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***Improving School Leadership by  
Building Cohesive Leadership Systems***

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# *We Conducted Cross-Case Analyses on Ten Purposively Sampled Sites*

<b>State</b>	<b>School District</b>
<b>Delaware</b>	<b>Appoquinimink Christina Indian River</b>
<b>Georgia</b>	<b>Atlanta</b>
<b>Illinois</b>	<b>Chicago Springfield</b>
<b>Iowa</b>	<b>Davenport Clear Creek Amana Waterloo</b>
<b>Kentucky</b>	<b>Jefferson County</b>
<b>Massachusetts</b>	<b>Boston Springfield</b>
<b>Missouri</b>	<b>St. Louis</b>
<b>Oregon</b>	<b>Eugene Portland</b>
<b>Indiana</b>	<b>Ft. Wayne</b>
<b>Rhode Island</b>	<b>Providence</b>

# *States Pursued a Variety of Policies and Initiatives in Six Policy Areas*

- |                                    |  |
|------------------------------------|--|
| <b>Standards</b>                   | <ul style="list-style-type: none"><li>• Broadening positions addressed by standards</li></ul>                  |
| <b>Evaluation</b>                  | <ul style="list-style-type: none"><li>• Revising evaluation processes and tools</li></ul>                      |
| <b>Licensure</b>                   | <ul style="list-style-type: none"><li>• Revising requirements for initial licensure and re-licensure</li></ul> |
| <b>Pre-service and recruitment</b> | <ul style="list-style-type: none"><li>• Sunsetting programs</li></ul>  |
| <b>In-service</b>                  | <ul style="list-style-type: none"><li>• Mandating mentoring</li></ul>  |
| <b>Conditions</b>                  | <ul style="list-style-type: none"><li>• Providing necessary data</li></ul>                                     |

*District and state roles converging*

# *Prevalence of Policy Areas Varied*

- **Most common policy areas:**
  - Standards
  - Pre-service & recruitment
  - In-service
- **Less common policy areas:**
  - Licensure
  - Evaluation
  - Conditions

# *Favorable Conditions Positively Related to Instructional Leadership*

- **Most conditions positively associated with time spent on instructional leadership practices**
  - **Professional development, tools, and evaluations associated with all but one practice**
- **Better resources, support, and data all associated with satisfaction with time spent on most instructional leadership practices**
  - **Better resources related to greater satisfaction on time spent on all practices**

# ***Creating Positive Conditions Necessitates Coordination Between State and District Actors***

- **Increasing authority over various schooling decisions could require both legislative and collective bargaining agreement changes**
- **Legislatures can shape quality of evaluation systems and professional development**
  - **Then implemented by districts**
- **States impact school funding**
  - **And districts make allocation decisions**

# *States Pursued Eight Strategies to Build a CLS*

- Identifying strong individuals with political and social capital to lead the work
- Building trust
- Creating formal and informal networks
- Fostering communications
- Exerting pressure and influence
- Promoting improved quality of leadership policies and initiatives
- Building capacity for the work
- Connecting to other reform efforts

# *States Rated Most Cohesive Shared Some Common Approaches*

- Pursued all eight strategies
  - Especially building capacity, identifying strong leaders, and connecting to other reform efforts
- These states also fostered more strategic communications
- They also used a combination of pressure and support to further CLS agenda

# *Across The Ten Sites, Many Contextual Factors Favored CLS Work*

- **Common structures and policies**
- **History of collaboration**
- **Strong pre-existing social networks**
- **Wallace funding and technical assistance**
- **Political support**

# *Other Contextual Factors Inhibited Progress*

- Limited resources (people and time)
- Key staff turnover
- Limited SEA capacity
- Too many organizations, too far apart
- Culture of independence
- Discord across organizations

# ***Important to Both Shape the Workforce and Support the School Leaders***

- **Many states have made progress on standards, some have made progress on pre-service training**
  - **Policies necessary for shaping the workforce**
- **Equally important to support the new workforce**
  - **Meaningful evaluations tied to the standards**
  - **Timely data**
  - **Sufficient authority**
  - **Adequate resources (staff, time to learn, funding)**

<http://www.rand.org/pubs/monographs/MG885/>



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## ***Principals' Satisfaction with Their Conditions Mixed***

- **State and district data are organized, reliable, useful**
  - **State data not timely**
- **Have authority over various schooling decisions**
  - **Want more authority over removing teachers**
- **Districts provide them with quality professional development, evaluations, and other tools**
- **Do not have sufficient leadership support**
  - **Desire assistant principals, coaches, etc.**
- **Do not have sufficient resources (funding, time, staff)**

# *Different Paths Taken to Build Cohesive Leadership Systems*

- In some states, districts took the lead
- Structures for convening and leading stakeholders varied
- Lead organizations varied across states
  - As did extent to which CLS efforts were aligned to other reform efforts in the state
- Primary focus varied
  - In-service vs pre-service, for example

# *Recommendations for States Considering Development of CLS*

- Consider their context, particularly whether they have
  - A culture and history of collaboration and strong social networks
- Identify strong lead organizations and individuals
  - Willing and able to combine pressure with support
  - Skilled at system-building
- Engage a broad coalition of stakeholders
  - Build trust
  - Identifying “lead learner” districts
  - Establish networks and communications media