Preparing Leaders

Michelle Young
Professor, University of Virginia
Executive Director, University Council for Educational Administration
Each of these competency areas requires deep knowledge of teaching and learning, how to identify effective teaching and learning, and how to work with adults to improve teaching and learning.
How Does This Change for Turnaround Leadership?

- **Requires:** Advanced Skills in leadership for learning (clear vision, building school culture, intense work on curriculum and instruction, and effective management) AND heightened emphasis on outreach and advocacy

- **Implications for Preparation:**
  - Selection: Mid-career principals, rather than novices as the circumstances demand expertise and speed
  - Learning Content and Experiences: More intensive focus on data use, diagnosis, planning, implementation fidelity and evaluation
  - Residencies: Working with effective leaders in challenging schools
  - Coaching: Highly skilled veteran principals
Effective Preparation

1. Comprehensive and Selective Recruitment
2. A coherent, research-based curriculum with a leadership-for-learning focus
3. Active instructional practices, including reflection on and engagement with problems of practice
4. Tightly integrated curriculum and field work experiences
5. Well-planned and substantive internship
6. Learning Assessments Designed to Inform Candidate and Program Growth
7. Supportive Structures (e.g., cohorts, coaching, induction programs)
How do Effective Preparation Programs Make A Difference?

- Leadership Practice
- Leadership Retention
- Stronger Teacher Quality
Why Refresh the ISLLC Standards?
What has changed?

• Changing nature of educational leadership
• Tethering of high stakes policy to the standards
• Lack of clarity of intent, meaning, and implementation of ISLLC 2008

• Anchoring research exercise revealed gaps in the standards
• Application of standards for both district and building leaders increasingly considered inappropriate
• National Accreditation Shifts
National Leadership Standards (ISLLC) Project Committees

- Laws Committee
- Field Knowledge Committee
- Leadership Standards Committee
- Preparation Standards Committee
- Principal Supervisor Standards Development
- Tools Development Committee
Thinking Through Development and Use:

ISSLC Policy Standards

Performance, Expectations & Indicators: Building Leadership
- Beginning = ELCC for Preparation
- Advanced Levels

Performance, Expectations & Indicators: District Leadership
- Beginning = ELCC
- Advanced Levels
Adopting Standards

Thoughtfully Putting Standards to Work
Promoting Quality Preparation

- Accreditation/Program Approval
- Licensure
- Program Review & Redesign
Key References


“... the closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students’ outcomes.”

What Does This Look Like in Practice?

• Teachers in higher performing schools report that their leaders are:
  
  • more focused on teaching and learning, a stronger instructional resource for teachers, and more active participants in and leaders of teacher learning and development;
  
  • actively involved in collegial discussions of instructional matters, including how instruction impacts student achievement;
  
  • distinguished by their active oversight and coordination of the instructional program;
  
  • highly involved in classroom observation and subsequent feedback; and
  
  • ensure that staff systematically monitor student progress.