Committee's activity "Attracting, Developing, and Retaining Effective Teachers." Among other things, the article discusses the importance of teacher leadership and its role in organizational learning. In so doing, it highlights the research and rationale for teacher leadership in a variety of industrialized countries.

### **Resource 12: Creating a School–Community Culture of Learning: Exemplary Leadership Practices in Four Districts**

Anthes, K., & Long, A. (2006). *Creating a school–community culture of learning: Exemplary leadership practices in four districts*. Denver, CO: Education Commission of the States. Retrieved February 28, 2008, from <http://www.ecs.org/clearinghouse/69/41/6941.pdf>

Each of the four districts that were reviewed by the authors exhibited shared leadership. This report defines the different components of shared leadership and the conditions that enable it, and it provides some examples of shared leadership. The authors believe there is no one right way to distribute leadership and that both "bottom-up" and "top-down" approaches can be successful.

### **Resource 13: "Gen Y" Teachers Want to Innovate; Education Leaders Lag Behind**

Laine, S. (2007, December 21). "Gen Y" teachers want to innovate; education leaders lag behind. *Education Week*. Retrieved February 28, 2008, from [http://www.edweek.org/ew/articles/2007/12/21/17laine\\_web.h27.html](http://www.edweek.org/ew/articles/2007/12/21/17laine_web.h27.html) (requires subscription)

Based upon a Public Agenda survey, this article emphasizes that "Gen Y" teachers want to lead. They want the power to make a difference and the support of the administration (in terms of class size, textbooks, well-equipped classrooms, and help with student discipline) to innovate, create, and inspire.

## **Resource 14: Leadership for Student Learning**

Institute for Educational Leadership. (2001). *Leadership for student learning: Redefining the teacher as leader*. Washington, DC: Author. Retrieved February 28, 2008, from <http://www.iel.org/programs/21st/reports/teachlearn.pdf>

The Task Force on Teacher Leadership believes more must be done to allow teachers to be leaders without having to become involved with administration, activist movements, or unions. It spells out examples of activities that teacher leaders are involved with, and provides suggestions for how to build support for the concept in your own school district.

## **Strategy 3: Create a Positive and Supportive School Culture**

According to Kardos, Johnson, Peske, Kauffman, and Liu (2001), there is consensus regarding the important role of the school principal in establishing, reinforcing, and realigning the school culture and in promoting collegiality in working toward common goals. Characteristics of a positive school culture that supports effective teachers range from fostering trust and ethical behavior; encouraging learning, teamwork, and growth; creating effective lines of communication; and using data to guide decisions.

Please refer to the TQ Source *Key Issue: Identifying Highly Effective Professional Contexts to Support Highly Effective Teachers* for additional strategies and resources to create the conditions and contexts within which successful teaching and learning can occur. This document is coming soon.

### **Resource 15: Balanced Leadership**

Waters, J. T., Marzano, R. J., & McNulty, B. A. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement*. Aurora, CO: Mid-continent Research for Education and Learning.  
Retrieved February 28, 2008, from <http://www.mcrel.org/topics/productDetail.asp?topicsID=7&productID=144>

This resource outlines 21 principal leadership responsibilities, with an emphasis on those that affect a school's culture. The study found that if school leaders do not adopt the appropriate balanced leadership strategies, they may have a marginal or negative impact on student achievement.

### **Resource 16: Seven Strong Claims About Successful School Leadership**

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006) *Seven strong claims about successful school leadership*. Nottingham, England: National College of School Leadership. Retrieved February 28, 2008, from <http://www.npbs.ca/2007-elements/pdfs/seven-strong%20claims.pdf>

This article discusses the importance of restructuring to improve the quality of communication throughout a school and to set the stage for developing new cultural norms that support performance.

### **Resource 17: The Workplace Matters: Teacher Quality, Retention, and Effectiveness**

Moore Johnson, S. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association. Retrieved February 28, 2008, from <http://www.nea.org/research/bestpractices/images/wcreport.pdf>

This paper discusses how although teachers appreciate their autonomy in the classroom, they also view working with cooperative and competent teacher colleagues as a major factor that helps them to work effectively. Some of the obstacles to collaboration also are described.

### **Resource 18: How the World's Best-Performing School Systems Come Out on Top**

Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. New York: McKinsey & Company. Retrieved February 28, 2008, from [http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds_School_Systems_Final.pdf)

This report by McKinsey & Company finds that enabling teachers to collaborate was one of the common practices that was evident in their analysis of the world's top-performing school systems. They describe the "lesson study" (*kenkyuu jugyuu*) in Japan, timetables in Boston that provide all teachers at a school in the same subject and grade level the same periods off, and a provision in Finland of one afternoon per week off for joint planning and preparation.

### **Resource 19: Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders**

The Council of Chief State School Officers. (1996). *Interstate school leaders licensure consortium: Standards for school leaders*. Washington, DC: Author. Retrieved February 28, 2008, from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

The second standard of the ISLLC's Standards for School Leaders is advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The fifth standard is that school leaders must act with integrity, fairness, and in an ethical manner. The sixth involves understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and bringing these into the school culture. This resource spells out the knowledge, dispositions, and performances that satisfy the sixth standard.

### **Resource 20: School Leaders: Changing Roles and Impact on Teacher and School Effectiveness**

Mulford, B. (2003). *School leaders: Changing roles and impact on teacher and school effectiveness*. Paris: Organisation for Economic Co-operation and Development. Retrieved February 28, 2008, from <http://www.oecd.org/dataoecd/61/61/2635399.pdf>

This article takes an international approach to describing the role between leadership and teacher satisfaction and teacher performance as part of the OECD Education Committee's activity "Attracting, Developing and Retaining Effective Teachers." It highlights the importance of intrinsic rewards to teachers and how school leaders can provide them, and provides tips such as acting as a buffer between teachers and the external pressures on them.

### **Resource 21: Creating an Atmosphere of Trust: Lessons From Exemplary Schools**

Reeves, C., Emerick, S., & Hirsch, E. (2007). *Creating an atmosphere of trust: Lessons from exemplary schools*. Raleigh, NC: North Carolina Professional Teaching Standards Commission. Retrieved February 28, 2008, from <http://www.ncptsc.org/trust%20brief.pdf>

The authors discuss the importance of trust in schools. Going beyond the questions of what effect trust has on a school and why, they address how a school leader can foster a trusting school culture. Strategies for building trust are provided, along with practical examples in the words of those school leaders who succeeded in creating trusting school communities.

### **Resource 22: Leading for Learning: Reflective Tools for School and District Leaders**

Knapp, M. S., Copland, M. A., & Talbert, J. E. (2003). *Leading for learning: Reflective tools for school and district leaders*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved February 28, 2008, from <http://depts.washington.edu/ctpmail/PDFs/LforLSummary-02-03.pdf>

The ways in which school and district leaders can foster cultures that facilitate student learning are discussed. The authors outline action steps for achieving student learning, teacher learning, and system learning, and convey what a positive learning environment looks like. In addition, they provide key ideas and reflective questions to help school and districts move forward in creating a learning culture.

### **Resource 23: Leading for Learning Sourcebook: Concepts and Examples**

Knapp, M. S., Copland, M. A., Ford, B., Markholt, A., McLaughlin, M. W., Milliken, M., & Talbert, J. E. (2003). *Leading for learning sourcebook: Concepts and examples*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved February 28, 2008, from <http://depts.washington.edu/ctpmail/PDFs/LforLSourcebook-02-03.pdf>

The companion to the above resource, the sourcebook expands upon the action steps intended to guide school and district leaders in developing an improvement agenda. It offers examples of what leading for learning looks like in practice. The wide-ranging suggestions cover many of the strategies presented in this key issue, focusing on creating a school that prioritizes learning.

### **Resource 24: Counting on Colleagues: New Teachers Encounter the Professional Cultures of Their Schools**

Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, J. M., & Liu, E. (2001). Counting on colleagues: New teachers encounter the professional cultures of their schools. *Educational Administration Quarterly*, 37(2), 250–290.

The role of principals in establishing a professional culture that is integrated—rather than a novice- or veteran-oriented culture—is discussed. Fifty new teachers in Massachusetts were

interviewed. Their views of the principals they regarded as exemplary included such traits as “visibility” and “encouraging,” but also described how good principals and other school leaders established a professional culture with the needs of new teachers in mind. Such principals were actively present, responsive, and focused on instructional issues, professional growth, and teamwork.

### **Resource 25: “Administrative Support” Defined: Voices From the Classroom**

Johnston, H. (n.d.). “*Administrative support*” defined: *Voices from the classroom*. Omaha, NE: The Principals Partnership, Union Pacific Foundation. Retrieved February 28, 2008, from <http://www.principalspartnership.com/adminsupport.html>.

This source defines the specific practices that are meant by “administrative support.” Stopping by classrooms and special exhibits, backing up teachers in disciplinary matters, lending a hand in solving problems, conveying appreciation for jobs well done, keeping teachers “in the loop,” respecting their time, and keeping the school running in an orderly manner are among the suggestions.

### **Resource 26: What Is a “Professional Learning Community”?**

DuFour, R. (2004). What is a “professional learning community”? *Educational Leadership*, 61(8), 6–11. Retrieved February 28, 2008, from [http://www.wethersfield.k12.ct.us/Curriculum/Prof\\_learn.pdf](http://www.wethersfield.k12.ct.us/Curriculum/Prof_learn.pdf)

DuFour defines the three big ideas of professional learning communities: ensuring that students learn, a culture of collaboration, and a focus on results.

### **Resource 27: Building Professional Learning Communities**

Education Week. (2007, November 19). *Building professional learning communities* [transcript of online chat]. Retrieved February 28, 2008, from [http://www.edweek.org/chat/transcript\\_11\\_19\\_2007.html](http://www.edweek.org/chat/transcript_11_19_2007.html)

The *Education Week* transcript of this online chat among education consultants Rick DuFour, Becky DuFour, and Anne Jolly provides practical information about the role of professional learning communities and strategies for implementing them successfully. The role of building a culture of collaboration is highlighted.

### **Resource 28: Education Leadership Policy Toolkit**

Education Commission of the States. (n.d.). *Education leadership policy toolkit*. Denver, CO: Author. Retrieved February 28, 2008 from <http://www.ecs.org/MetLifeToolkit/index-home.html>

The Education Commission of the State’s MetLife Education Leadership Policy Toolkit includes sections on governance, culture, and relationships which separately outline the roles in establishing a healthy school culture that are played by state-, district-, and school-level officials.

It also provides audio recordings of interviews on the topic with various stakeholders. The *Toolkit* is organized around what the Education Commission of the States study team found to be the defining features of the improvement efforts under way in Boston; National City, California; and Memphis, Tennessee. Foremost among them is a clearly expressed, widely shared acceptance of responsibility for the educational success of all children.

### **Resource 29: Building Collective Efficacy: How Leaders Inspire Teachers to Achieve**

Brinson, D., & Steiner, L. (2007). *Building collective efficacy: How leaders inspire teachers to achieve*. Washington, DC: The Center for Comprehensive School Reform and Improvement. Retrieved February 28, 2008, from <http://www.centerforcsri.org/files/CenterIssueBriefOct07.pdf>

This resource from the Center for Comprehensive School Reform and Improvement describes the benefits of collaboratively building collective teacher efficacy in a school in order to improve student achievement and provides guidance on how to proceed in so doing.

### **Resource 30: Collaboration: An Essential Key to Student Achievement**

Oliver, B. (2007). *Collaboration: An essential key to student achievement*. Alexandria, VA: Just ASK Publications and Professional Development. Retrieved February 28, 2008, from [http://www.justaskpublications.com/images/stories/ask/pdf/newsletters/jfta/2007/jfta\\_nov\\_2007.pdf](http://www.justaskpublications.com/images/stories/ask/pdf/newsletters/jfta/2007/jfta_nov_2007.pdf)

Oliver discusses how “authentic” collaboration goes much deeper than the buzzword alone. He notes what adults can expect to gain from collaborating, and lists 18 tips for how school leaders can keep the momentum of collaborative processes going so that it does not disappear along with the initial enthusiasm.

### **Resource 31: Leadership Audit Tool: A Participatory Management Checklist**

Center for School and Community Development at the North Central Regional Educational Laboratory. (1998). *Leadership audit tool: A participatory management checklist*. Oak Brook, IL: Author. Retrieved February 29, 2008, from <http://www.ncrel.org/cscd/proflead.htm>

This survey allows school leaders to assess school characteristics that are affected by management style. Many of the questions relate to the culture of the school insofar as it fosters a collaborative and participatory atmosphere. After completing the survey, tables that indicate strong leadership areas as well as those that may be in need of improvement are created automatically.



## **Strategy 4: Promote Effective Staffing, Professional Development, and Evaluation**

Although much of the official decision making regarding teacher hiring, professional development, and evaluation takes place at the district level, principals and other school leaders often play key roles in these important practices as well. The involvement of principals varies from district to district. Even if not directly involved in the decision-making process, principals can support highly effective teachers by encouraging districts to handle these important policies appropriately.

### **Substrategy 4.1: Select and Assign Teachers Effectively**

Principals can support effective teachers both indirectly by encouraging districts to effectively assign teachers across schools and directly by effectively assigning teachers to classrooms. In addition to influencing classroom assignment, principals can ensure that teachers are not burdened with extracurricular duties.

Please refer to the TQ Source *Key Issue: Hiring and Placement Practices* for strategies and resources to build human capital from a district perspective. This document is available at: <http://www.tqsource.org/strategies/atrisk/Hiring.pdf>

### **Resource 32: Lessons Learned: New Teachers Talk About Their Jobs, Challenges, and Long-Range Plans**

National Comprehensive Center for Teacher Quality and Public Agenda (2007). *Lessons learned: New teachers talk about their jobs, challenges, and long-range plans*. Washington, DC: Author. Retrieved February 29, 2008, from [http://www.publicagenda.com/lessonslearned1/pdfs/lessons\\_learned\\_1.pdf](http://www.publicagenda.com/lessonslearned1/pdfs/lessons_learned_1.pdf)

Among other things, this report discusses the special challenges of new teachers in high-needs schools. One finding of interest is that new teachers in high-needs schools believe that they have been assigned the hardest-to-reach students. In more affluent school districts (as well as in other professions) it is less often the case that new hires are given the most challenging assignments. It also is found that new teachers believe that the most effective way to improve schools is to reduce class size, an issue that also has implications for staffing policy.

### **Resource 33: New California Teacher-Transfer Law Has Benefits, but Ambiguities as Well**

Blacher, M. (2007, March 1). New California teacher-transfer law has benefits, but ambiguities as well. *School Reform News*. Retrieved February 29, 2008, from <http://www.heartland.org/Article.cfm?artId=20697>

As of January 2007, California S.B. 1655 allows principals in low-performing schools more decision-making authority with respect to voluntary transfers based upon seniority. The goals of this law were to promote hiring practices that are based more on the unique skills and knowledge

that a teacher brings to the classroom and to create appropriate matches between teachers and schools.

### **Substrategy 4.2: Improve Teachers' Skills, Knowledge, and Capabilities**

Once they have been hired and placed, there is much that can be done to support highly effective teachers through professional development, including induction and mentoring. Whether helping teachers to grow professionally or coordinating a formal professional development program, school leaders can go a long way toward improving the skills, knowledge, and capabilities of teachers through strong professional development programs. The resources below address the rationale and research base for effective professional development, more specific examples of where it has been effectively introduced, and toolkits for school leaders who wish to address the issue. Resources about mentoring for new teachers also are provided.

Please refer to the TQ Source *Key Issue: Induction/Mentoring/Support of New Teachers* for additional resources for supporting highly effective teachers at the early stages of their careers. This document is available at <http://www.tqsource.org/strategies/atrisk/Induction.pdf>

#### **Resource 34: Seven Strong Claims About Successful School Leadership**

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006) *Seven strong claims about successful school leadership*. Nottingham, England: National College of School Leadership. Retrieved February 29, 2008, from <http://www.npbs.ca/2007-elements/pdfs/seven-strong%20claims.pdf>

By developing teachers, strong leaders contribute to their motivation, but most importantly they help teachers build the knowledge and skills as well as the dispositions necessary to persist in applying the knowledge and skills. Specific practices for developing teachers include providing individualized support and consideration, fostering intellectual stimulation, and modeling appropriate values and behaviors.

#### **Resource 35: How Leadership Influences Student Learning**

Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation. Retrieved February 29, 2008, from <http://www.wallacefoundation.org/NR/rdonlyres/E3BCCFA5-A88B-45D3-8E27-B973732283C9/0/ReviewofResearchLearningFromLeadership.pdf>

This source discusses the importance of practices such as offering intellectual stimulation, offering individualized support, and providing appropriate models of best practice and beliefs considered fundamental to the organization. In addition, it discusses the importance of off-campus and school-based professional development that goes beyond the workshop format to include activities such as in-class coaching and teacher visitations.

### **Resource 36: The Workplace Matters: Teacher Quality, Retention, and Effectiveness**

Moore Johnson, S. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association. Retrieved February 29, 2008, from <http://www.nea.org/research/bestpractices/images/wcreport.pdf>

Among other things, this paper highlights the importance of good mentorship and induction programs for new teachers, providing examples of effective approaches that have been adopted by districts. In addition, the author describes how ongoing professional development and participation in professional learning communities allow teachers to continue growing and learning. She also provides examples of how differentiated roles and career ladders provide continual growth and diversity of experience, and some of the challenges and rewards of implementing such programs.

### **Resource 37: Professional Development: Learning From the Best: A Toolkit for Schools and Districts Based on the National Awards Program for Model Professional Development**

Hassel, E. (1999). *Professional development: Learning from the best: A toolkit for schools and districts based on the national awards program for model professional development*. Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved February 29, 2008, from <http://www.learningpt.org/pdfs/pd/lftb.pdf>

This toolkit provides steps that school leaders can take to implement effective professional development programs. Based on award-winning professional development programs in schools, the toolkit addresses such issues as the development team, goal setting, needs assessment, professional development content and activities, research, resources to fund programs, time, program evaluation, communication with all stakeholders, and professional development resources.

### **Resource 38: Staff Development Policy: Fuzzy Choices in an Imperfect Market**

Stout, R. T. (1996). Staff development policy: Fuzzy choices in an imperfect market. *Education Policy Analysis Archives*, 4(2). Retrieved February 29, 2008, from <http://epaa.asu.edu/epaa/v4n2.html>

This article focuses on the costs and benefits of teacher professional development. The author argues that the goals, delivery, and content of staff development can be better linked to school improvement strategies, creating a more appropriate basis for assessing the returns on investments in this area.

### **Resource 39: Report Roundup on Teacher Professional Development**

Rich, E., & Rebor, A. (2007, October 25). Report roundup. *Teacher Magazine*, 1(1), 18, 21–22. Retrieved February 29, 2008, from <http://www.teachermagazine.org/tm/articles/2007/10/25/01report-1.h01.html>

This resource summarizes and provides links to a variety of reports and studies about teacher professional development that are intended to assist school leaders in planning, evaluating, and implementing teacher learning efforts. The common themes that are highlighted in the literature include the importance of sustainability, the role of teacher inquiry, and integration with classroom practice.

### **Resource 40: What Works in the Elementary School: Results-Based Staff Development**

Killion, J. (2002). *What works in the elementary school: Results-based staff development*. Oxford, OH: National Staff Development Council. Retrieved February 29, 2008, from <http://www.nsd.org/connect/projects/elwhatworks.pdf>

The National Staff Development Council produces a wealth of resources on the topic of teacher professional development. This one, cosponsored by the National Education Association, discusses the rationale for professional development and the criteria for ensuring its success, and then describes 32 elementary school programs to help generate a catalogue of ideas for elementary school leaders to begin thinking about what would be appropriate for their schools.

### **Resource 41: What Works in the Middle: Results-Based Staff Development**

Killion, J. (1999). *What works in the middle: Results-based staff development*. Oxford, OH: National Staff Development Council. Retrieved February 29, 2008, from <http://www.nsd.org/midbook/index.cfm>

The National Staff Development Council discusses the rationale for professional development and the criteria for ensuring its success, and then describes 26 middle school programs to help generate a catalogue of ideas for middle school leaders to begin thinking about what would be appropriate for their schools.

### **Resource 42: What Works in the High School: Results-Based Staff Development**

Killion, J. (2002). *What works in the high school: Results-based staff development*. Oxford, OH: National Staff Development Council. Retrieved February 29, 2008, from <http://www.nsd.org/connect/projects/hswhatworks.pdf>

This document, cosponsored by the National Education Association, discusses the rationale for professional development and the criteria for ensuring its success, and then describes 16 outstanding high school programs to help generate a catalogue of ideas for high school leaders to begin thinking about what would be appropriate for their schools.

### **Resource 43: Eliminating the Barriers to Improving Teaching**

Riley, R. W., & Dozier, T. (2000). *Eliminating the barriers to improving teaching*. Washington, DC: U.S. Department of Education. Retrieved February 29, 2008, from <http://www.ed.gov/inits/teachers/barriers2000/Barriers2000.doc>

Among the areas mentioned in this report where barriers are believed to be impeding improvements in teaching is professional development. The authors, former U.S. Secretary of State for Education Richard Riley and Senior Advisor on Teaching Terry Dozier, highlight why action is urgently needed, and what alternatives exist to the following barriers: inadequate funding, insufficient time, and lack of results-driven professional development. Examples of how states or districts have overcome these barriers are provided.

### **Resource 44: Does Professional Development Change Teaching Practice? Results From a Three-Year Study**

Porter, A. C., Garet, M. S., Disimone L., Yoon, K. S., & Birman, B. F. (2000). *Does professional development change teaching practice? Results from a three-year study*. Washington, DC: U.S. Department of Education. Retrieved February 29, 2008, from <http://www.ed.gov/rschstat/eval/teaching/epdp/report.pdf>

This study uses data from the U.S. Department of Education's Eisenhower Professional Development Program, which is funded under Title II of the Elementary and Secondary Education Act (ESEA). The study examines structures of professional development, such as whether it is a reform program or a traditional course, the program's duration, and the collective participation of groups of teachers from the same school. It also examines core features of the program, such as active learning, coherence with respect to other activities and standards, and content focus. The authors find that programs with these six features are most effective. They also find that tension exists between providing basic professional development for many and providing higher-quality activities for fewer teachers. The authors also find that schools and districts often lack the necessary infrastructure to manage and implement effective programs.

### **Resource 45: Changing Teacher Beliefs and Instructional Practices: High-Quality Professional Learning Opportunities for High School Teachers**

Center for Educational Leadership. (2007). *Changing teacher beliefs and instructional practices: High-quality professional learning opportunities for high school teachers*. Seattle, WA: Author. Retrieved February 29, 2008, from [http://depts.washington.edu/uwcel/resources/research\\_brief/research\\_brief6.pdf](http://depts.washington.edu/uwcel/resources/research_brief/research_brief6.pdf)

Drawing on Elizabeth Boatright's doctoral dissertation, this report looks at the design of the Center for Educational Leadership's professional development coaching program. The multiple layers of a coaching cycle are outlined and the conditions that result in instructional improvement are described.

#### **Resource 46: Providing Teacher Sabbaticals**

Holmes-Watkins, M. (2002, August 20). Time out. *Education Guardian*. Retrieved February 29, 2008, from <http://education.guardian.co.uk/staffroom/story/0,,777857,00.html>

In England, a program was developed to extend the idea of professorial sabbaticals to classroom teachers. Teachers with five years of service in a challenging school were eligible to apply for a six-week sabbatical to work on a volunteer project or in industry, to teach at another school, or to conduct a small research project.

#### **Resource 47: Coaching Teachers to Help Students Learn**

Keller, B. (2007, December 11). Coaching teachers to help students learn. *Education Week*. Retrieved February 29, 2008, from <http://www.edweek.org/ew/articles/2007/12/12/15coaching.h27.html>

Adams 12 School District in Thornton, Colorado, introduced “student-achievement coaches,” which are described in this article. It describes coaching, considerations in starting a teacher-coaching program, and some of the experiences of Adams 12 and other districts that have implemented coaching policies.

#### **Resource 48: How the World’s Best-Performing School Systems Come Out on Top**

Barber, M., & Mourshed, M. (2007). *How the world’s best-performing school systems come out on top*. New York: McKinsey & Company. Retrieved February 29, 2008, from [http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/client/service/socialsector/resources/pdf/Worlds_School_Systems_Final.pdf)

Comparing school systems around the world, McKinsey & Company conclude that two of the three common strategies of the top-performing systems were recruiting the right people to teach and developing them into effective instructors. The report discusses four approaches that emerged as effective for improving instruction and what these looked like in the world’s top-performing school systems. They include building practical skills in initial training, placing coaches (literacy coaches, etc.) in schools to support teachers, selecting and developing effective instructional leaders, and enabling teachers to collaborate and learn from one another. Of note, they quote a Boston policymaker who attributed the success of their reform efforts to, “professional development, professional development, and professional development” (p. 26).

#### **Resource 49: Leadership Matters: Building Leadership Capacity**

Barkley, S., Bottoms, G., Feagin, C. H., & Clark, S. (2001). *Leadership matters: Building leadership capacity*. Atlanta, GA: Southern Regional Education Board. Retrieved February 29, 2008, from <http://www.wallacefoundation.org/NR/rdonlyres/6EDB66BA-884F-4E70-93BB-3C90485D0238/0/LeadershipMatters.pdf>

Among other things, this report discusses the importance of staff professional development for improving student achievement. Steps are outlined for school leaders to incorporate professional development into every faculty meeting.

### **Resource 50: Classroom Walkthroughs As a Catalyst for School Improvement**

Cervone, L., & Martinez-Miller, P. (2007). Classroom walkthroughs as a catalyst for school improvement. *Leadership Compass*, 4(4). Retrieved February 29, 2008, from <http://www.naesp.org/ContentLoad.do?contentId=2243>

School leaders can promote a cycle of inquiry and continuous school improvement by conducting classroom walkthroughs. This article outlines the steps taken to improve classroom practice through principal walkthroughs: gathering data, hypothesizing methods to improve practice, implementing these methods, reflecting on their implementation, and taking into account the next steps.

### **Resource 51: Helping State Leaders Shape Education Policy**

Education Commission of the States. (2007). *Helping state leaders shape education policy*. Denver, CO: Author. Retrieved February 29, 2008, from <http://www.ecs.org/ecsmain.asp?page=/html/issuesK12.asp> (Select Teaching Quality; then Select Professional Development)

This resource from the Education Commission of the States includes tips for successful induction, mentoring, and professional development programs, and outlines key policy issues and questions. It also provides examples and information about state-, district-, and school-level leaders can play an effective role.

### **Resource 52: Education Leadership Policy Toolkit**

Education Commission of the States. (n.d.). *Education leadership policy toolkit*. Denver, CO: Author. Retrieved February 29, 2008, from <http://www.ecs.org/MetLifeToolkit/index-home.html>

The *Toolkit* is organized around what the Education Commission of the States found to be the defining features of the improvement efforts under way in Boston; National City, California; and Memphis, Tennessee. Foremost among them is a clearly expressed, widely shared acceptance of responsibility for the educational success of all children.

This commitment is reflected in and reinforced by purposeful efforts to enhance collaboration, communication, and leadership capacity within and across schools, and to forge stronger connections with families, community organizations, higher education institutions, and other partners; a versatile infrastructure of support for teachers and principals; consistent, continuous evaluation of student performance, instructional practices, and program implementation; and creative, strategic use of resources—not just money but also time, space, and talent.

### **Resource 53: Ask the Mentor: Teaching Diverse Populations**

Costner, K. L., (2007, December 5). Ask the mentor: Teaching diverse populations. *Teacher Magazine*. Retrieved February 29, 2008, from <http://www.teachermagazine.org/tm/articles/2007/12/05/07costnermentori.h19.html>

Understanding how to reach children from diverse backgrounds is a crucial component of teacher effectiveness. *Teacher Magazine* gave educators the chance to pose questions about culturally responsive teaching to Kelley Costner, associate dean for Master's programs and teacher preparation programs at the College of Education at Walden University in Minnesota, and coauthor of the paper *Seven Principles for Developing a Culturally Responsive Faculty* (2004).

### **Resource 54: Ask the Mentor: Teaching Diverse Populations: Part II**

Costner, K. L. (2007, December 12). Ask the mentor: Teaching diverse populations: Part II. *Teacher Magazine*. Retrieved February 29, 2008, from <http://www.teachermagazine.org/tm/section/ask-the-mentor/2007/12/12/07costnermentori2.h19.html>

This source is the second round of *Teacher Magazine's* online chat with Kelley Costner about culturally responsive teaching. She discusses cultural sensitivity in an online classroom, the appropriate level of cultural understanding, creating cultural change, reflecting upon one's own preconceptions, and other issues.

### **Resource 55: Do Teacher Induction and Mentoring Matter?**

Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638). Retrieved February 29, 2008, from [http://www.gse.upenn.edu/faculty\\_research/docs/DoTeacherInductionAndMentoringMatter-2004.pdf](http://www.gse.upenn.edu/faculty_research/docs/DoTeacherInductionAndMentoringMatter-2004.pdf)

Ingersoll's and Smith's research finds that teachers who engage in induction programs are less likely to leave or move schools after their first year of teaching. The types of first-year support that were most associated with reduced attrition rates included having a mentor from the same field; common planning time with other teachers in the same field; regular, formalized time for collaboration with other teachers; and an external network. The characteristics that were less likely to reduce new-teacher turnover were having a reduced teaching load, a reduced number of preparations, and classroom assistance.



### **Resource 56: Student Success Tied to Teacher Mentoring**

Roth, M. (2007, November 26). Student success tied to teacher mentoring. *Pittsburgh Post-Gazette*. Retrieved February 29, 2008, from <http://www.post-gazette.com/pg/07330/836795-298.stm>

This article discusses the findings of a study in Pittsburgh Public Schools by Carrie Leana, the Gordon H. Love professor of organizations and management at the University of Pittsburgh's Katz Graduate School of Business. She found that schools where teachers talked to each other the most about their jobs and where principals did the best job of staying in touch with the community exhibited higher student reading and mathematics test scores, and that fostering open communication was more important than teachers' experience or credentials.

### **Resource 57: Quality Induction: An Investment in Teachers**

Moir, E., & Gless, J. (n.d.). *Quality induction: An investment in teachers*. Santa Cruz, CA: The New Teacher Center. Retrieved February 29, 2008, from <http://newteachercenter.org/article1.php>

This article from the New Teacher Center summarizes the five essential components of a new teacher induction program: having a clear vision of how the program will create a new professionalism, generating institutional commitment, providing quality and carefully-selected mentors, linking mentorship to instructional standards, and incorporating classroom-based learning.

### **Resource 58: Supporting New Teachers: A Fundamental Responsibility**

Bloom, G., & Davis, B. (n.d.). *Supporting new teachers: A fundamental responsibility*. Santa Cruz, CA: The New Teacher Center. Retrieved February 29, 2008, from <http://newteachercenter.org/article5.php>

This article from the New Teacher Center provides eight steps on supporting new teachers. They include such reminders as recalling what it was like to be a new teacher, providing new teachers with systematic orientation, and being clear about your expectations and perceptions.

### **Resource 59: Illinois New Teacher Collaborative: Resources on Demand**

Illinois New Teacher Collaborative. *Resources on demand*. Retrieved February 29, 2008, from <http://intcmoodle.ed.uiuc.edu/mod/glossary/view.php?id=717>

The Illinois New Teacher Collaborative provides a range of resources about new teacher induction at this site, ranging from state and district examples to information about grassroots mentoring initiatives in the United States and a comparison of U.S. programs with those in several other countries. It also includes a link to a mentoring bibliography that lists numerous resources for mentors and those establishing mentorship programs at the school level.

## **Resource 60: PBS TeacherLine National Survey of Teacher Professional Development 2005–2006**

Hezel Associates. (2007). *PBS TeacherLine national survey of teacher professional development 2005–2006*. Syracuse, NY: Author. Retrieved February 29, 2008, from [http://www.hezel.com/PBSTeacherLine2005-2006\\_report.pdf](http://www.hezel.com/PBSTeacherLine2005-2006_report.pdf)  
A summary of the report is available at <http://www.hezel.com/pbstlsurvey.html>

Hezel Associates addresses the use of resources and the distribution of decision-making authority with respect to teacher professional development provision in this survey. The emphasis is on the use of online professional development courses.

## **Substrategy 4.3: Adopt Effective Tools for Teacher Evaluation**

Please refer to the TQ Source *Key Issue: Using Performance Assessments (Including Portfolios, Structured Observations, Video Records of Practice, and Teacher Work Samples) to Identify and Support Highly Effective Teachers* for strategies and resources on teacher evaluation. This document is coming soon.

## **Resource 61: Teacher Evaluation and Professional Development**

Website: [http://www.wcer.wisc.edu/news/coverStories/teacher\\_eval\\_and\\_prof\\_dev.php](http://www.wcer.wisc.edu/news/coverStories/teacher_eval_and_prof_dev.php)

This article from the Wisconsin Center for Education Research highlights eight conditions that can hamper the effectiveness of teacher evaluation systems when it comes to improving classroom teaching. It also discusses research findings that evaluation systems did not result in learning for postprobationary teachers; rather, they provided teachers with a sense of accountability.

## **Resource 62: Teacher Evaluation Systems**

Cincinnati Public Schools and Cincinnati Federation of Teachers. (2007). *Teacher evaluation system*. Cincinnati, OH: Author. Retrieved March 3, 2008, from <http://www.wcer.wisc.edu/cpre/conference/dec00/cincinnati.ppt#256,1,Teacher Evaluation System>

This PowerPoint presentation provides an overview of Cincinnati's teacher evaluation system. It presents the structure of a committee, whose task was to define "what is good teaching," and how Cincinnati went about assessing and encouraging whether it was being achieved. Cincinnati teachers' career ladders, salary scales, and issues which they confronted in implementing a new system are presented as well.

### **Resource 63: The Real Issue of Performance Evaluation**

Milanowski, A. T. (2005). Split roles in performance evaluation: A field study involving new teachers. *Journal of Personnel Evaluation in Education*, (28)3, 153–169. Adaptation of article is available at:  
[http://www.wcer.wisc.edu/news/coverStories/real\\_issue\\_of\\_performance\\_evaluation.php](http://www.wcer.wisc.edu/news/coverStories/real_issue_of_performance_evaluation.php)

This article discusses the separation of summative (salary-related) and formative (developmental) evaluations of teachers in order to encourage open discussion that would improve development. It discusses research findings that suggest that regardless of whether the two are combined or separated, what matters more in encouraging teacher learning is the credibility and accessibility of the mentor or mentor-evaluator and the personal compatibility of the evaluator and the person who is being evaluated.

### **Resource 64: Good Teachers, Plural**

Cruickshank, D., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26–30.

This article takes a look at the ways in which teacher effectiveness historically has been defined and assessed, from the early 20th century to the present day, in order to provide perspective on the current efforts to evaluate teachers. It then advocates recognizing the various types of good teachers, and creating evaluation systems that accommodate the full range of exemplary teacher styles.

### **Resource 65: New Trends in Teacher Evaluation**

Danielson, C. (2001). New trends in teacher evaluation. *Educational Leadership*, 58(5), 12–15.

This article describes trends in teacher evaluation. These include different processes for teachers of different experience levels, multiyear evaluation cycles, and active roles for teachers involving various activities that encourage teacher reflection.

### **Resource 66: Evaluating Teachers**

Zirkel, P. (2004). Evaluating teachers. *Principal*, 83(4), 10–12.

This article provides examples of judicial rulings with respect to teacher evaluations that led to dismissal. The author concludes that the prevailing advice is that contrary to popular belief, courts tend to take the side of the evaluator, and recommends that school leaders use, but not abuse, this freedom.

### **Resource 67: Using More Data Sources to Evaluate Teachers**

Peterson, K. D., Wahlquist, C., Bone, K., Thompson, J., & Chatterton, K. Using more data sources to evaluate teachers. *Educational Leadership*, 58(5), 40–43.

This article describes how one Utah district improved its teacher evaluation system by incorporating many different sources of data from which teachers could choose to have their evaluations based.

## **Strategy 5: Examine Policies and Structures That Can Support Effective Teachers**

School leaders can support highly effective teachers by ensuring that the organizational structure of the school is conducive to their needs. This includes the effective use of time and data use, and ensuring manageable class sizes, reasonable workloads, and adequate facilities.

### **Substrategy 5.1: Use Time Effectively**

#### **Resource 68: Prisoners of Time**

Education Commission of the States. (2005). *Prisoners of time*. (Reprint of the 1994 report of the National Education Commission on Time and Learning). Denver, CO: Author. Retrieved March 3, 2008, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/1b/b9/60.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/b9/60.pdf)

The Education Commission of the States provides an online, updated reprint of this publication with examples of how districts (and states) have used time more effectively to improve student learning. In addition to the direct benefits for students, one component of this is the use of time for teacher preparation, planning, collaboration, and professional growth. The report compares the U.S. education system with those of other countries.

#### **Resource 69: Critical Issue: Finding Time for Professional Development**

Cook, C. J., & Fine, C. (1997). *Critical issue: Finding time for professional development*. Oak Brook, IL: North Central Regional Educational Laboratory. Retrieved March 3, 2008, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>

This source addresses how to make teacher professional development part of the daily worklife of teachers, rather than a one-off event. The views of scholars and practitioners are presented and practical guidance is provided, from goals, action options, and common implementation pitfalls to examples of real-life experiences where the use of time has been arranged so as to allow for professional development.

#### **Resource 70: Critical Issue: Providing More Time for Professional Development**

McCaw, D., Watkins, S., & Borgia, L. (2004). *Critical issue: Providing more time for professional development*. Naperville, IL: North Central Regional Educational Laboratory. Retrieved March 3, 2008, from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd600.htm>

Drawing upon the previous resource, this follow-up publication provides examples of the types of structures for time management that schools and districts have implemented in order to ensure that professional development and learning are possible. These include arrangements using traditional strategies, extended calendars, creative scheduling embedded into the contract day,

customized group learning, online opportunities for professional development, and business partnerships. The goals, action options, implementation pitfalls, and illustrative examples of the experiences of schools or school districts are presented.

### **Resource 71: On the Clock: Rethinking the Way Schools Use Time**

Silva, E. (2007). *On the clock: Rethinking the way schools use time*. Washington, DC: Education Sector. Retrieved March 3, 2008, from [http://www.educationsector.org/usr\\_doc/OntheClock.pdf](http://www.educationsector.org/usr_doc/OntheClock.pdf)

Silva discusses the benefits of extending the school day or year. She provides a summary of what the research shows about the importance of four different types of time: allocated school time, allocated class time, instructional time, and academic learning time. Recommendations for implementing changes in the way time is used are described. Although some of the policies can be decided only at the district or state level, others, such as block scheduling, may fall within the discretion of principals and other school leaders.

### **Substrategy 5.2: Use Data Effectively**

#### **Resource 72: Guide to Using Data in School Improvement Efforts**

Learning Point Associates. (2004). *Guide to using data in school improvement efforts: A compilation of knowledge from data retreats and data use at Learning Point Associates*. Naperville, IL: Author. Retrieved March 3, 2008, from <http://www.learningpt.org/pdfs/datause/guidebook.pdf>

This beginner's guide to using data guides school leaders through the steps of establishing a leadership team, collecting appropriate data, analyzing patterns in the data, developing hypotheses, and committing to goals and strategies to move forward in improving student achievement in light of the findings.

#### **Resource 73: Using Data to Discipline**

Colvin, G. (2007, October–November). Using data to discipline. *Scholastic Administrator*. Retrieved March 3, 2008, from <http://content.scholastic.com/browse/article.jsp?id=3748038>

Colvin details the steps that school and district leaders can take to effectively use data to improve student discipline.

#### **Resource 74: Data-Informed Leadership in Education**

Knapp, M. S., Swinnerton, J. A., Copland, M. A., & Monpas-Huber, J. (2006). *Data-informed leadership in education*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved March 3, 2008, from

<http://www.wallacefoundation.org/NR/rdonlyres/619CB3C4-60FA-40C7-87EC-6DDFC6CF76C1/0/DataInformedLeadershipinEducation.pdf>

The Center for the Study of Teaching and Policy describes data-informed leadership and common and emerging practices in states, districts, and schools. Examples include the types of leadership activities that data are used for and the types of data that typically are available to school leaders. The enduring dilemmas and challenges of using data in schools also are discussed.

### **Substrategy 5.3: Ensure Adequate Facilities and Workloads**

#### **Resource 75: The Workplace Matters: Teacher Quality, Retention, and Effectiveness.**

Moore Johnson, S. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association. Retrieved March 3, 2008, from <http://www.nea.org/research/bestpractices/images/wcreport.pdf>

Moore Johnson defines seven components of teachers' working conditions that are important in determining who enters and stays in the profession and how effectively they are able to teach. She outlines some of the problems with out-of-field teaching. This includes the obvious hindrances faced by students, as well as the frustration and dissatisfaction felt by teachers. Split assignments also are cited as problematic for some teachers, as are unmanageable teaching loads. The importance of safe, clean, well-equipped facilities also is highlighted.

#### **Resource 76: The Educational Adequacy of New Jersey Public School Facilities**

Schneider, M. (2004). *The educational adequacy of New Jersey public school facilities: Results from a survey of principals*. Newark, NJ: Education Law Center. Retrieved March 3, 2008, from [http://edlawcenter.org/ELCPublic/elcnews\\_040510\\_PrincipalsSurvey.pdf](http://edlawcenter.org/ELCPublic/elcnews_040510_PrincipalsSurvey.pdf)

Schneider surveys New Jersey principals about the conditions of their school facilities and their ability to manage them. He finds that a substantial number of New Jersey principals do not believe that their facilities are adequate for recruiting and retaining teachers. In addition, they do not believe they received adequate training in facility management.

## **Strategy 6: Provide Effective Instructional Leadership**

### **Resource 77: How Leadership Influences Student Learning**

Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation. Retrieved March 3, 2008, from <http://www.wallacefoundation.org/NR/rdonlyres/E3BCCFA5-A88B-45D3-8E27-B973732283C9/0/ReviewofResearchLearningFromLeadership.pdf>

The authors draw attention to the importance of curricular coherence over a sustained period of time and extracurricular activities. Particular attention is paid to the curricular and instructional needs of economically, socially, and culturally disadvantaged students.

### **Resource 78: The Workplace Matters: Teacher Quality, Retention, and Effectiveness**

Moore Johnson, S. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association. Retrieved March 3, 2008, from <http://www.nea.org/research/bestpractices/images/wcreport.pdf>

This paper draws attention to what teachers have been saying about the need for aligned curricula and assistance with meeting the state's curriculum framework. Teachers have been frustrated by curricula that are too prescriptive. Approaches for ensuring that the resources and materials needed to implement the curriculum also are discussed.

### **Resource 79: Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders**

The Council of Chief State School Officers. (1996). *Interstate school leaders licensure consortium: Standards for school leaders*. Washington, DC: Author. Retrieved March 3, 2008, from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

The second of the ISLLC's Standards for School Leaders is advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. This resource spells out the knowledge, dispositions, and performances that satisfy this standard.

### **Resource 80: A Case Study of Key Effective Practices in Ohio's Improved School Districts**

Kercheval, A., & Newbill, S. (2002). *A case study of key effective practices in Ohio's improved school districts*. Bloomington, IN: Indiana Center for Evaluation. Retrieved March 3, 2008, from [http://ceep.indiana.edu/projects/PDF/200202\\_Key\\_Effec\\_Prac\\_Final\\_Report.pdf](http://ceep.indiana.edu/projects/PDF/200202_Key_Effec_Prac_Final_Report.pdf)

This study of key effective practices in Ohio's improved school districts reveals that curricular alignment was the most effective strategy for improving student performance. This article discusses these districts' use of curriculum mapping and changes in instructional practices, and it



delineates the responsibilities of district leaders, school principals, and teachers in developing curricular alignment.

### **Resource 81: A Simple Curriculum Alignment Activity for High School Faculties**

Johnston, H. (n.d.). *A simple curriculum alignment activity for high school faculties*. Omaha, NE: The Principals Partnership, Union Pacific Foundation. Retrieved March 3, 2008, from <http://principalspartnership.com/curricalignment.html>

This resource presents one Florida principal's suggestions for facilitating curricular alignment and faculty awareness of instructional standards through a structured plan of action.

### **Resource 82: Education Leadership Policy Toolkit**

Education Commission of the States. (n.d.). *Education leadership policy toolkit*. Denver, CO: Author. Retrieved March 3, 2008, from <http://www.ecs.org/MetLifeToolkit/index-home.html>

The Education Commission of the State's MetLife Education Leadership Policy Toolkit includes a section on instruction, which outlines the roles in supporting high-quality instruction that are played by state-, district-, and school-level officials. It also provides audio recordings of interviews on the topic with various stakeholders.

### **Resource 83: Out of the Office and Into the Classroom**

Holland, H. (n.d.). *Out of the office and into the classroom: An initiative to help principals focus on instruction*. Seattle, WA: Center for the Study of Teaching and Policy. Retrieved March 3, 2008, from [http://www.wallacefoundation.org/NR/rdonlyres/C26B9A09-516B-43FF-92EC-7133A18EF22C/0/UWWallaceholland\\_sof\\_1017.pdf](http://www.wallacefoundation.org/NR/rdonlyres/C26B9A09-516B-43FF-92EC-7133A18EF22C/0/UWWallaceholland_sof_1017.pdf)

This article describes how one new school principal in Kentucky transformed from a task-dominated agenda to one that allowed her to visit every classroom at least once a week. This allowed her to drastically increase the amount of time focused on instruction and learning. The key behind the transformation was a trained school administration manager.

### **Resource 84: Leadership Matters: Building Leadership Capacity**

Barkley, S., Bottoms, G., Feagin, C. H., & Clark, S. (2001). *Leadership matters: Building leadership capacity*. Atlanta, GA: Southern Regional Education Board Retrieved March 3, 2008, from <http://www.wallacefoundation.org/NR/rdonlyres/6EDB66BA-884F-4E70-93BB-3C90485D0238/0/LeadershipMatters.pdf>

This report focuses on what school leaders do to create curriculum and instruction that improves student achievement and how they demonstrate that all students can master a challenging curriculum, among other things. Some strategies are recommended, such as modeling learning, providing compelling reasons for others to learn, and creating a coaching environment for continual growth.

## Real-Life Examples

### Example 1: Mead Valley School, California

Located in California, Mead Valley School is one of the poorest in the country. In almost every conceivable way, its students are very much underprivileged. Yet the school managed to beat the odds and sustain high levels of academic achievement. School leaders turned Mead Valley School around using five main strategies (Reeves, 2007):

- 1. School leaders developed a common curriculum and assessment scheme.** This ensured that all teachers were on the same page and were able to plan lessons knowing where they fit into a cohesive and meaningful curriculum. Both internal and external assessments were used, the key being that these were more rigorous than the final state assessments.
- 2. School leaders used time effectively to promote literacy.** Every day, three hours were set aside to learn English, with special accommodation available for English language learners (ELL). No interruptions or other activities were allowed during these hours.
- 3. School leaders made time available for collaboration among teachers.** Every Wednesday from 1 p.m. to 3 p.m., teachers met to collaborate. All teachers participated, and there was a clear focus on student learning. During this time, data were analyzed, students in need of intervention were identified, and best practices were discussed.
- 4. School leaders worked to develop a school culture that built emotional confidence for students and faculty.** Recognition ceremonies and rewards highlighted achievements, success, and hope, which led to feelings of optimism and enthusiasm.
- 5. School leaders evaluated teachers and acted on those evaluations so that the school culture was not hampered by inadequate teaching.** Teacher employment decisions, including several terminations, were made so as to recognize, reward, and promote professional excellence.

Beyond these specific strategies, Mead Valley succeeded because it created a culture of commitment, which extended to all students regardless of their achievement levels and to all staff regardless of their position. From custodians to cafeteria staff, student achievement was embraced and emphasized.

Because these practices were applied consistently by a dedicated staff, the school's aspirations materialized. Even despite a new principal taking over where those school leaders left off, academic performance continued to improve for more than half a decade. There may be no silver bullet solution, and certainly no quick fix, but this school, like many others, demonstrated that with sustained effort, widespread and genuine concern for the academic achievement of students, and some guiding strategies that have a history of success, school leaders can and do turn around poorly performing schools.

## Example 2: Garfield Elementary School, Michigan

Garfield Elementary School serves as a real-world example of how, with a bit of creativity, it is possible for school leaders to find the time and resources necessary for teacher collaboration.

Although it can be difficult to coordinate 60 to 90 minutes of uninterrupted time into multiple teachers' schedules, anything less often is insufficient. Since 1998, Garfield Elementary School has managed to provide teachers with this time on a weekly basis by adopting the following strategies (Khorsheed, 2007):

- 1. School leaders used special teachers strategically.** The schedules of physical education, art, and music teachers were developed with particular attention to allowing for the coordination of other teachers nonclassroom time.
- 2. School leaders scheduled recess periods strategically.** Rather than scheduling recess periods haphazardly as may be the case in some elementary schools, Garfield school leaders coordinated the pairing of recesses and the length of the periods so as to allow for adequate time for teacher collaboration.
- 3. School leaders used Title I funds strategically.** Specifically, Garfield school leaders hired two part-time teachers with their Title I funds. They provided additional instructional support for students, while allowing teams of teachers to meet together at the same time.
- 4. School leaders grouped students strategically.** In the nonacademic classes, such as music and physical education, class size was increased from 20 students to 30 students. By scheduling recess directly after these classes, it was possible for two specialist teachers to dedicate sufficient time for three classroom teachers to work together collaboratively for at least an hour.

Effective school leaders do not sit back and hope that collaboration will occur among colleagues; rather, effective school leaders design teacher timetables that are conducive to collaborative processes.

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