

# 2011 Florida Principal Leadership Standards Cross-referenced to Contemporary Research and Key Leadership Writing

## Purpose and Structure of the Standards

**Purpose:** The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skills sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel appraisal and professional development systems, school leadership preparation programs, and educator certification requirements.

**Structure:** There are ten standards grouped into four leadership categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

### Domain 1: Student Achievement:

**Standard 1: Student Learning Results.** Effective school leaders achieve results on the school’s student learning goals (Browne-Ferrigno, Hunt, Allen, & Rowe, 2004; Hallinger & Heck, 2009; Hattie, 2009; Hattie, 2012; Leithwood, Day, Sammons, Harris & Hopkins, 2006; Leithwood & Jantzi, 2008; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Marzano, Waters & McNulty, 2005; Millward & Timperley, 2010; Nettles & Herrington, 2010; Page, 2010; Reeves, 2011; Robinson, 2008; Robinson, 2010; Robinson, 2011; Rossi, 2007; Schrum, Galizio & Ledesma, 2011; Silins & Mulford, 2002; Wahlstrom, Louis, Leithwood & Anderson, 2010; Waters, Marzano, & McNulty, 2003; Wahlstrom, Louis, Leithwood & Anderson, 2010; Wahlstrom & Louis, 2008).

- a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula.
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under section 1012.22(8), international assessments, and other indicators of student success adopted by the district and state.

**Standard 2: Student Learning as a Priority.** Effective school leaders demonstrate that student learning is their top priority through leadership actions described throughout the Florida Principal Leadership Standards (Goldring, Cravens, Murphy, Elliott & Carson, 2008; Hallinger & Heck, 2009; Hattie, 2009; Hattie, 2012; Leithwood, Day, Sammons, Harris & Hopkins, 2006; Leithwood & Jantzi, 2008; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Marzano, Waters & McNulty, 2005; Nettles & Herrington, 2010; Reeves, 2011; Robinson, 2008; Robinson, 2010; Robinson, 2011; Wahlstrom, Louis, Leithwood & Anderson, 2010; Wahlstrom & Louis, 2008; Waters, Marzano, & McNulty, 2003).

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## **The leader:**

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students.

## **Domain 2: Instructional Leadership:**

**Standard 3: Instructional Plan Implementation.** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments (Bottoms & Fry, 2009; Fernandez, 2006; Hattie, 2009, Hattie, 2012; Reeves, 2006; Leithwood, Day, Sammons, Harris & Hopkins, 2006; Leithwood & Jantzi, 2008; Lewis, 2008; Marzano, Waters & McNulty, 2005; Millward & Timperley, 2010; Reeves, 2010; Reeves, 2011; Schrum, Galizio & Ledesma, 2011; Steiner & Hassel, 2011; Sun & Youngs, 2009; Wahlstrom & Louis, 2008; Wayman, Midgley & Stringfield, 2006; Waters, Marzano & McNulty, 2003).

## **The leader:**

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school;
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

**Standard 4: Faculty Development.** Effective school leaders recruit, retain and develop an effective and diverse faculty and staff (Augustine, Gonzalez, Ikemoto, Russell, Zellman & Constant et al., 2009; Benham & Murakami-Ramalbo, 2010; Browne-Ferrigno, Hunt, Allen, & Rowe, 2004; Hattie & Timperley, 2007; Hattie, 2009; Hattie, 2012; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Louis, Leithwood, Wahlstrom & Anderson, 2010; Marzano, Waters & McNulty, 2005; Reeves, 2006; Robinson, Lloyd & Rowe, 2008; Robinson, 2008; Robinson, 2010; Robinson, 2011; Schrum, Galizio & Ledesma, 2011; Steiner & Hassel, 2011; Sun & Youngs, 2009; Waters, Marzano & McNulty, 2003).

## **The leader:**

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

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- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Delivers, facilitates resources and time for, and ensures faculty engagement in effective individual and collaborative professional learning throughout the school year.

**Standard 5: Learning Environment.** Effective school leaders structure and monitor a school-learning environment that improves learning for all of Florida's diverse student population (Benham & Murakami-Ramalbo, 2010; Browne-Ferrigno, Hunt, Allen, & Rowe, 2004; Catano & Stronge, 2007; Hattie, 2009; Hattie, 2012; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Marzano, Waters & McNulty, 2005; Robinson, Lloyd & Rowe, 2008; Robinson, 2010, Robinson, 2011; Wahlstrom, Louis, Leithwood & Anderson, 2010; Waters, Marzano & McNulty, 2003).

**The leader:**

- a. Maintains a safe, respectful and inclusive student-centered learning environment;
- b. Recognizes diversity as an asset upon which to build culturally-responsive effective teaching practices;
- c. Promotes school and classroom practices that maximize the diversity and complexity of student learning processes and student learning needs;
- d. Engages faculty in recognizing and understanding equity issues in classroom activities and identifying and addressing causes of unequal achievement;

### **Domain 3: Organizational Leadership:**

**Standard 6: Decision Making.** Effective school leaders employ and monitor a decision making process that is based on vision, mission and improvement priorities using facts and data (Abbott & McKnight, 2010; Browne-Ferrigno, Hunt, Allen, & Rowe, 2004; Carver, 2010; Eyal, Berkovich & Schwartz, 2011; Gronn, 2009; Hallinger & Heck, 2009; Hargreaves & Fink, 2008; Harris, 2008; Harris & Spillane, 2008; Hattie, 2009; Hattie, 2012; Hulpia & Devos, 2010; Leithwood, Day, Sammons, Harris & Hopkins, 2006; Leithwood, Harris & Hopkins, 2008; Leithwood, Jantzi, Earl, Watson, Levin & Fullan, 2004; Leithwood, Patten, & Jantzi, 2010; Marzano, Waters & McNulty, 2005; Mascall, Leithwood, Straus & Sacks, 2008; Mitchell, Ripley, Adams & Raju, 2011; Reeves, 2006; Reeves, 2011; Robinson, Lloyd & Rowe, 2008; Richards, 2008; Robinson, 2010; Robinson, 2011; Torrance, 2009; Wahlstrom, Louis, Leithwood & Anderson, 2010; Wahlstrom & Louis, 2008; Waters, Marzano & McNulty, 2003).

**The leader:**

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

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- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; and implements follow-up actions, and revisions as needed;
- d. Empowers others and distributes leadership when appropriate;
- e. Effectively uses technology integration to enhance decision-making throughout the school.

**Standard 7: Leadership Development.** Effective school leaders actively cultivate, support, and develop other leaders within the organization (Augustine, Gonzalez, Ikemoto, Russell, Zellman, Constant, et al., 2009; Bottoms & Fry, 2009; Finnigan, 2010; Gallimore, Ermeling, Saunders & Goldenberg, 2009; Gronn, 2009; Hattie & Timperley, 2007; Hulpia & Devos, 2010; LaPointe & Davis, 2006; Leithwood, Louis, Anderson & Wahlstrom, 2004; Leob, Elfers & Plecki, 2010; Lima, 2008; Marzano, Waters & McNulty, 2005; Mitchell, Ripley, Adams & Raju, 2011; Peters, 2011; Reeves, 2002; Richards, 2008; Robinson, 2010; Robinson, 2011; Saunders, Goldenberg & Gallimore, 2009; Schulte, Slate & Onwuegbuzie, 2010; Wayman, Midgley & Stringfield, 2006; Waters, Marzano & McNulty, 2003).

### **The leader:**

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning;
- e. Develops sustainable and supportive relationships between school leaders and parents, community, higher education, and business leaders;

**Standard 8: School Management.** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment (Benham & Murakami-Ramalbo, 2010; Catano & Stronge, 2007; Grissom & Loeb, 2009; Hattie, 2009; Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Marzano, Waters & McNulty, 2005; Reeves, 2002; Robinson, Lloyd & Rowe, 2008; Robinson, 2010; Wahlstrom, Louis, Leithwood & Anderson, 2010; Waters, Marzano & McNulty, 2003).

### **The leader:**

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for themselves and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development;
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

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**Standard 9: Communication.** Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community (Abbott & McKnight, 2010; Augustine, Gonzalez, Ikemoto, Russell, Zellman & Constant et al., 2009; Benham & Murakami-Ramalbo, 2010; Eyal, Berkovich & Schwartz, 2011; Horvat, Curci & Chaplin, 2010; Daly & Chrispeels, 2008; Hallinger & Heck, 2009; Hulpia & Devos, 2010; Marzano, Waters & McNulty, 2005; Mitchell, Ripley, Adams & Raju, 2011; Louis, Dretzke & Wahlstrom, 2010; Reeves, 2002; Robinson, Lloyd & Rowe, 2008; Robinson, 2010; Rumley, 2010; Schulte, Slate & Onwuegbuzie, 2010; Wahlstrom, Louis, Leithwood & Anderson, 2010; Wahlstrom & Louis, 2008; Wayman, Midgley & Stringfield, 2006; Waters, Marzano & McNulty, 2003).

### **The leader:**

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community.
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Utilizes appropriate technologies for communication and collaboration;
- f. Ensures faculty receives timely information on student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

## **Domain 4: Professional and Ethical Behavior:**

**Standard 10: Professional and Ethical Behaviors.** Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader (Abbott & McKnight, 2010; Augustine, Gonzalez, Ikemoto, Russell, Zellman & Constant et al., 2009; Benham & Murakami-Ramalbo, 2010; Bottoms & Fry, 2009; Daly & Chrispeels, 2008; Dufresne & McKenzie, 2009; Eyal, Berkovich & Schwartz, 2011; Farmer, 2010; Gersti-Peipin & Aiken, 2009; Goldring, Cravens, Murphy, Elliott & Carson, 2008; Hattie, 2009; Horvat, Curci & Chaplin, 2010; Hulpia & Devos, 2010; Isaacs, 2003; Jean-Marie, Normore & Brooks, 2009; Kaplan, Owings & Nunnery, 2005; Leithwood, Day, Sammons, Harris & Hopkins, 2006; Leithwood, Harris & Hopkins, 2008; Leithwood & Jantzi, 2008; Lewis, 2008; Louis, Leithwood, Wahlstrom & Anderson, 2010; Louis, Dretzke & Wahlstrom, 2010; Marzano, Waters & McNulty, 2005; Mascall, Leithwood, Straus & Sacks, 2008; Millward & Timperley, 2010; Mitchell, Ripley, Adams & Raju, 2011; Murphy, Smylie, Mayrowetz & Louis, 2009; Nelson & Sassi, 2005; Nettles & Herrington, 2007; Patteron & Kelleher, 2007; Patterson, Goens & Reed, 2008; Reed & Patterson, 2007; Reeves, 2002; Reeves, 2006; Reeves, 2010; Reeves, 2011; Richards, 2008; Robinson, Lloyd & Rowe, 2008; Robinson, 2010; Rossi, 2007; Rumley, 2010; Schulte, Slate & Onwuegbuzie,

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2010; Seashore, 2009; Schrum, Galizio & Ledesma, 2011; Steiner & Hassel, 2011; Thoonen, Slegers, Oort, Peetsman & Geijsel, 2011; Wahlstrom & Louis, 2008; Wahlstrom, Louis, Leithwood & Anderson, 2010; Waters, Marzano & McNulty, 2003).

### **The leader:**

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

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## 2011 Florida Principal Leadership Standards Annotated Bibliography

Abbate, F. J. (2010). Education leadership in a culture of compliance. *Phi Delta Kappan*, 91(6), 35-37.

Leadership in education is much like leadership in business and government. Three problems in particular make education seem different, including the almost constant pressure, the politics of the job, and state and federal regulations. But these are similar to problems faced by leaders in other organizations. However, education leaders must take care that blind adherence to the regulations does not erode genuine leadership and interfere with providing an excellent education to students.

Abbott, C. J., & McKnight, K. (2010). Developing instructional leadership through collaborative learning. *AASA Journal of Scholarship & Practice*, 7(2), 20-26.

Collaborative learning teams have emerged as an effective tool for teachers to steadily and continuously improve their instruction. Evidence also suggests that a learning teams model can affect school leadership as well. We explored the impact of learning teams on leadership roles of principals and teachers in secondary schools and found that collaborative learning teams positively influenced school leadership in two ways: (1) by strengthening principals' instructional leadership, and (2) distributing leadership and instructional decision-making throughout the school. These changes in instructional and distributed leadership supported implementation of collaborative learning teams and promoted three key outcomes: (1) more accurate identification of student needs and instructional strategies, (2) greater communication across grade levels, and (3) improved job satisfaction and teacher retention.

Augustine, C. H., Gonzalez, G., Ikemoto, G. S., Russell, J., Zellman, G. L., Constant, L., et al. (2009). *Improving school leadership*. (ISBN 978-0-8330-4891-2). Santa Monica, CA: Rand Corporation.

This study had three objectives: a) To document the actions taken by Wallace Foundation grantees to create a more cohesive set of policies and initiatives to improve instructional leadership in schools, b) To describe how states and districts have worked together to forge more-cohesive policies, and initiatives around school leadership, and c) To examine the hypothesis that more-cohesive systems do in fact improve school leadership. The authors performed a cross-case analysis, using a purposive sample of 10 Wallace grantee sites consisting of 10 states and their 17 affiliated districts. Before conducting site visits, they reviewed the literature on system-building and policy coherence and developed an understanding of the indicators of cohesive systems that we used to structure, compare, and interpret our findings. They then conducted site visits during which they interviewed 300 representatives of districts, state government, and pre-

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service principal preparation programs. The authors also fielded a survey of more than 600 principals and collected information in an online log in which nearly 170 principals described how they spent their time every day for two weeks. They supplemented this information by interviewing 100 principals. The study found that it is possible to build more-cohesive leadership systems and that such efforts appear to be a promising approach to developing school leaders engaged in improving instruction. Perhaps the most useful result of the analysis is the author's account of the strategies state and district actors have devised to build stronger working relationships and greater cohesion around policies and initiatives to improve education. By identifying those sites that had built more-cohesive systems, they were able to compare the strategies (state and district) and historical contexts with those of sites that had not yet achieved fully cohesive systems. In this way, the authors were able to identify effective approaches to this work and local conditions that fostered success. These findings should be useful to others building statewide systems to improve education. Although they could not provide evidence that the full underlying theory behind the Wallace initiative is sound, they did find a correlation between improved conditions for principals and their engagement in instructional practices. Additionally, the study cited research that supports the findings from this study that effective principals spend more time in direct classroom supervision and support of teachers, work with teachers to coordinate the school's instructional program, help solve instructional problems collaboratively, and help teachers secure resources and professional training. Principals may also improve student learning through their control of the curriculum and their power to select and motivate skilled teachers. As "instructional leaders," principals are expected to transform schools into learning-centered organizations by focusing them on student learning, creating communities of professionals in pursuit of that goal, and interfacing with external constituents to promote learning.

Benham, M., & Murakami-Ramalho, E. (2010). Engaging in educational leadership: The generosity of spirit. *International Journal of Leadership in Education*, 13(1), 77-91.

This study presents key principles and a model of engaged leadership in indigenous communities. Engaged leadership champions children and youth, delivers learning and teaching within the context of place and spirit, and occurs in partnerships with diverse communities. Stories of educational leaders grounded in the concepts of "ha," place, relations, and collective action are included to: (a) posit the need for alternative indigenous educational settings that emerge from indigenous lifeways; (b) suggest a model of indigenous educational leadership that engages, ensures, and nurtures an ethos of collective will and supports indigenous sovereignty, culture, and language; and (c) share the reflections of educational leaders that articulate a vision for leading, learning, teaching, and living that is culturally respectful and socially just.



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Bottoms, G., & Fry, B. (2009). *The district leadership challenge: Empowering principals to improve teaching and learning*. Atlanta, GA: Southern Regional Education Board. Retrieved from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/District-Leadership-Challenge-Empowering-Principals.pdf>.

Principals can profoundly influence student achievement by leading school change, but they cannot turn schools around by themselves. District leaders need to create working conditions that support and encourage change for improved achievement, rather than hindering principals' abilities to lead change. This report includes principals' perceptions of the working conditions their districts create and outlines key actions districts need to take to empower principals to improve teaching and learning. The report proposes seven specific strategies, including: establishing a clear focus and strategic plan for improving student achievement; organizing and engaging the district office in support of each school; providing instructional coherence and support; investing heavily in instruction-related professional learning for principals; providing high quality data that link student achievement to school and classroom practices; optimizing the use of resources to support learning improvement; and using open credible processes to involve school and community leaders in school improvement. Appendices: (1) The High Schools That Work School Reform Framework; (2) About the SREB Study of High School Principals' Working Conditions; (3) Principal Interview Protocol; and (4) Resources for an Evidence-Based Educational Approach in High Schools.

Browne-Ferrigno, T., Hunt, P., Allen, L. W., & Rowe, M. (2006). *State action to enhance student learning: Standards and indicators for school improvement*. Paper presented at the NCPEA August Conference.

The authors analyzed the results for 1998-2004 data (frequencies on 88 indicators across nine standards) from Kentucky schools regarding school improvement. Conclusions included, among other findings, that successful schools have a culture of leadership that supports a safe, orderly environment. Further, successful schools align staff development with student performance goals and that leaders make decisions based on data.

Carver, C. L. (2010). Mentors coaching principals in instructional leadership: The case of Rebecca and Ramon. *Journal of Cases in Educational Leadership*, 13(2), 39-46.

This case is told from the perspective of Rebecca, a highly skilled mentor teacher, who struggles to work effectively with Ramon, the school principal. This case focuses on the supports and resources that instructional teacher leaders can provide to their school administrators. As the case suggests, the presence of

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well-trained mentors presents the field with an opportunity to reconceive traditional views of leadership practice. Ultimately, the case challenges the notion that principals alone are responsible for providing instructional leadership.

Catano, N., & Stronge, J. H. (2007). What do we expect of school principals? congruence between principal evaluation and performance standards. *International Journal of Leadership in Education*, 10(4), 379-399.

This study used both quantitative and qualitative methods of content analysis to examine principal evaluation instruments and state and professional standards for principals in school districts located in a mid-Atlantic state in the USA. The purposes of this study were to (a) determine the degrees of emphasis that are placed upon leadership and management behaviors expected of school principals, (b) explore the congruence of principal evaluation instruments with instructional leadership and management attributes and (c) explore the congruence of principal evaluation instruments with state and professional standards. Findings revealed that a school district focus on instructional leadership, organizational management and community relations in principal evaluation instruments reflected common expectations of principals among school districts and state and professional standards.

Daly, A. J., & Chrispeels, J. (2008). A question of trust: Predictive conditions for adaptive and technical leadership in educational contexts. *Leadership and Policy in Schools*, 7(1), 30-63.

Recent studies have suggested that educational leaders enacting a balance of technical and adaptive leadership have an effect on increasing student achievement. Technical leadership focuses on problem-solving or first-order changes within existing structures and paradigms. Adaptive leadership involves deep or second-order changes that alter existing values and norms in an organization. Empirical evidence has also shown that several aspects of trust--benevolence, reliability, competence, integrity, openness, and respect--are strongly connected with school performance and student outcomes. However, the connections between trust and leadership are areas that are ripe for deeper study. In this article, we present the hypothesis that the multifaceted construct of trust has a predictive relationship with both adaptive and technical leadership. We tested this hypothesis by using an originally designed instrument that measures each facet of trust and the leadership behaviors of school and district central office administrators. A total of 292 site and district administrators and teachers were surveyed in four school districts in California to learn their perceptions of their site and district leaders. Results of multiple linear regression models indicate that trust, particularly the specific aspects of respect, risk, and competence, are significant predictors of adaptive and technical leadership.

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Dufresne, P., McKenzie, A. S. (2009). A culture of ethical leadership. *Principal Leadership*, 10(2), 36-39.

Becoming an ethical leader requires a personal journey toward integrity and a public commitment to a common good. This begins with claiming one's core values, finding a personal voice, developing a vision, and consciously aligning one's attitudes and beliefs with one's actions and behaviors. In the process, ethical leaders create spaces where people can listen to others and have their ideas and insights valued and heard. The leadership that results encourages people to work together to envision and construct a common good. The authors talk about a school-wide culture of ethical leadership that enables people to work together for a common good. Ethical leadership involves the entire school community and can be facilitated with the help of some free tools and resources. The authors discuss the tools discovered by West Springfield (Massachusetts) High School that foster a culture of ethical leadership at the Center for Ethical Leadership in Seattle, Washington, and at the Center for Ethics and Business at Loyola Marymount University in Los Angeles, California. The tools help the school community align its core values with its actions, understand its ethical style, create "gracious space," and foster interdependent decision-making and inquiry.

Eyal, O., Berkovich, I. & Schwartz, T. (2011). Making the right choices: Ethical judgments among educational leaders. *Journal of Educational Administration*, 49(4), 396-413.

Scholars have adopted a multiple ethical paradigms approach in an attempt to better understand the bases upon which everyday ethical dilemmas are resolved by educational leaders. The aim of this study is to examine the ethical considerations in ethical judgments of aspiring principals. To examine the ethical considerations involved in school leadership decision-making, a specially designed ethical perspective instrument was developed that draws on the multiple ethical paradigms. This exploratory instrument was pre-tested for validity and reliability among school principals and students of educational administration. The research sample consisted of 52 participants in principal training programs in Israel. Findings: Negative correlations were found between choices reflecting values of fairness and those reflecting utilitarianism and care. In addition, negative correlations were found between choices reflecting values of community and those reflecting care, critique, and profession. Critique turned out to be the value most widely adopted by educational leaders to solve ethical dilemmas, followed by care and profession. The common notion in the literature is that the various ethics complement one another. There is, however, little empirical work on ethical judgments of educational practitioners. The importance of this exploratory research is twofold: first, it examines the extent to which multiple ethical considerations can be taken into account simultaneously; and second, it identifies the prevailing values that come into play most often.

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Farmer, T. A. (2010). *Overcoming adversity: Resilience development strategies for educational leaders*. Paper presented at the annual meeting of the Georgia Educational Research Association, Savannah, GA, October 23, 2010. (ERIC Document Reproduction Service No. ED512453).

The purpose of the paper is to address, in the author's view, a national problem that finds current school leaders facing a variety of difficulties that make sustaining school reform efforts exceedingly difficult. Collectively, these modern day challenges have the capacity to form the perfect storm. School leaders need effective strategies to cope with these difficult circumstances and to continue the thrust toward school reform. Effective coping mechanisms and resiliency development strategies that can be used by educational leaders to overcome adversity include a routine of exercise and healthy diet, a positive life view, a sustained focus on building bridges between stakeholders, spiritual renewal, a focus on one's personal mission, a determination to model resilience, and the utilization of supportive professional networks. Resilience development strategies can be effective in helping school leaders to overcome adversity and accomplish organizational objectives.

Fernandez, K. E. (2006). *Clark county school district study of the effectiveness of school improvement plans (SESIP)*. Unpublished manuscript, University of Nevada, Las Vegas.

The purpose of this study is to examine the relationship between the quality of school's improvement plan and student achievement. The CCSD Study of the Effectiveness of School Improvement Plans (SESIP) purpose is to develop valid and reliable measures of the quality of School Improvement Plans (SIPs) and school performance in order to examine the relationship between SIPs and student achievement. To address the question of whether SIPs were effective in increasing school performance, data was collected from 309 public schools in Clark County School District (CCSD) in Nevada from 2005 and 2006. This report uses two primary sources for the data analysis: The Center for Performance Assessment report on SIP quality, which includes a content analysis of each school's SIP; and CCSD Database, which includes data on student scores on standardized examinations, as well as school demographics and resources. The breadth and quality of the data allow for a rigorous examination of the relationship between SIP and school performance. The results are quite consistent: SIP quality is positively and significantly related to school performance. This holds true even when controlling for various other factors, or whether one uses various measures of school performance. Some practitioners and scholars have expressed concern that strategic planning creates rigidity, or at best wastes valuable resources, others have been more optimistic about planning but are unable to empirically show a relationship between planning and performance. The results in this study provide strong evidence that there is a

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direct relationship between the quality of strategic planning and performance in the education field.

Finnigan, K. S. (2010). Principal leadership and teacher motivation under high-stakes accountability policies. *Leadership and Policy in Schools, 9*(2), 161-189.

This article examines principal leadership and teacher motivation in schools under accountability sanctions. The conceptual framework is grounded in research on expectancy theory and transformational leadership. The study involves a survey of Chicago teachers and indicates that principal instructional leadership and support for change are associated with teacher expectancy. In addition, teacher experience, advanced education, and race, as well as the school's performance level, are associated with teacher expectancy. Finally, teacher expectancy is associated with a school's ability to move off of probation status. These findings have important implications in the current policy context.

Gallimore, R., Ermeling, B. A., Saunders, W. M., & Goldenberg (2009, May). Moving the learning of teacher closer to practice: Teacher education implication of school-based inquiry teams. *Elementary School Journal, 109*(5), 537-553.

A 5-year prospective, quasi-experimental investigation demonstrated that grade-level teams in 9 Title 1 schools using an inquiry-focused protocol to solve instructional problems significantly increased achievement. Teachers applying the inquiry protocol shifted attribution of improved student performance to their teaching rather than external causes. This shift was achieved by focusing on an academic problem long enough to develop an instructional solution. Seeing causal connections fosters acquisition of key teaching skills and knowledge, such as identifying student needs, formulating instructional plans, and using evidence to refine instruction. These outcomes are more likely when teams are teaching similar content, led by a trained peer-facilitator, using an inquiry-focused protocol, and have stable settings in which to engage in continuous improvement.

Gersti-Pepin, C., & Aiken, J. A. (2009). Democratic school leaders: Defining ethical leadership in a standardized context. *Journal of School Leadership, 19*(4), 406-444.

The purpose of this article is to learn from active educational leaders engaged in the practice of democratic, ethical leadership. In this article, the authors share findings of a qualitative study that used narrative inquiry to examine the stories of eight educational leaders. The authors discuss three themes arising from the participants' narratives that define ethical, democratic leadership: understanding ethical sensitivities and personal narratives; actions that leaders engage in to support their democratic, ethical beliefs; and balancing ethical, democratic responsibility and standardized accountability. From these themes, the authors offer suggestions to expand leadership preparation, research, and practice.

## 2011 Florida Principal Leadership Standards Cross-referenced to Contemporary Research and Key Leadership Writing

Goldring, E., Cravens, X. C., Murphy, J., Elliott, S. N., & Carson, B. (2008, March). The Evaluation of principals: What and how do states and districts assess leadership? Paper presented at the annual meeting of American Educational Research Association, New York. Retrieved from [http://peabody.vanderbilt.edu/Documents/pdf/LSI/AERA\\_EvaluationPrincipals.pdf](http://peabody.vanderbilt.edu/Documents/pdf/LSI/AERA_EvaluationPrincipals.pdf)

The purpose of this paper is to present the results of a comprehensive review of current principal leadership assessment practices in the United States. The authors' analyses of both the general content and the usage of 65 actual instruments used by districts and states provide an in-depth look of what and how districts evaluate their school principals. Using the Learning-Centered Leadership Framework (Porter et al., 2006), the paper focuses on identifying the congruency (or lack thereof) between current evaluation practices and the research-based criteria for effective leadership that are associated with school performance. Using an iterative and deductive process for instrument content analysis, they found that districts focus on a variety of performance areas when evaluating their principals, with different formats at various levels of specificity. The authors also found very limited coverage on leadership behaviors ensuring rigorous curriculum and quality instruction, which are linked with school-wide improvement for the ultimate purpose of enhanced student learning. In seeking information on how principals are evaluated, they found that in most cases, the practices of leadership assessment lack justification and documentation in terms of the utility, psychometric properties, and accuracy of the instruments.

Grissom, J. A., & Loeb, S. (2009). *Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills*. Working Paper 35. National Center for Analysis of Longitudinal Data in Education Research. (ERIC Document Reproduction Service No. ED509691)

While the importance of effective principals is undisputed, few studies have addressed what specific skills principals need to promote school success. This study draws on unique data combining survey responses from principals, assistant principals, teachers and parents with rich administrative data to identify which principal skills matter most for school outcomes. Factor analysis of a 42-item task inventory distinguishes five skill categories, yet only one of them, the principals' organization management skills, consistently predicts student achievement growth and other success measures. Analysis of evaluations of principals by assistant principals confirms this central result. The author's analysis argues for a broad view of instructional leadership that includes general organizational management skills as a key complement to the work of supporting curriculum and instruction. Two appendices are included: (1) Factor Loadings Matrix for Principal Effectiveness Factors; and (2) Factor Loadings Matrix for

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Assistant Principal Effectiveness Factors. (Contains 3 figures, 5 tables and 6 footnotes.) [This paper was supported by the Stanford University K-12 Initiative.]

Gronn, P. (2009). Hybrid leadership. In K. Leithwood, B. Mascall & T. Strauss (Eds.), *Distributed leadership according to the evidence* (pp. 17-40). New York, NY: Routledge.

This paper aims to provide an overview of the literature concerning distributed leadership and organizational change. The main purpose of the paper is to consider the empirical evidence that highlights a relationship between distributed leadership and organizational outcomes. The paper draws on several fields of enquiry, including organizational change, school effectiveness, school improvement and leadership. It systematically analyses the evidence in each field and presents a synthesis of key findings. The evidence shows first, that there is a relationship between distributed leadership and organizational change, second, that there is evidence to suggest that this relationship is positive and third, that different patterns of distribution affect organizational outcomes. The significance and originality of this paper lies in the fact that it: takes a normative position on distributed leadership and is chiefly concerned with the question of organizational impact; demonstrates the importance and necessity of further research about the way in which distributed leadership influences organizational outcomes; and acknowledges the methodological challenges in conducting research on distributed leadership but argues that such research will make a significant contribution to knowledge and theory generation in the leadership field.

Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33(3), 329-351.

Over the past two decades, debate over the most suitable leadership role for principals has been dominated by two conceptual models: instructional leadership and transformational leadership. This article reviews the conceptual and empirical development of these two leadership models. The author concludes that the suitability or effectiveness of a particular leadership model is linked to factors in the external environment and the local context of a school. Moreover, the paper argues that the definitions of the two models are also evolving in response to the changing needs of schools in the context of global educational reforms.

Hallinger, P. & Heck, R. P. (2009). Leadership for Learning: Does collaborative learning make a difference in school improvement. Manuscript submitted for publication. Retrieved from [http://www.philiphallinger.com/papers/EMAL\\_dist\\_2009.pdf](http://www.philiphallinger.com/papers/EMAL_dist_2009.pdf).

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Although there has been a sizable growth spurt in empirical studies of shared forms of leadership over the past decade, the bulk of this research has been descriptive. Relatively few published studies have investigated the impact of shared leadership on school improvement, and even fewer have studied effects on student learning. This longitudinal study examines the effects of collaborative leadership on school improvement and student reading achievement in 192 elementary schools in one state in the USA over a four-year period. Using latent change analysis, the research found significant direct effects of collaborative leadership on change in the schools' academic capacity and indirect effects on rates of growth in student reading achievement. In addition, the study was also able to identify three different growth trajectories among schools, each characterized by variations in associated school improvement processes. The study supports a perspective on leadership for learning that aims at building the academic capacity of schools as a means of improving student learning outcomes.

Hargreaves, A., & Fink, D. (2008). Distributed leadership: Democracy or delivery? *Journal of Educational Administration*, 46(2), 229-240.

This paper aims to discuss the nature and benefits of lateral approaches to educational change, especially in the form of distributed leadership, that treat schools, localities, states, or nations, as "living systems" interconnected by mutual influence. The paper presents a conceptual discussion of the interrelated ideas of living systems, communities of practice and networks. Research examples from England, North America, and Finland are used to underscore the article's argument. The paper underlines how, within this conception, distributed leadership operates as a network of strong cells organized through cohesive diversity and emergent development rather than mechanical alignment and predictable delivery. However, more deeply and more critically, the paper also investigates whether, in practice, these lateral strategies are being used to extend democratic public and professional involvement in developing the goals and purposes of education or whether they are being primarily used as motivational devices to re-energize a dispirited profession into producing more effective and enthusiastic delivery of imposed government performance targets? The paper provides useful information on developments in distributed leadership.

Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172-188.

This paper aims to provide an overview of the literature concerning distributed leadership and organizational change. The main purpose of the paper is to consider the empirical evidence that highlights a relationship between distributed leadership and organizational outcomes. The paper draws on several fields of enquiry, including organizational change, school effectiveness, school improvement and leadership. It systematically analyses the evidence in each



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field and presents a synthesis of key findings. The evidence shows first, that there is a relationship between distributed leadership and organizational change, second, that there is evidence to suggest that this relationship is positive and third, that different patterns of distribution affect organizational outcomes. The significance and originality of this paper lies in the fact that it: takes a normative position on distributed leadership and is chiefly concerned with the question of organizational impact; demonstrates the importance and necessity of further research about the way in which distributed leadership influences organizational outcomes; and acknowledges the methodological challenges in conducting research on distributed leadership but argues that such research will make a significant contribution to knowledge and theory generation in the leadership field.

Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Management in Education*, 22(1), 31-34.

Distributed leadership is an idea that is growing in popularity. There is widespread interest in the notion of distributing leadership although interpretations of the term vary. A distributed leadership perspective recognizes that there are multiple leaders and that leadership activities are widely shared within and between organizations. A distributed model of leadership focuses upon the interactions, rather than the actions, of those in formal and informal leadership roles. It is primarily concerned with "leadership practice" and how leadership influences organizational and instructional improvement. A distributed perspective on leadership acknowledges the work of all individuals who contribute to leadership practice, whether or not they are formally designated or defined as leaders. Distributed leadership is also central to system reconfiguration and organizational redesign, which necessitates lateral, flatter decision-making processes. Despite the growing enthusiasm for distributed leadership within the research community, it is clear people need to know much more about its effects and influences. Leithwood et al. (2004) suggest that there is an "urgent need to enrich the concept with systematic evidence". A number of research projects are currently underway that are gathering this systematic evidence. However, if distributed leadership is not to join the large pile of redundant leadership theories it must engage teachers, headteachers, support staff and other professionals. It must be put to the test of practice. This can only be achieved with the cooperation of those keen to explore a different world-view of leadership and with the enthusiasm to redesign and reconfigure schooling. Distributed leadership is not a panacea or a blueprint or a recipe. It is a way of getting under the skin of leadership practice, of seeing leadership practice differently and illuminating the possibilities for organizational transformation. This is not without its risks, as it inevitably means holding up the looking glass to schools and being prepared to abandon old leadership practices. For those genuinely seeking transformation and self-renewal, this is a risk well worth taking.

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Hattie, J., & Timperley, H. (2007). The power of feedback [Electronic version]. *Review of Educational Research*, 7(1), 81-112. Retrieved October 13, 2011, from <http://rer.sagepub.com/cgi/content/abstract/77/1/81>

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Its power is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This article provides a conceptual analysis of feedback and reviews the evidence related to its impact on learning and achievement. This evidence shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. Finally, this analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London, UK: Routledge.

This book is the result of 15 years' research and synthesizes over 800 meta-analyses relating to the influences on achievement in school-aged students. The author presents research involving many millions of students and represents the largest ever collection of evidence-based research into what actually works in schools to improve learning. Areas covered include the influences of the student, home, school, based on the notion of visible teaching and visible learning. A major message within the book is that what works best for students is similar to what works best for teachers. This includes the attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. This book is about using evidence to build and defend a model of teaching and learning.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York: Routledge.

This book follows Professor Hattie's earlier work in which he synthesized the results of more than 15 years' research involving millions of students, representing the largest to date collection of evidence-based research into what actually works in schools to improve learning and takes the next step by bringing these ground-breaking concepts to teachers. It explains how to apply the principles from *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful implementation of visible learning and visible teaching in the classroom. Included within the book are checklists, exercises, case studies, and best practice

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scenarios to assist in raising student achievement, incorporates whole school checklists and advice for school leaders on facilitating visible learning in their institution, and adds additional meta-analyses bring the total cited within the research base to over 900 meta-analysis.

Horvat, E. M., Curci, J. D., & Chaplin, M. (2010). Parents, principals, and power: A historical case study of "managing" parental involvement. *Journal of School Leadership, 20*(6), 702-727.

Scholarship on parent-principal relationships often ignores how some parental involvement can create challenges for school leaders. The authors analyze parent-principal relationships at an urban public K-8 school over a 30-year period, exploring how three different principals "managed" parental involvement. The authors' analysis reveals how these principals negotiated relationships with parents across the shifting race and class terrains of different eras. They argue that future investigations of parent-principal relationships should focus on the tensions and challenges inherent in these relationships, as well as the effort expended and the skill required by principals to effectively manage relations with parents in diverse school communities.

Hulpia, H., & Devos, G. (2010). How distributed leadership can make a difference in teachers' organizational commitment? A qualitative study. *Teaching and Teacher Education: An International Journal of Research and Studies, 26*(3), 565-575.

The present study explores the relation between distributed leadership and teachers' organizational commitment. Semi-structured interviews with teachers and school leaders of secondary schools were conducted. A comparative analysis of four schools with high and four schools with low committed teachers was carried out. Findings revealed differences in the leadership practices which influenced organizational commitment. The leadership practices include the quality and distribution of leadership functions, social interaction, cooperation of the leadership team, and participative decision-making. Teachers reported being more strongly committed to the school if the leaders were highly accessible, tackled problems efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices.

Isaacs, A. J. (2003). *An investigation of attributes of school principals in relation to resilience and leadership practices*. Unpublished doctoral dissertation, Florida State University, Tallahassee, Florida. Retrieved September 13, 2011 from [http://etd.lib.fsu.edu/theses\\_1/available/etd-09212003-212500/unrestricted/Dissertation\\_Isaacs\\_full.pdf](http://etd.lib.fsu.edu/theses_1/available/etd-09212003-212500/unrestricted/Dissertation_Isaacs_full.pdf).

The purpose of this investigation was to determine relationships among the dimensions of resilience, leadership practices, and individual demographics of high school principals toward strengthening the leadership abilities of principals.

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This quantitative study employed the survey method in its research design. Those surveyed included 68 high school principals, 136 assistant principals, and 340 teachers selected from 6 school districts in the State of Florida. The investigation used three on-line questionnaires to collect data on the dimensions of resilience, leadership practices and demographics of these principals. The data were analyzed by using three statistical methods: Pearson-Product Moment Correlation, T-test, and Analysis of Variance (ANOVA). Hypothesis testing was introduced to determine statistical significance. The investigation found significant relationships among the resilience dimensions of Positive: The World, Focused, Flexible: Thoughts, Organized and Proactive, and the leadership practices of challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart of high school principals. Thus, the researcher concluded that high school principals who have a higher percentage of resilience dimensions of Positive: The World, Focused, Flexible: Thoughts, Organized and Proactive are better able to employ the leadership practices of challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart to become more effective high school principals. The implications of the investigation suggested a base of knowledge from which school principals could assess their leadership strengths and weaknesses and improve their leadership performance. It also provided a basis for the selection of materials for enhancing in-service components in school leadership for school districts and for pre-service courses in educational leadership for universities charged with training principals. Further research was recommended on resiliency in education because it is a critical component to successfully managing change.

Jean-Marie, G., Normore, A. H., & Brooks, J. S. (2009). Leadership for social justice: Preparing 21st century school leaders for a new social order. *Journal of Research on Leadership Education*, 4(1), 1-31.

At the dawn of the 21st century, there has been an increased focus on social justice and educational leadership (Bogotch, Beachum, Blount, Brooks & English, 2008; Marshall & Oliva, 2006; Shoho, Merchang & Lugg, 2005). This paper explores and extends themes in contemporary educational research on leadership preparation in terms of social justice and its importance for both research and practice on a national and international level. In particular, we examine various considerations in the literature regarding whether or not leadership preparation programs are committed to, and capable of, preparing school leaders to think globally and act courageously about social justice for a new social order.

Kaplan, L. S., Owings, W. A., & Nunnery, J. (2005). Principal quality: A Virginia study connecting interstate school leaders licensure consortium standards with student achievement. *NASSP Bulletin*, 89(643), 28-44.

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Investigators randomly selected principals from Virginia's public schools to investigate the significant relationship that exists between principal quality and student achievement. Two persons supervising each principal were asked to complete the Interstate School Leaders Licensure Consortium (ISLLC)-based questionnaire about the principal. State achievement test data were entered for each principal's school. Those principals who had been in their schools fewer than 5 years were dropped from the study to better control for principals' effect on student achievement. Results find that principals who were rated higher on school leadership standards have schools with higher student achievement than comparable schools headed by lower-rated principals. Implications for increasing student achievement, professional development, and evaluation are discussed.

LaPointe, M., & Davis, S. H. (2006). Effective schools require effective principals. *Leadership*, 36(1), 16-19.

At long last, scholars and policy makers have come to realize what most school administrators have known for years--that effective schools require both outstanding teachers and strong leaders. Although there is considerable research about the characteristics of effective school leaders and the strategies principals can use to help manage increasingly diverse roles, comparatively little is known about how to design programs that can develop and sustain effective leadership practices. In an effort to increase the knowledge about professional development programs, the Wallace Foundation recently commissioned a study of innovative principal professional development programs and the policy and funding mechanisms that support them. In fall 2003, a team of researchers from the Stanford School of Education was awarded a Wallace grant and proceeded to design and embark upon a nationwide study of both the pre- and in-service professional development of school principals. This article discusses the findings about the qualities and impact of strong programs from a study of professional development for principals.

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). *Successful school leadership: What it is and how it influences pupil learning*. London, UK: DfES. Available at <http://www.dfes.gov.uk/research/data/uploadfiles/RR800.pdf>

This research report provides a state-of-the-evidence description of what is already known about successful leadership. In doing so it considers definitions of leadership, the nature of successful leadership practices, the effects of distributed leadership, and the characteristics of successful leaders. It also examines how successful leaders can influence their immediate colleagues and have an impact upon pupil learning. The authors describe three leadership practices, which (based on their summative, qualitative judgments or impressions arrived at after carefully reading the substantial quantity of literature cited in their review) have a strong relationship to improved student achievement: a) Direction setting—vision, goals, and expectations, b) Developing people—individual

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support, intellectual stimulation, modeling, and c) Redesigning the organization—culture, structure, partnership family, outside connections.

Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42.

This article provides an overview of the literature concerning successful school leadership. It draws on the international literature and is derived from a more extensive review of the literature completed in the early stage of the authors' project. The prime purpose of this review is to summarize the main findings from the wealth of empirical studies undertaken in the leadership field. These claims are as follows:

1. School leadership is second only to classroom teaching as an influence on pupil learning.
2. Almost all successful leaders draw on the same repertoire of basic leadership practices.
3. The ways in which leaders apply these basic leadership practices—not the practices themselves—demonstrate responsiveness to, rather than dictation by, the contexts in which they work.
4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.
5. School leadership has a greater influence on schools and students when it is widely distributed.
6. Some patterns of distribution are more effective than others.
7. A small handful of personal traits explain a high proportion of the variation in leadership effectiveness. For example, "...the most successful school leaders are open-minded and ready to learn from others. They are also flexible rather than dogmatic in their thinking within a system of core values, persistent (e.g. in pursuit of high expectations of staff motivation, commitment, learning and achievement for all), resilient and optimistic."

Leithwood, K., & Jantzi, D. (2008). Linking leadership to student learning: The role of collective efficacy. *Educational Administration Quarterly*, 44(4), 496-528.

This study aimed to improve our understanding of the nature, causes and consequence of school leader efficacy, including indirect influences on student learning. We asked about district contributions to school leader efficacy, whether leader self- and collective efficacy responded to the same or different district conditions and the effects of leader efficacy on conditions in the school and the learning of students. Evidence for the study was provided by 96 principal and 2,764 teacher respondents to two separate surveys, along with student achievement data in language and math averaged over 3 years. Path analytic techniques were used to address the objectives for the study. In this study, school leaders' collective efficacy was an important link between district conditions and both the conditions found in schools and their effects on student

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achievement. School leaders' sense of collective efficacy also had a strong, positive, relationship with leadership practices found to be effective in earlier studies. These results suggest that district leaders are most likely to build the confidence and sense of collective efficacy among principals by emphasizing the priority they attach to achievement and instruction, providing targeted and phased focus for school improvement efforts and by building cooperative working relationships with schools.

Leithwood, K., Jantzi, D., Earl, L., Watson, N., Levin, B., & Fullan, M. (2004). Strategic leadership for large-scale reform: The case of England's National Literacy and Numeracy Strategies. *Journal of School Leadership and Management*, 24(1), 57-80.

Both 'strategic' and 'distributed' forms of leadership are considered promising responses to the demands placed on school systems by large-scale reform initiatives. Using observation, interview and survey data collected as part of a larger evaluation of England's National Literacy and Numeracy Strategies, this study inquired about sources of leadership, the distribution of leadership functions across roles and how such distribution could also provide the strategic coordination necessary for successful implementation of such an ambitious reform agenda.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning. Review of research*. New York: The Wallace Foundation. Retrieved from <http://www.cehd.umn.edu/carei/Leadership/ReviewofResearch.pdf>

This report by researchers from the Universities of Minnesota and Toronto examines the available evidence and offers educators, policymakers and all citizens interested in promoting successful schools, some answers to these vitally important questions. It is the first in a series of such publications commissioned by The Wallace Foundation that will probe the role of leadership in improving learning. As the first step in a major research project aimed at further building the knowledge base about effective educational leadership, available evidence in response to five questions was reviewed. They are: (1) What effects does successful leadership have on student learning? (2) How should the competing forms of leadership visible in the literature be reconciled? (3) Is there a common set of "basic" leadership practices used by successful leaders in most circumstances? (4) What else, beyond the basics, is required for successful leadership? and (5) How does successful leadership exercise its influence on the learning of students? This review of the evidence suggests that successful leadership can play a highly significant--and frequently underestimated--role in improving student learning. This evidence also supports the present widespread interest in improving leadership as a key to the successful implementation of large-scale reform.

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Leithwood, K, Patten, S., & Jantzi, D. (2010). Testing a conception of how school leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706.

This article describes and reports the results of testing a new conception of how leadership influences student learning ("The Four Paths"). Framework: Leadership influence is conceptualized as flowing along four paths (Rational, Emotions, Organizational, and Family) toward student learning. Each path is populated by multiple variables with more or less powerful effects on student learning. Leaders increase student learning by improving the condition or status of selected variables on the Paths. Evidence includes teacher responses to an online survey (1,445 responses) measuring distributed leadership practices in their schools (N = 199) and variables mediating leaders' effects on students. Grade 3 and 6 math and literacy achievement data were provided by the province's annual testing program. The 2006 Canadian Census data provided a composite measure of school socioeconomic status. Path modeling techniques were used to test six hypotheses. The Four Paths model as a whole explains 43% of the variation in student achievement. Variables on the Rational, Emotions, and Family Paths explain similarly significant amounts of that variation. Variables on the Organizational Path were unrelated to student achievement. Leadership had its greatest influence on the Organizational Path and least influence on the Family Path. The authors concluded that, school leaders and leadership researchers should be guided much more directly by existing evidence about school, classroom, and family variables with powerful effects on student learning as they make their school improvement and research design decisions.

Lewis, M. (2008). Community connection and change: A different conceptualization of school leadership. *Improving Schools*, 11(3), 227-237.

Many of our schools are situated in communities characterized by high levels of disadvantage, presenting a range of challenges. One possible response is to acknowledge this disadvantage and to try to address some of the problems it raises for students. Another is for the school to be proactive, recognizing the challenges faced by the community and taking a lead in bringing about change. Part of a larger research project, this article explores the extraordinary leadership role of Prospect Road State School (a pseudonym) in bringing change to a multiply disadvantaged community through collaborative action with other agencies and creative approaches to bringing people together. This school's experiences and achievement illustrate what may be possible when school leadership proactively sets out to improve a community described by the principal as being "in crisis." The experiences explored indicate ways of rethinking the relationship between school and disadvantaged community--of working synergistically with others to make a significant difference.



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Lima, J. A. (2008). Department networks and distributed leadership in schools. *School Leadership & Management, 28*(2), 159-187.

Many schools are organized into departments which function as contexts that frame teachers' professional experiences in important ways. Some educational systems have adopted distributed forms of leadership within schools that rely strongly on the departmental structure and on the role of the department coordinator as teacher leader. This paper reports a study of department networks and distributed leadership in two schools. The study collected two types of data on teacher networks in the schools: attributions of the influence of colleagues on one another's professional development and joint professional practice. Measures included actor centrality and network density. The study identified distinct leadership configurations in different departments. The implications for the study of distributed leadership and for the distribution of leadership roles in educational organizations are discussed.

Loeb, H., Elfers, A. M., & Plecki, M. L. (2010). Possibilities and potential for improving instructional leadership: Examining the views of national board teachers. *Theory into Practice, 49*(3), 223-232.

The expectation for schools to continually improve outcomes for students underscores the importance of tapping teacher leaders' contributions in school improvement and renewal efforts. As National Board (NB) certification has become a common feature of state and district policies to improve teaching and learning, it is worthwhile to explore how this effort has shaped the context and contributions of teacher leadership. Both recent research and a statewide survey of National Board Certified Teachers (NBCTs) suggest that NBCTs may be in a strong position to help support school improvement initiatives. Echoing other studies, findings indicate that NBCTs bring considerable leadership experience to their work and are willing to be engaged in activities necessary to improve teaching and learning. The authors discuss perceived barriers in assuming leadership roles and conclude with approaches that schools, districts, and the National Board for Professional Teaching Standards may take to better tap the leadership potential of accomplished teachers.

Louis, K.S., Leithwood, K., Wahlstrom, K. L., & Anderson, S.E. (2010). *Investigating the Links to Improved student learning: Final report of research findings*. St. Paul, MN: University of Minnesota. Retrieved from [http://www.cehd.umn.edu/carei/Leadership/Learning-from-Leadership\\_Final-Research-Report\\_July-2010.pdf](http://www.cehd.umn.edu/carei/Leadership/Learning-from-Leadership_Final-Research-Report_July-2010.pdf).

The final report on the results of a study designed to identify and describe successful educational leadership and to explain how such leadership at the school, district, and state levels can foster changes in professional practice that

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yield improvements in student learning. The report, commissioned by The Wallace Foundation and issued by the University of Minnesota Center for Applied Research and Educational Improvement and the University of Toronto Ontario Institute for Studies in Education, draws on research conducted over a 5-year period.

Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness and School Improvement, 21*(3), 315-336.

Using survey responses from a national sample of US teachers, this paper provides insight into two questions: (1) Do three specific attributes of leadership behavior--the sharing of leadership with teachers, the development of trust relationships among professionals, and the provision of support for instructional improvement--affect teachers' work with each other and their classroom practices? and (2) Do the behaviors of school leaders contribute to student achievement? The authors tie this investigation of school leader behaviors to two additional factors that have also received increasing attention in research because they have been shown to be related to student achievement: professional community and the quality of classroom instruction. The authors' analysis provides an empirical test of the notion that leadership variables are positively related to student learning. It also suggests that both shared and instructionally focused leadership are complementary approaches for improving schools.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

The authors synthesize 35 years of research on leadership using a quantitative, meta-analysis approach as they felt it provided the most objective means to answer their research question, "What does the research tell us about school leadership?" Utilizing this process, they examined 69 studies involving 2,802 schools, approximately 1.4 million students, and 14,000 teachers. The authors concluded that a highly effective school leader could have a dramatic influence on the overall academic achievement of students. Given the fact that their meta-analysis was based on principal leadership defined in very general terms, they further analyzed the 69 studies in their meta-analysis looking for specific behaviors related to principal leadership. The authors identified 21 "responsibilities" (some of which included situational awareness, flexibility, discipline, monitoring/evaluating, outreach, knowledge of curriculum, instruction, and assessment, order, resources, input, and change agent) of school leaders, which all yield a statistically significant relationship to increases in student achievement.

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Mascall, B., Leithwood, K., Straus, T., & Sacks, R. (2008). The relationship between distributed leadership and teachers' academic optimism. *Journal of Educational Administration*, 46(2), 214-228.

The goal of this study was to examine the relationship between four patterns of distributed leadership and a modified version of a variable Hoy et al. have labeled "teachers' academic optimism." The distributed leadership patterns reflect the extent to which the performance of leadership functions is consciously aligned across the sources of leadership, and the degree to which the approach is either planned or spontaneous. Design/methodology/approach: Data for the study were the responses of 1,640 elementary and secondary teachers in one Ontario school district to two forms of an online survey, xx items in form 1 and yy items in form 2. Two forms were used to reduce the response time required for completion and each form measured both overlapping and separate variables. Findings: The paper finds that high levels of academic optimism were positively and significantly associated with planned approaches to leadership distribution, and conversely, low levels of academic optimism were negatively and significantly associated with unplanned and unaligned approaches to leadership distribution. This study provides as-yet rare empirical evidence about the relationship between distributed leadership and other important school characteristics. It also adds support to arguments for the value of more coordinated forms of leadership distribution.

Millward, P., & Timperley, H. (2010). Organizational learning facilitated by instructional leadership, tight coupling and boundary spanning practices. *Journal of Educational Change*, 11(2), 139-155.

Three organizational learning mediation processes are proposed as mechanisms for organizational change in this article. These include instructional leadership, tight coupling and boundary spanning. Whilst each of these processes has received attention in the research literature, we propose that their power arises from their particular combination rather than the occurrence of each in isolation. We illustrate the ways in which these processes might combine to create an organizational learning environment required for the kind of changes needed to raise student achievement. We do this with reference to a case study of a New Zealand school that dramatically improved the learning outcomes of students in reading. We describe the practices of a new principal, who was relatively inexperienced in school management but experienced in curriculum leadership. The case study illustrates how through her instructional leadership the principal was able to span the boundaries of her organization so that within a relatively short space of time the school became a more tightly coupled system that learnt to improve the learning outcomes of its students.

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Mitchell, R. M., Ripley, J., Adams, C., & Raju, D. (2011). Trust an essential ingredient in collaborative decision making. *Journal of School Public Relations, 32*(2), 145-170.

This study explored the relationship between trust and collaboration in one Northeastern suburban district. In sum, 122 teachers responded to a trust and a collaboration survey. The authors hypothesized that the level of trust would be correlated with the level of collaboration. Bivariate and canonical correlations were used to analyze the findings. This study confirmed that trust in the principal was correlated with collaboration with the principal and that trust in colleagues was correlated with collaboration with colleagues. However, trust in clients (students and parents) was not correlated with collaboration with parents. The set of trust variables together explained 71% of the variance in the collaboration variables, with trust in clients being the most significant variable in predicting teacher-teacher collaboration. Collaboration with colleagues was the most potent of the collaboration variables. These findings suggest the importance of establishing a culture of trust in fostering collaboration between teachers. More research is needed to understand the complexities involved with parent collaboration.

Murphy, J., Smylie, M., Mayrowetz, D., & Louis, K. S. (2009). The role of the principal in fostering the development of distributed leadership. *School Leadership & Management, 29*(2), 181-214.

In this article, the role that formal leaders play in helping distributed leadership take root and flourish in schools is explored. The focus of the study is an urban middle school, one of six cases in a larger three-year investigation of distributed leadership in two mid-Atlantic states. Using interview and document-based data, the authors illustrate ways in which the principal of Glencoe Middle School worked to overcome cultural, structural and professional barriers to create a leadership dense organization.

Nelson, B., & Sassi, A. (2005). *The effective principal: Instructional leadership for high quality learning*. New York, NY: Teachers College Press.

This volume examines how effective instructional leadership by principals and other school administrators is affected by their own knowledge and beliefs about learning, teaching, and subject matter. Using mathematics as a subject focus, the authors examine several specific aspects of instructional leadership, such as teacher supervision and classroom observation, curriculum selection, and student assessment. Nelson and Sassi provide detailed portraits of administrators at work, illuminating key decision-making situations and the actions they choose to take. This volume: a) Looks at a new image of the school principal, one that is tied more closely to learning and teaching, b) Discusses what instructional leaders need to know about subject matter in order to

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discharge their responsibility effectively in the current climate of standards and accountability, c) Presents the voices of elementary school principals as they develop new ideas and work to connect these ideas to their administrative practice, d) Examines how principals view themselves as on-the-job learners, how they work with teachers, and how they perceive their role within the broader organizational and political context, and e) Offers important implications for mathematics education, educational policy, and school improvement.

Nettles, S. M., & Herrington, C. (2007). Revisiting the importance of the direct effects of school leadership on student achievement: The implications for school improvement policy. *Peabody Journal of Education*, 82(4), 724-736.

Much is left to be known regarding the impact of school principals on student achievement. This is because much of the research on school leadership focuses not on actual student outcomes but rather on other peripheral results of principal practices. In the research that has been done in this area, significant relationships have been identified between selected school leadership practices and student learning, indicating that evidence existed for certain principal behaviors to produce a direct relationship with student achievement. Further, although these relationships typically account for a small proportion of the total student achievement variability, they are of sufficient magnitude to be of interest and additional investigation. Actions taken to better understand and improve the impact of principals on the achievement of students in their schools have the potential for widespread benefit, as individual improvements in principal practice can impact thousands of students. It is in this light that potential direct effects of principal practices should be revisited.

Oplatka, I. (2010). Principals in late career: Toward a conceptualization of principals' tasks and experiences in the pre-retirement period. *Educational Administration Quarterly*, 46(5), 776-815.

To fill the gap in theoretical and empirical knowledge on late career in principalship, the aim of this study was to explore the career experiences, needs, and behaviors of principals at this stage. Life history and semistructured interviews were conducted with 20 late-career principals, 20 schoolteachers, and 10 supervisors. The analysis followed the principles of qualitative research. The article presents an initial conceptualization of late career in principalship in terms of tasks and issues. Among these tasks are demonstrating professional competence and personal success and obviating continuous decline of physical and energies. Among the major issues are organizational commitment, personal energy, positive attitudes toward changes, a greater sense of professional competence, high self-confidence, and participative leadership style. Empirical implications for the educational system and the educational research are suggested. Researchers of educational systems are provided with new directions for research on late career in principalship.

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Page, D. (2010). Systemic efforts in Georgia to improve education leadership. *Performance Improvement*, 49(3), 11-16.

Research points to links between school and school district leadership and student achievement. Local and national education reform has created rising expectations for student performance. Education leadership is both complex and high stakes. Key stakeholders in Georgia have developed a solution to improve factors in the work workplace, and workers in education leadership using human performance technology standards and practices blended from business and education to improve education leadership in Georgia and beyond.

Patteron, J. F., & Kelleher, P. (2007). Resilience in the midst of the storm. *Principal Leadership*, 7(8), 16-20.

Resilience is a trait that can help school leaders use their energy wisely when faced with adversity. But why do some leaders emerge from adversity with a balance in their account and others with a deficit? To explore this question, the authors conducted a case study with a single focus: "How do resilient school leaders move ahead in the face of adversity?" They identified six specific strengths that contribute to increased resilience. This case study illustrates the dynamics of how one principal demonstrated the six strengths of resilient leaders as he led a task force effort in his school district. He drew upon these strengths to form a strong foundation for moving ahead in the face of adversity. Equally important, he created the quiet, reflective time to examine how he performed and assessed how he could build on these strengths in the future. In summary, he modeled what it takes to be a resilient leader in the midst of a storm.

Patterson, J. L., Goens, G. A., & Reed, D. E. (2008). Joy & resilience: Strange bedfellows. *School Administrator*, 65(11), 28-29.

Joy does not come easily to superintendents. The path is often strewn with conflict, adversity and crises. In their own experience supporting superintendents across the country, the authors have learned that joy in the face of adversity accrues primarily to superintendents who demonstrate the elements of resilience. Resilient superintendents possess the ability to recover, learn and grow stronger when confronted by chronic or crisis adversity. In this article, the authors suggest that in the face of adversity, superintendents must call upon three broad skill sets to be resilient: (1) resilience thinking skills; (2) resilience capacity skills; and (3) resilience action skills. Examples of superintendents who have developed these skill sets serve as models for others.

Peters, A. (2011). (Un)planned failure: Unsuccessful succession planning in an urban district. *Journal of School Leadership*, 21(1), 64-86.

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Leader succession is often the result of a broken system, resulting in the loss of leadership gains from the exiting leader and leaving the incoming leader without proper support for success. The author contends that this system needs replacing, with a system of dynamic succession planning that is carefully planned and an integral part of a school's improvement plan. To examine and understand these challenges in successful succession planning, the author undertook a qualitative instrumental case study of a founding high school principal and her successor in an urban district engaged in small school reform. The findings suggest that these leaders' lack of sustainability was influenced by a lack of district support and mentoring. These supports (or their lack thereof) affected the school's and district's effectiveness in transitioning the successor, planning for new leadership, and anticipating the supports needed for the school and its leaders.

Reed, D., & Patterson, J. L. (2007). Voices of resilience from successful female superintendents. *Journal of Women in Educational Leadership*, 5(2), 89-100.

School superintendents work in increasingly high stakes environments full of adversity. The purpose of this study was to examine how female superintendents apply strategies to confront adversity and become more resilient in the process. Fifteen female superintendents in New York State were interviewed. The findings about resilient leadership are reflected in five action themes that emerged from the data: (a) remain value-driven, not event-driven; (b) comprehensively assess past and current reality; (c) stay positive about future possibilities; (d) maintain a base of caring and support; and (e) act on the courage of your convictions. The study also reports on participant comments about the distinction between resilient female superintendents and male superintendents.

Reeves, D. B. (2002). *The daily disciplines of leadership: How to improve student achievement, staff motivation, and personal organization*. San Francisco, CA: Jossey-Bass.

In this book, the author offers educational leaders a practical primer for meeting the daily challenges of school leadership including a discussion on the purpose of leadership. He presents four leadership archetypes, and suggests effective strategies for action. More importantly, the author demonstrates how to include leadership in an integrated system of educational accountability, teaching, and curriculum for student achievement; clear your desk of activities that are ineffective, obsolete, and unnecessary; and develop the skills leaders need to evaluate, coach, and groom new leaders.

Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.

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The book describes the PIM (Planning, Implementation, and Monitoring) Study involving more than 280,000 students and almost 300 schools in Nevada's Clark County School District. Clark County School District is one of the nation's largest school systems that is considered a "majority-minority" district, with a majority of its students who are members of ethnic minorities. Clark County includes schools that have some of the nation's highest-performing students and schools in challenging urban settings that contain profoundly disadvantaged students. Each of the school improvement plans were scored on 17 separate indicators using a rubric that was subjected to an internal assessment of inter-rater reliability, with a double-blind check for consistency. This study sought to answer the following question: "When the external variables—governance, budget, union agreements, policies, and planning requirements—are constant, then which variables are most related to improvements in student achievement and educational equity?" The study found that there are correlations between specific elements of building plans and student achievement that can give school leaders insight into how to focus their efforts as they revise and improve their school improvement plans. More importantly, the study identified two variables, implementation and frequent monitoring, as being particularly important variables influencing student achievement and equity.

Reeves, D. B. (2010). *Transforming professional development into student results*. Alexandria, VA: American Association of Supervision and Curriculum Development.

This book addresses the question, "How can we create and sustain professional learning programs that actually lead to improved student achievement?" The author presents an informative guide for teachers, administrators, and policymakers. First, the author casts a critical eye on professional learning that is inconsistent, unfocused, and ultimately ineffective and explains why elaborate planning documents and "brand-name" programs are not enough to achieve desired outcomes. Then the author outlines how educators at all levels can improve the situation by a) taking specific steps to move from vision to implementation, b) focusing on four essentials—teaching, curriculum, assessment, and leadership, c) making action research work, d) moving beyond the "train the trainer" model, and d) using performance assessment systems for teachers and administrators.

Reeves, D. B. (2011). *Finding your leadership focus: What matters most for student results*. New York: Teachers College Press.

This book identifies three essential clusters of leadership practices that positively impact student achievement: focus, monitoring, and efficacy. Reeves' evaluation of 15 leadership practices revealed that a combination of high scores in these three practices yielded strikingly positive results for all schools and all subjects for which he was able to gather student achievement results: reading, writing,



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math, and science. The author's research is carefully documented (in the Appendices) and clearly argued throughout the book.

Richards, P. (2008). A competency approach to developing leaders--is this approach effective? *Australian Journal of Adult Learning*, 48(1), 131-144.

This paper examines the underlying assumptions that competency-based frameworks are based upon competencies in relation to leadership development. It examines the impetus for this framework becoming the prevailing theoretical base for developing leaders and tracks the historical path to this phenomenon. Research suggests that a competency-based framework may not be the most appropriate tool in leadership development across many organizations, despite the existence of these tools in those organizations, and reasons for this are offered. Varying approaches to developing effective leaders are considered and it is suggested that leading is complex as it requires both competencies and qualities in order for a person to be an effective leader. It is argued that behaviourally-based competencies only cater to a specific part of the equation when they relate to leadership development.

Robinson, V. M. J., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Education Quarterly*, 44(5), 635-674. Retrieved from <http://eqq.sagepub.com> at REGENT UNIVERSITY LIBRARY on April 6, 2009.

The purpose of this study was to examine the relative impact of different types of leadership on students' academic and nonacademic outcomes. The methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. Twelve of the studies contributed to this second analysis. The first meta-analysis indicated that the average effect of instructional leadership on student outcomes was three to four times that of transformational leadership. Inspection of the survey items used to measure school leadership revealed five sets of leadership practices or dimensions: establishing goals and expectations; resourcing strategically; planning, coordinating, and evaluating teaching and the curriculum; promoting and participating in teacher learning and development, and ensuring an orderly and supportive environment. The second meta-analysis revealed strong average effects for the leadership dimension involving promoting and participating in teacher learning and development and moderate effects for the dimensions concerned with goal setting and planning, coordinating, and evaluating teaching and the curriculum.

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Robinson, V. M. J. (2010). From instructional leadership to leadership capabilities: Empirical findings and methodological challenges. *Leadership and Policy in Schools, 9*(1), 1-26.

While there is considerable evidence about the impact of instructional leadership on student outcomes, there is far less known about the leadership capabilities that are required to confidently engage in the practices involved. This article uses the limited available evidence, combined with relevant theoretical analyses, to propose a tentative model of the leadership capabilities required to engage in effective instructional leadership. Research is suggestive of the importance of three interrelated capabilities: (a) using deep leadership content knowledge to (b) solve complex school-based problems, while (c) building relational trust with staff, parents, and students. It is argued that there is considerable interdependence between these three capabilities, and fine-grained specification of each is less important than developing leadership frameworks, standards, and curricula that develop their skillful integration.

Robinson, V. (2011). *Student-centered leadership*. San Francisco, CA: Jossey-Bass.

The author offers a timely and thoughtful resource for school leaders who want to turn their ideals into action. Written by educational leadership expert Viviane Robinson, a professor in the Faculty of Education at the University of Auckland in New Zealand and academic director of its Centre for Educational Leadership, the book shows leaders how they can make a bigger difference to the quality of teaching and learning in their school and ultimately improve their students' performance. The book is based on the best available evidence about the impact of different types of leadership on student outcomes and includes examples of five types of leadership practice as well as rich accounts of the knowledge and skills that leaders need to employ with confidence.

Rossi, G. A. (2007). *The classroom walkthrough: The perceptions of elementary school principals on its impact on student achievement*. Unpublished doctoral dissertation, University of Pittsburg.

The purpose of this qualitative study was to focus on elementary school principals using the walkthrough model and to evaluate how the walkthrough model improves student learning. The goal was to identify the key indicators of success from elementary principals that used the Walkthrough Observation Tool from the Principals Academy of Western Pennsylvania. The research questions investigated elementary school principals' perceptions of the impact of the classroom walkthrough model. Participants were selected because of their involvement and experiences with the walkthrough model developed by Joseph Werlinich and Otto Graf, Co-directors of the Principals Academy of Western Pennsylvania. Methods of data collection were face-to-face semi-structured interviews. The interviews were transcribed verbatim and content analysis was

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used to identify consensus, supported, and individual themes. Key findings of this study indicate that the classroom walkthrough did affect instructional practices and student achievement from the perspective of the elementary school principals. The study showed that teachers are sharing and more aware of best practices, principals are more aware of what is occurring in the classrooms, principals have meaningful data to share with teachers, and principals are better-informed instructional leaders.

Rumley, M. A. (2010). *Listening to the voices of beginning teachers: Providing meaningful administrative support is a moral act and results in increasing retention among beginning educators*. Unpublished doctoral dissertation, University of North Carolina at Greensboro.

The purpose of this qualitative study was to understand and "make sense" of how beginning teachers experience and define lack of principal/administrative support during their beginning years of teaching. Utilizing grounded theory as a conceptual framework, I sought to deconstruct the stories and lived experiences of nine beginning teachers across eight school districts in North Carolina and to generate substantive theory regarding the phenomena associated with principal support. Educational research around this topic has largely reported numbers and corresponding percentages related to novice teacher attrition, but little qualitative work with teachers themselves has been undertaken to deconstruct and fully understand what they classify as principal support or the lack thereof during initial employment years. Various data, reports and resulting trends, as documented by the National Commission on Teaching and America's Future (NCTAF), continue to confirm that many beginning teachers either transfer to other schools/districts to find supportive environments, or they leave the profession entirely as a result of perceiving that adequate administrative support was not provided. This study used multiple interviews and focus group sessions to capture the lived experiences of six participants who have remained in teaching but who transferred to settings where they reported having received support; it also includes stories and experiences from three teachers who left after one, two, or three years of experience for the reported reason of "lack of principal/administrative support." This work found that matters related to presence, communication, trust, and integrity are at the heart of principal support and that novice teachers make assessments about principal support with regard to specific leadership traits and characteristics that principals embody and display within these four categories. Both the quantity and quality of interactions, experienced over time between novice teachers and their principals, form the very basis upon which beginning teachers determine and report whether or not they have experienced principal/administrative support. Similarly, these teachers' reasons for remaining in their schools, leaving their work settings, or resigning from the teaching profession emanate directly from their experiences related to principal support as defined herein. While the findings from this study cannot be generalized across larger populations of beginning teachers, they do suggest

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that much more qualitative work needs to be undertaken with novice teachers. Doing so would allow the profession to understand even more about the importance of principals' presence, manner and frequency of communication, trust-building, and matters related to both fostering and maintaining integrity.

Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing on grade-level teams on improving classroom learning: A prospective, quasi-experimental study of title I schools. *American Educational Research Journal*, 46(4), 1006-1033.

The authors conducted a quasi-experimental investigation of effects on achievement by grade-level teams focused on improving learning. For 2 years (Phase 1), principals-only training was provided. During the final 3 years (Phase 2), school-based training was provided for principals and teacher leaders on stabilizing team settings and using explicit protocols for grade-level meetings. Phase 1 produced no differences in achievement between experimental and comparable schools. During Phase 2, experimental group scores improved at a faster rate than at comparable schools and exhibited greater achievement growth over 3 years on state-mandated tests and an achievement index. Stable school-based settings, distributed leadership, and explicit protocols are key to effective teacher teams. The long-term sustainability of teacher teams depends on coherent and aligned district policies and practices. (Contains 6 tables and 2 figures.)

Schulte, D. P., Slate, J. R., & Onwuegbuzie, A. J. (2010). Characteristics of effective school principals: A mixed-research study. *Alberta Journal of Educational Research*, 56(2), 172-195.

In this multi-stage mixed analysis study, the views of 615 college students enrolled at two Hispanic-serving institutions in the Southwest were obtained concerning characteristics of effective school principals. Through the method of constant comparison (qualitative phase), 29 dominant themes were determined to be present in respondent-identified characteristics of effective school principals: Leader, Communication, Caring, Understanding, Knowledgeable, Fair, Works Well With Others, Listening, Service, Organized, Disciplinarian, Good Attitude, Patience, Respectful, Helping, Open-Mindedness, Motivating, Professional, Flexible, Being Visible, Honest, Good Role Model, Responsible, Builds Relationships, Involving, Consistent, Friendly, Focus on Schools, and Experience in the Classroom. An exploratory factor analysis revealed that these 29 themes represented five meta-themes. Then these themes (quantitative phase) were converted into numbers (i.e., quantitized) into an interrespondent matrix that consisted of a series of 1s and 0s and were analyzed to determine whether participants' themes differed as a function of sex, ethnicity, college status, and first-generation/non-first-generation status. Statistically significant differences were present between undergraduate and graduate students,

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between males and females, between Hispanics and Whites, and between first-generation and non-first-generation college students. Implications are discussed.

Seashore, K. R. (2009). Leadership and change in schools: Personal reflections over the last 30 years. *Journal of Educational Change*, 10(2-3), 129-140.

The two fields of leadership studies and school change have increasingly converged over the last 30 years. This paper reviews the origins of the intersection, and the development of research themes in three areas: The role of leaders in shaping and using organizational culture, the agency of teachers in the change process, and the importance of leadership in knowledge use. The conclusion suggests some arenas for further research, and areas of policy application.

Schrum, L., Galizio, L. M., & Ledesma, P. (2011). Educational leadership and technology integration: An investigation into preparation, experiences, and roles. *Journal of School Leadership*, 21(2), 241-261.

This research, looking through the lens of Fullan (1991) regarding the complexity of implementing school wide change, sought to explore preparation and requirements of new administrators with respect to the integration of technology by first gathering data regarding licensure and course requirements from state departments of education and educational institutions. Overall, most states and institutions do not require any formal preparation in understanding or implementing technology for instructional purposes, and likely their graduates are not prepared to implement technology systemically in their school. Given that these data were remarkably uniform and next researchers sought to gather experiences, training, and perspectives of technology-savvy administrators as to how they learned what they know and how they lead their schools in the 21st century. We learned that administrators do learn on their own, have a dedication to these changes, and promote their staff members' implementation through professional development, by modeling its use, and purposefully setting goals for their school.

Silins, H., & Mulford, W. (2002). Schools as learning organizations: The case for system, teacher and student learning. *Journal of Educational Administration*, 40, 425-446.

An Australian government-funded four-year research project involving 96 secondary schools, over 5,000 students and 3,700 teachers and their principals has provided a rich source of information on schools conceptualized as learning organizations. The LOLSO project focused on three aspects of high school functioning: leadership, organizational learning and the impact of both on student outcomes. This research has established a relationship between the system factors of leadership and organizational learning and student outcomes as

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measured by student levels of participation in and engagement with school. This paper summarizes this research and reports on a study that empirically tests the relationship between students' participation in and engagement with school and student achievement using model building and path analysis. The importance of learning at the system, teacher and student level is discussed in the context of school restructuring.

Silins, H. C., Mulford, R. M., & Zarins, S. (2002). Organizational learning and school change. *Educational Administration Quarterly*, 38(5), 613-642.

This article examines the nature of organizational learning and the leadership practices and processes that foster organizational learning in Australian high schools. A path model is used to test the relationships between school-level factors and school outcome measures in terms of students' participation in and engagement with school. The importance of re-conceptualizing schools as learning organizations to promote successful school change is discussed.

Spillane, J. P. (2009). Managing to lead: Reframing school leadership and management. *Phi Delta Kappan*, 91(3), 70-73.

By concentrating on the formal school organization, researchers can miss the informal relationships that are fundamental to leadership. Distributed Leadership Studies (DLS) provides a framework for examining school leadership and management that considers the interactions of leaders, followers, and aspects of the context. The framework involves two core aspects: principal plus and practice. The principal plus aspect acknowledges that multiple individuals are involved in leading and managing schools. The practice aspect prioritizes the "practice" of leading and managing and frames this practice as emerging from "interactions" among school leaders and followers, mediated by the situation in which the work occurs.

Steiner, L., & Hassel, E. A. (2011). *Using competencies to improve school turnaround principal success*. Charlottesville, VA: University of Virginia's Darden/Curry Partnership for Leaders in Education. Retrieved from [http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden\\_Curry\\_PLE/VA\\_School\\_Turnaround/School\\_Principal\\_Turnaround\\_Competencies.pdf](http://www.darden.virginia.edu/web/uploadedFiles/Darden/Darden_Curry_PLE/VA_School_Turnaround/School_Principal_Turnaround_Competencies.pdf).

This paper, produced for the University of Virginia's School Turnaround Specialist Program, describes how using competencies that predict performance can improve turnaround principal selection, evaluation, and development. Although the term "competency" often describes any work-related skill, in this context competencies are the underlying motives and habits—patterns of thinking, feeling, acting, and speaking—that cause a person to be successful in a specific job or role. The primary critical competencies for school turnaround leaders are "achievement" and "impact and influence." Achievement is having the

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drive and taking actions to set challenging goals and reach a high standard of performance despite barriers. Impact and influence is acting with the purpose of affecting the perceptions, thinking, and actions of others. This report provides guidance for organizations on how to use competencies to select, evaluate, and develop effective school turnaround leaders.

Sun, M., & Youngs, P. (2009). How does district principal evaluation affect learning-centered principal leadership? evidence from Michigan school districts. *Leadership and Policy in Schools, 8*(4), 411-445.

This study used Hierarchical Multivariate Linear models to investigate relationships between principals' behaviors and district principal evaluation purpose, focus, and assessed leadership activities in 13 school districts in Michigan. The study found that principals were more likely to engage in learning-centered leadership behaviors when the purposes of evaluation included principal professional development, school restructuring, and accountability; when the focus of evaluation was related to instructional leadership; and when evaluation addressed leadership in school goal setting, curriculum design, teacher professional development and evaluation, and monitoring student learning. The findings from this study have implications for improving district evaluation policies and practices.

Thoonen, E. E. J., Slegers, P. J. C., Oort, F. J., Peetsma, T. T. D., & Geijsel, F. P. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly, 47*(3), 496-536.

Although it is expected that building schoolwide capacity for teacher learning will improve teaching practices, there is little systematic evidence to support this claim. This study aimed to examine the relative impact of transformational leadership practices, school organizational conditions, teacher motivational factors, and teacher learning on teaching practices. Data were collected from a survey of 502 teachers from 32 elementary schools in the Netherlands. A structural model was tested on the within-school covariance matrix and a chi-square test taking into account nonindependence of observations. Results suggest that teachers' engagement in professional learning activities, in particular experimenting and reflection is a powerful predictor for teaching practices. Teachers' sense of self-efficacy appeared to be the most important motivational factor for explaining teacher learning and teaching practices. Motivational factors also mediate the effects of school organizational conditions and leadership practices on teacher learning and teaching practices. Finally, transformational leadership practices stimulate teachers' professional learning and motivation and improve school organizational conditions. The authors conclude that for school leaders, to foster teacher learning and improve teaching practices a combination

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of transformational leadership behaviors is required. Further research is needed to examine the relative effects of transformational leadership dimensions on school organizational conditions, teacher motivation, and professional learning in schools. Finally, conditions for school improvement were examined at one point in time. Longitudinal studies to school improvement are required to model changes in schools' capacities and growth and their subsequent effects on teaching practices.

Torrance, D. (2009). Distributed leadership in Scottish schools: Perspectives from participants recently completing the revised Scottish qualification for headship programme. *Management in Education, 23*(2), 63-70.

The Scottish Qualification for Headship (SQH) was established in 1998 and is organised and delivered by two (previously three) consortia comprising a partnership model with universities and local authorities. SQH participants are encouraged to adopt a distributed style of leadership in taking forward their School Improvement Project. Currently, SQH participants are exposed to some of the "big ideas" within the distributed leadership literature but there is an expectation that participants ground theory in their own practice and in the contextual practice of their schools. This article describes research that explores the experiences of the first cohort of participants graduating from the revised SQH programme at the University of Edinburgh. Findings of this study imply that SQH participants encounter a range of tensions in trying to take forward a "distributed leadership perspective" in leading school improvement initiatives.

Wahlstrom, K. L., & Louis, K. S. (2008). How teachers experience principal leadership: The roles of professional community, trust, efficacy, and shared responsibility. *Educational Administration Quarterly, 44*(4), 458-495.

The leadership of the principal is known to be a key factor in supporting student achievement, but how that leadership is experienced and instructionally enacted by teachers is much less clear. The purpose of this study was to examine various factors that are often present in principal-teacher interactions and teacher-teacher relationships to see how those may have an impact on teachers' classroom instructional practices. Data for this quantitative study is from a teacher survey developed for the National Research-Project, Learning from Leadership, funded by the Wallace Foundation. There are 4,165 completed surveys in the database, which reflects responses from teachers in grades K-12 in a sample of schools across the United States. Using a conceptual framework based on various known components of effective schools today, a stepwise linear regression examined the relationships among practices such as shared leadership and professional community with contextual variables such as trust and efficacy. Three types of instructional behaviors--Standard Contemporary Practice, Focused Instruction, and Flexible Grouping Practices--emerged as strong factors, which operationally described effective teacher practice. The



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presence of shared leadership and professional community explain much of the strength among the three instructional variables. Furthermore, the effect of teachers' trust in the principal becomes less important when shared leadership and professional community are present. Self-efficacy strongly predicts Focused Instruction, but it has less predictive value for the other measures of instructional behavior. Individual teacher characteristics of gender and years of experience have clear impact on instructional practice, but there are no discernible patterns that suggest that the level of the principal (elementary vs. secondary) have more or less influence on teacher instructional behaviors. The authors conclude that increasing our knowledge about what leaders do and how they have an impact on the instructional behaviors of teachers will lead us to a better understanding of how leadership has a direct relationship to improved student achievement. These findings create a clearer picture of teacher-principal and teacher-teacher interactions that support learning and bring us closer to the elusive goal of clarifying the link between leadership and learning.

Wahlstrom, K. L., Louis, K. S., Leithwood, K., & Anderson, S. A. (2010). *Investigating the Links to Improved student learning: Executive summary of research findings*. St. Paul, MN: University of Minnesota. Retrieved from [http://www.cehd.umn.edu/carei/Leadership/Learning-from-Leadership\\_Executive-Summary\\_July-2010.pdf](http://www.cehd.umn.edu/carei/Leadership/Learning-from-Leadership_Executive-Summary_July-2010.pdf).

The executive summary of research findings from a study designed to identify and describe successful educational leadership and to explain how such leadership at the school, district, and state levels can foster changes in professional practice that yield improvements in student learning. The report, commissioned by The Wallace Foundation and issued by the University of Minnesota Center for Applied Research and Educational Improvement and the University of Toronto Ontario Institute for Studies in Education, draws on research conducted over a 5-year period.

Waters, T., Marzano, R. J., & McNulty, B. (2003). *Balanced leadership: What 30 years of research tells us about the effect of leadership on pupil achievement. A working paper*. Denver, CO: Mid-continent Research for Education and Learning (McREL).

Research report detailing the outcomes of a meta-analysis of research on the effects of principal leadership practices on student achievement. The authors conclude that: a) Leadership matters. A significant, positive correlation exists

## 2011 Florida Principal Leadership Standards Cross-referenced to Contemporary Research and Key Leadership Writing

between effective school leadership and student achievement, b) Effective leadership can be empirically defined. Contrary to misperceptions that leadership is more art than science, the authors have identified 21 key leadership responsibilities that are significantly correlated with higher student achievement, and c) Effective leaders not only know what to do, but when, how, and why to do it. This is the essence of balanced leadership — knowing not only which school changes are most likely to improve student achievement, but also understanding staff and community members' dispositions to change and tailoring leadership practices accordingly.

Wayman, J. C., Midgley, S., & Stringfield, S. (2006). Leadership for data-based decision-making: Collaborative educator teams. Paper presented at the annual meeting of the American Educational Research Association in San Francisco.

The use of student data to inform school improvement is increasing in popularity and importance, but is unfamiliar territory to most educators. The formation of collaborative data teams offers a positive environment for faculties to learn together and build an initiative they can call their own. Principals and other school administrators serve an essential role in leading, guiding, and organizing the work of collaborative data teams. In this paper, the authors discuss four contexts that are important for school leaders in the establishment of collaborative data teams: (1) "Calibration," (2) Focus on student data, (3) Engagement of educators, and (4) Technology to support data use. Four districts partnering in school reform with the Stupski Foundation served as a backdrop for this discussion, lending practical illustrations for the discussion. The discussion set forth in this paper highlights the potential that lies in collaboration around student data for school improvement, but has also highlighted the fact that educator collaboration and student data investigation are difficult endeavors to perform efficiently.