

# SREB University Leadership Network Framework

## Wallace Readers Digest LEADERS Count Objectives

1. Attract and place a broader pool of able candidates into the principalship and superintendency.
2. Strengthen the abilities of principals and superintendents to improve student learning.
3. Create conditions that facilitate and support leadership for successful schools.

<b>Conditions for Leadership Program Redesign University Leadership Network</b>	<b>Critical Success Factors for School Leaders</b>	<b>Research-Based Practices for School Improvement</b>	<b>School Impacts on Curriculum, Instruction and Student Achievement</b>
<ul style="list-style-type: none"> <li>• Create an advisory board made up of faculty, business leaders, exemplary principals, state education department representatives and other school leaders with diverse backgrounds who represent a wide range of schools and school systems who meet regularly to assist in designing the program</li> <li>• Plan learning experiences in which leadership candidates apply research-based knowledge to:               <ul style="list-style-type: none"> <li>- solve field-based problems</li> <li>- concentrate in learning about core functions of the school, including instruction and student learning</li> <li>- engage in internship experiences that are well planned, integrated throughout the preparation program, and allow aspiring leaders to receive mentoring from and practice skills with master leaders</li> </ul> </li> <li>• Create a preparation program that can be customized for individuals on the basis of their experience in providing leadership while serving in other positions</li> <li>• Staff with faculty, practicing educators and others with broad research-based knowledge and redesign university leadership preparation to provide emphasis on school-based learning</li> <li>• Contribute staff time and expertise to design, develop and field test a set of leadership training modules that addresses problems leaders must solve in school, and develop a team structure among leadership faculty to facilitate their working together to teach modules that are, at least in part, school based</li> <li>• Support faculty with time to conduct school-based research and to participate in an ongoing evaluation process to determine if program adjustments are preparing leaders who demonstrate the ability to increase student learning and produce high-achieving schools</li> <li>• Realign the faculty advancement and reward system to include acceptance of school-based work as part of tenure and promotion requirements</li> <li>• Support school districts in identifying potential leaders with demonstrated leadership ability, knowledge of curriculum and instruction and a proven record of high performance</li> <li>• Adjust budgets to allocate additional time, resources and staffing to coordinate, develop and implement a new curriculum for school leader preparation</li> <li>• Solicit waivers from state agencies as needed to address certification issues</li> </ul>	<p><b>Owning the Vision</b></p> <ul style="list-style-type: none"> <li>• High Expectations for All</li> <li>• A Shared Vision and Purpose</li> <li>• Strategic and Systems Thinking</li> </ul> <p><b>Using Data to Drive Change</b></p> <ul style="list-style-type: none"> <li>• Data to Determine Needs</li> <li>• Data to Monitor and Improve</li> </ul> <p><b>Organizing to Improve Student Learning</b></p> <ul style="list-style-type: none"> <li>• Knowledge of and Focus on Teaching &amp; Learning</li> <li>• Increasing Learning Time</li> <li>• Providing &amp; Participating in Focused &amp; Sustained Professional Development</li> <li>• Building &amp; Leading Teams</li> <li>• Using Technology for Learning</li> <li>• Communicating with Educational Community</li> </ul> <p><b>Maximizing Leadership Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Personal Values</li> <li>• Understanding Self &amp; Others</li> <li>• Leading Problem Solving</li> <li>• Modeling &amp; Encouraging Creativity</li> <li>• Communicating Effectively</li> </ul> <p><b>Demonstrating a Passion for Student Learning</b></p> <p><b>Building a Personalized Learning Environment</b></p>	<ul style="list-style-type: none"> <li>• <b>Raising the bar-</b> elevating expectations, increasing academic rigor and eliminating low-level tracking;</li> <li>• <b>Increasing student engagement and motivation-</b> adopting authentic pedagogy and providing additional support services;</li> <li>• <b>Providing focused, sustained professional development-</b> clarifying mission and developing teachers, teachers as trainers, and mentor teachers;</li> <li>• <b>Organizational and management practices-</b> effectively managing the school site and creating schedules;</li> <li>• <b>Building linkages-</b> forming relationships with parents, employers and the community; and</li> <li>• <b>Monitoring and accelerating improvement-</b> implementing policies for assessment and accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Mission and purpose</li> <li>• Expectation climate and extra help</li> <li>• Rigorous academic and career/technical content</li> <li>• Engaging students in challenging learning experiences</li> <li>• Guidance and support of students</li> <li>• Middle school to high school transition</li> <li>• Leadership for continuous improvement</li> <li>• Support for quality professional development</li> </ul>