

September 2006

PERSPECTIVE

LEADERSHIP FOR LEARNING:

MAKING THE CONNECTIONS AMONG STATE,
DISTRICT AND SCHOOL POLICIES AND PRACTICES




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<https://doi.org/10.59656/EL-G0509.001>

LEADERSHIP FOR LEARNING: MAKING THE CONNECTIONS AMONG STATE, DISTRICT AND SCHOOL POLICIES AND PRACTICES

Since 2000, The Wallace Foundation has supported a range of efforts aimed at significantly improving student learning by strengthening the standards, the training and the performance of education leaders along with the conditions and incentives that affect their success – long a neglected area of school reform. Drawing on lessons learned from this work with more than two dozen states and scores of districts¹, the following paper discusses the potential as well as the challenges of a working hypothesis which we call a “cohesive leadership system.” This concept, we believe, holds considerable potential for helping speed and make more permanent the advances being made in developing leadership that benefits the learning of all students, using a more systemwide, coordinated approach to state-, district- and school-level policies and practices.

I. THE CHANGING ROLES AND REALITIES OF SCHOOL LEADERSHIP

In most walks of life, from corporations and the military to symphony orchestras and athletic teams, the need to have highly-qualified, well-prepared leaders to clarify goals and ensure that everyone in the organization has the support and the authority to do their part to reach those goals, is so obvious, so ingrained, that it hardly rates a mention. High-quality leadership in education is no less essential.

A growing body of evidence has highlighted this basic fact: behind excellent teaching and excellent schools is excellent leadership – the kind that ensures that effective teaching practices don’t remain isolated and unshared in single classrooms, and ineffective ones don’t go unnoticed and unremedied. Indeed, with our national commitment to make every single child a successful learner, the importance of having such a high-quality leader in every school is greater than ever.

The range of demands on school leaders is astonishing. Spend a day in any of the nation’s 93,000 school principals’ offices and you’re almost sure to

witness an unending stream of questions and dilemmas requiring the sure hand of a trusted, knowledgeable, decisive and confident leader. A parent demands a transfer to another class for her child because she is being bullied. A disgruntled teacher quits. Another wants to schedule an assembly featuring a guest speaker on a controversial subject. New math books ordered months ago still haven’t arrived. There’s an outbreak of head lice. A federal report on the number of children on subsidized lunches must be filled out and submitted in time or thousands of dollars in aid to your school could be jeopardized.

Along with such daily concerns, principals are under unprecedented pressure to prioritize the improvement of teaching and learning. The federal *No Child Left Behind* law and state-level accountability rules have placed principals squarely on the front lines in the struggle to ensure that every child succeeds as a learner. The result, in more and more districts, is that if principals merely perform as competent managers, but not as engaged instructional leaders who can develop effective teams in their schools to drive sustained improvements in teaching and learning in every classroom, they do

so at the risk of their jobs. Providing a range of support to teachers, creating a supportive team culture in schools in which all adults share successes and challenges in a sympathetic but rigorous way, being vigilant to both good classroom practices and bad ones, and having the courage to challenge long-cherished practices when the facts show they are ineffective, are at the heart of what it means to be an “instructional leader,” not just a building manager.

The resulting changes in the routines of many principals show up vividly, for example, in the team-based “learning walks”² that a growing number of school leaders now use to observe classroom teaching, talk to kids themselves to see how they are responding to teaching, provide expert constructive feedback and help good teaching ideas spread beyond single classrooms. As one young principal in Louisville, KY, told us, establishing herself as the leader of learning in her school has meant new daily rituals: “Teachers know I’m going to come through with my clipboard and sit down for five minutes and walk the halls, and look at student engagement and look at what the teacher is doing, and look for the strategy focus and

the objective focus. I walk through every classroom every morning. So the teachers know, and the kids are even starting to know. And the teachers know they're going to get something in writing, something positive and then some questions.”

HOW LEADERSHIP COUNTS

Still, the question remains: can school leaders really make a big difference in improving teaching and learning? In their groundbreaking 2004 report, *How Leadership Influences Student Learning*, commissioned by The Wallace Foundation, researchers at the Universities of Minnesota and Toronto offer an emphatic “yes”: “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”³

“There are virtually no documented instances of troubled schools being turned around in the absence of in-

tervention by talented leaders,” the report continued. “While other factors within the school also contribute to such turnarounds, leadership is the catalyst.”⁴

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II. THE CORE ELEMENTS OF IMPROVED SCHOOL LEADERSHIP

PROGRESS, CHALLENGES AND LESSONS

Experiences to date in leadership improvement efforts suggest a further important wrinkle. To catalyze sustained, widespread gains in student achievement, the goal cannot stop at developing better school leaders, but better *leadership* systemwide. The long-term success of school leaders requires supportive, skilled leadership at *all* levels of public education – states and districts as well as schools – who are willing and able to adopt well-coordinated policies and practices that support the success of principals as leaders of learning. Our work to-date with state, district and school leaders and policymakers, as well as research that has shed new light on the nature of principals’ roles in improving learning, suggests that there are three core elements of policy that largely determine the quality of school leadership and the environment in which they will either succeed or fail:

“Before, you ran your school, you carried your budget, you hardly ever saw anyone. Now suddenly it’s different thinking, a different conversation. We are all learners. We are all to be involved in learning. It is not just about being an administrator, it’s about being instructional leaders.”

–A veteran New York City principal

- **Standards** that spell out clear expectations about what leaders need to know and do to improve instruction and learning and that form the basis for holding them accountable for results;
- **Training** that helps ensure that school leaders have the skills and capacities to meet the standards and are well prepared for the realities and demands of their jobs in particular schools and districts;
- **Conditions and incentives** that heavily affect the long-term success or failure of leaders including: the presence or absence of necessary data to inform decisions; the authority leaders either have, or lack, to direct needed resources (people, time and money) to meet all students' needs; and whether or not state and local policies affecting the recruitment, hiring, placement and evaluation of school leaders support the meeting of standards and student learning goals.

Many states and districts are making significant progress in adopting policies and practices that address one or more of these three core elements needed to improve leadership. Among the recent accomplishments:

Enacting leadership standards

- More than 40 states have adopted the Interstate School Leaders Licensing Consortium (ISLLC) standards, developed in 1996, or have used them as the basis for their own leadership standards.⁷
- The Council of Chief State School Officers will be leading a revision of the ISLLC standards over the next two years to ensure that they better reflect the instructional roles and responsibilities of today's principals.



During one of his daily rounds, Phillip Poore, principal of Cochran Elementary in Louisville, KY helps a student with a class assignment.

Improving training

- Iowa instituted a rigorous new review process two years ago for university- and non-university-based principal training programs, with accreditation approval based on whether or not programs were aligned with Iowa's Standards for School Leaders. As a result of this tougher process, only five of nine programs were approved.

Strengthening conditions and incentives

- A key condition for effective leadership is having the necessary information to diagnose strengths and weaknesses in learning and move resources to better address them. Kentucky is spending \$5.8 million to create a student-data system from kindergarten through university – a comprehensive tool

Behind excellent teaching and excellent schools is excellent leadership.

- New York City created a highly-innovative leadership academy aimed at preparing principals to be effective leaders of change in many of its most challenging schools. St. Louis has adopted a similar model.
- Nearly half the states have begun requiring mentoring for new principals, a departure from traditional “sink or swim” leadership induction attitudes.

that school leaders need to support and inform their work. Ohio and New Mexico are also developing data systems that will enable education leaders to pinpoint areas of need and reallocate resources.

- Lack of time on instructional matters is a key impediment facing many principals. The Jefferson County School District in Louisville, KY, has developed and pi-



Cindy Adkins, (right) principal of Blue Lick Elementary in Louisville, KY, meets with a teacher.



Principal Cheryl Rigsby supervises a class at Fern Creek Elementary in Louisville, KY.

lot-tested a new position, called “school administrative managers” (SAMs), whose job is to take over many of the principal’s administrative functions and free them to concentrate more time on improving instruction. Early promising results are prompting other districts in Kentucky, Delaware and Georgia to test it as well.

- Texas has set aside \$3.6 million to improve leader preparation and institute an incentive pay system to reward effective leadership.

Such examples, among many we could cite, of the growing attention to, and progress on, the *individual* elements needed for better leadership are genuine accomplishments. Nonetheless, what has proven far slower and more difficult in most places is a truly coordinated approach to improving school leadership – one that takes into account how state, district and school policies and practices can better interrelate so that improvements are more likely to succeed and be sustained.

These essential challenges, then, remain to be confronted:

- Are too many states and districts still making the losing bet that they

can continually attract enough “superheroes” who can “beat the system” – before the system inevitably beats them?

- Is there more that states and districts could be doing together to develop more purposeful, *well-coordinated* policies and practices to support leaders so that many more of them are in a strong position to meet the nation’s high-minded new expectations that all children be successful learners?

Put even more bluntly: does talk of holding leaders more accountable for student learning ring hollow so long as states and districts fall short in adopting supportive, well-aligned policies to improve leadership training, or in providing the conditions, the authority and the incentives that *any* leader – whether in business, the military, a ball club or a public school – needs to succeed?

One of the more telling answers to that question may lie in a single, sobering finding from Public Agenda’s national survey of education leaders: 54 percent of superintendents and 48 percent of principals believe they need to “work their way around the sys-

tem” to get things done. Fewer than one-third believe “the system” is on their side.⁸

THE STATUS QUO: A DISCONNECTED SYSTEM OF EDUCATION LEADERSHIP

What does this disconnected and often unsupportive system of school leadership look like? And what are some of the consequences both for leaders and for learning?

- It means that while many states have adopted ISLLC or similar standards, “successful leadership” remains poorly understood and defined and is not yet well-enough connected to the paramount goal of promoting learning. Instead, standards frequently focus on the knowledge and skills a leader needs, but much less on the behaviors that are likely to promote better teaching and learning in schools. And while many states have adopted standards, progress has lagged in bringing them to meaningful life by linking them concretely to the accreditation of university-based leadership training programs, continuing professional development, district hiring practices, or the evaluation of the performance of principals.

- It means that university-based leadership training, for the most part, remains inadequately connected either to state or local standards and unresponsive to the day-to-day realities and learning goals principals encounter when they get their first jobs. And for practicing principals, it means professional development opportunities are often not well connected to school or district learning goals. A newly-published report by the Southern Regional Education Board cites “a lack of urgency for refocusing the design, content, process and outcomes of principal preparation programs based on the needs of schools and student achievement and little will happen until there are committed leaders of change at every level – state, university and local school district.”⁹

- It means that leaders frequently lack the incentives, the conditions or the authority to be successful – a problem that worsens in schools and districts that most desperately need high-quality leadership. Citing a body of evidence, a recent Wallace Foundation Policy Brief, *Beyond the Pipeline: Getting the Principals We Need, Where They Are Needed Most*, found that “the districts with the fewest applicants were those with the most challenging working conditions, higher concentrations of poor and minority students, and lower salaries for principals.”¹⁰

Lack of coherence in leadership policies and practices – both *within* and *between* the different levels of public education – isn’t just a missed opportunity. It can actually undermine school leaders’ ability to drive learning improvements. For example: even as states are adopting new standards that require leaders to take a stronger hand in improving teaching, new

research reveals that the hiring practices and human resources staff in many districts are “at best, bystanders in the efforts to improve public education, and at worst, immovable barriers.”¹¹ This is because district leaders rarely give the important role of human resources policies and practices in helping or impeding learning goals sufficient thought, according to the research.

To summarize:

The most common results of a fragmented, disconnected system of school leadership are: state, district and school policies and practices that are out of synch and even at odds; a perennial search for superhero leaders who are, by definition, in short

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

supply, especially in schools and districts that need them most; leaders who must continually try to beat an unsupportive system and rarely succeed or last; and a climate where effective practices are rarely documented or shared, where progress is limited to single teachers, classrooms or schools, and where successes are not institutionalized so they survive after the superhero leaves.

PUTTING THE PIECES TOGETHER: TWO KEY LESSONS

From our work over the last six years with two dozen states and scores of districts within them to help develop effective ideas, policies and practices aimed at improving leadership, two key lessons have emerged that could point to a new, more comprehensive

pathway for accelerating and sustaining progress toward the goal of leadership for learning.

- **First, better training is necessary in order to have the leaders all schools need to significantly improve learning – but it is not enough.**

Even the best-trained principals will not succeed for long if they must contend with entrenched state and district policies and practices that impede their ability to succeed. To be successful, school leaders need to have, and be able to use, appropriate data to enable them to diagnose problems, arrive at solutions, and make the case to overcome resistance

to change. They need sufficient authority to reallocate people, time and money to meet the learning needs of all students. School boards need to provide school and district leaders with the necessary clarity of authority. And the training, conditions and incentives of leaders must be anchored in clear standards of what leaders need to do in order to drive improved learning.

- **Second, states and districts each play essential roles in developing and supporting school leadership. But acting alone or out of synch, their impact will fall short of their potential to bring about permanent changes in leadership that can help all schools and students succeed.**

As already described, many states and districts have made genuine progress in putting in place particular elements necessary to improving leadership. But relatively few have fully considered their policies and practices affecting the standards, training, conditions and incentives of leadership in totality. This is neither surprising nor discouraging. Close collaboration and coordina-

and aligned to the goal of improving the learning of all students.

We believe that meeting the challenge of developing a more cohesive system is essential if the potential benefits of better school leadership are to be realized and sustained. State laws can trigger changes that affect all districts – and as already indicated, in many states, standards for leaders have now been established, education requirements modified, mentoring for new principals provided, evaluation of principals focused more on instruction, and assessment and accountability systems changed to increase the incentives for lifting student achievement. But it is up to each district to turn policies into actual practices through board action, labor contracts and hiring practices, principal evaluations, ensure that its training and professional development opportunities are relevant to school needs and in synch with state standards, and ensure that schools and children with the greatest needs get the principals and teachers who can best address them.

A more systemic approach to enhancing leadership, while complicated and challenging, could offer a pathway for moving the collective thinking among state and district policymakers away from isolated or uncoordinated efforts on single elements of leadership improvement.

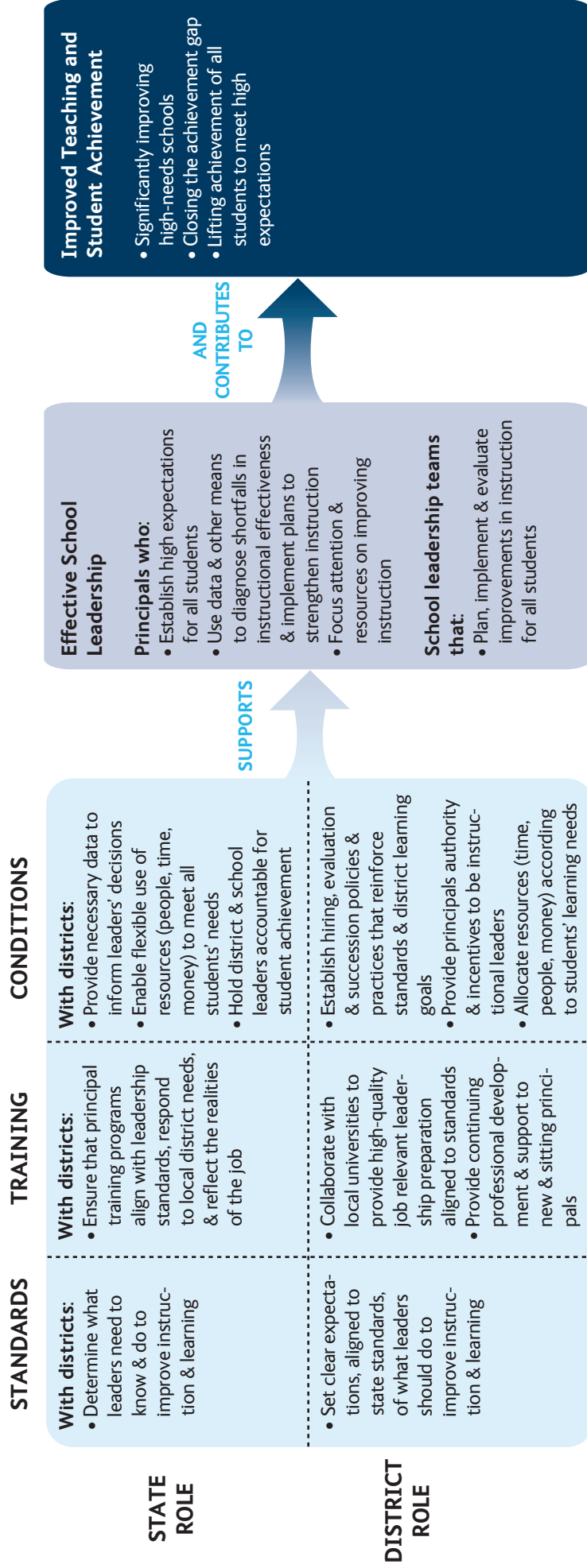
tion between states and districts has not been the historic norm. It is complex, time-consuming and challenging to create and maintain. And it takes the sustained backing of top government and education leaders with the authority to make change happen.

These two lessons point to a need for states and districts to “put the pieces together” by working toward a more “cohesive leadership system.” In such a system, the three key areas of policy and practice affecting the success of leaders – the standards that define quality leadership and provide a basis for holding leaders accountable; the training that prepares leaders for their role as catalysts of learning; and the range of conditions and incentives that help or hinder those leaders – are well-coordinated

Absent such cohesion in policies and practices – both within and between the different levels of public education – victories won by leaders in improving teaching and learning are likely to be smaller, more isolated and short-lived than they could be.

The following chart depicts our working hypothesis of a cohesive leadership system. Specifically, it identifies key policies at the state and district levels that determine who leads, what they are expected to do, how they are trained and the conditions in which they work. The degree to which these policies are or are not well-aligned, in turn, ultimately influences the success of schools, their leaders and leadership teams, in improving student learning.

Linking Leadership to Learning: A More Coordinated Approach



Note: This chart depicts the hypothesis that a more coordinated approach to the state and district policies and practices that help determine the standards, training and conditions of school leadership will better support principals and their teams and ultimately contribute to improved instruction and student achievement.

As this chart suggests, a more systemic approach to enhancing leadership, while complicated and challenging, could offer a pathway for moving the collective thinking among state and district policymakers away from isolated or uncoordinated efforts on single elements of leadership improvement. The pillars of a cohesive system, if successfully implemented and sustained, would result in states and districts working more collaboratively so that:

- State and district leadership standards are well-aligned and based on a widely-accepted definition of what successful leadership is and how leaders actually need to behave in order to achieve it;
- Leadership training is closely tied to standards and highly-responsive to the job conditions, needs and learning goals of districts;
- Continuing professional development opportunities for leaders are linked to learning goals and there are many opportunities for principals to share challenges, successes and effective practices;
- Leadership is shared and distributed rather than resting with single leaders;
- Decision-making is fact-based, appropriate data related to learning goals are gathered by states and districts, and leaders are well-trained in their use;
- Leaders have the necessary authority to allocate the people, time and money to meet student learning needs; and
- Incentives are geared to focus leaders' performance on successful practice and encourage high-quality principals to work in districts and schools that most need them.

To summarize, a cohesive leadership system could result in many more districts developing a sufficient pipeline of well-prepared future leaders, rather than relying on a search for superheroes. It could mean better-coordinated state and district policies that provide the conditions and incentives for leaders to succeed, rather than the status quo in which leaders must try, usually in vain, to beat an unsupportive system. In a more cohesive system, successes in improving teaching and learning could more readily spread to entire schools, districts and states through careful documentation, rather than remaining hidden, isolated and unproven in single classrooms. And because they are fact-based and widely-shared, effective ideas about teaching and learning would be likelier to survive transitions in school or district leadership.

III. THE POTENTIAL PAYOFFS OF COHESION: STILL A LOT TO LEARN

It is important to emphasize that this vision of a more comprehensive approach to leadership improvement is in an early and highly formative stage. Indeed, it is largely hypothetical, existing only in fragments in a few states and districts that have made early attempts to make the critical policy connections. More experience, more evidence of results, and more collective thought are needed to understand the potential and the validity of a more systemic approach to leadership improvement.

Early efforts by some states and districts offer revealing glimmers of what a more cohesive approach could look like and what some of the eventual payoffs might be. For example:

- Virginia's "turnaround specialist" program was developed at the University of Virginia to prepare a cadre of principals able to lead the state's highest needs schools. But

the idea goes beyond better training. The state has developed new certification and is providing a \$15,000 incentive to these leaders. It is also insisting that districts that hire these specially-trained leaders agree to provide them the authority to make necessary changes in these challenging schools. Student test scores in the majority of these schools have increased under the new leadership.

- Taking advantage of its small size, Delaware is working hand-in-hand with its districts to link leader recruitment, placement, training, evaluation and retention efforts throughout the state. Starting in 2005-06, the state secured an agreement with the state teacher union to enable it to pilot a new system of principal and teacher evaluation in two districts based upon the state's leadership standards. Plans call for expanding the new system statewide in 2007-08. Additionally, the state is now providing school leaders with access to a new "data warehouse" containing information on every student. Delaware is also closely connecting its leadership improvement strategies to its long-term education reform effort, "Vision 2015."
- Building on recent progress in improving the training and the incentives of its principals statewide, especially in high-needs schools, Georgia has engaged with universities and districts throughout the state to promulgate new standards that all university training programs will be required to use to redesign their curricula by 2007. Requirements for becoming a principal will be made more rigorous, based on the new standards. In 2005, Georgia enacted two significant pieces of legislation, totaling \$5 million, to provide rewards and incentives for

successful principals to lead low-performing schools and to train teacher-leaders to assume more leadership responsibility in those schools.

- New York City Region One in the Bronx has developed a powerful continuum of training and professional development opportunities for its aspiring and sitting principals that tie closely to new state leadership standards enacted in 2004 that must now be met by anyone who applies for principal positions. The innovative leadership and mentoring programs developed by Region One and the New York City Leadership Academy are being adapted for use within the state. And under a new citywide initiative, more than 20 percent of Region One’s principals will lead “empowerment” schools next year, which provide them with more flexibility and authority to make change within their schools. Overall student achievement gains have significantly outpaced the rest of the City’s over the last several years as Region One has taken a range of steps to improve its leadership.

As encouraging as such early examples are, there is still a lot to learn about the validity and value of the cohesive system hypothesis – especially, whether and how it can help speed progress toward the kind of leadership schools need to bring about significant improvements in teaching and learning. Indeed, a key purpose of this paper is to prompt a dialogue in the education field to deepen our collective understanding of the nature, the promise and the challenges of a more cohesive leadership system. Among the questions that might help prompt such a discussion:

1. If the goal is effective leadership that improves student achieve-

ment in every school, what are the advantages and disadvantages of the cohesive leadership system approach? Is there an alternative approach that might achieve the same goal?

2. The cohesive leadership system posits three interrelated elements affecting the success of school leaders: standards, training and conditions. Does this omit any other major area(s) of influence on leadership?
3. Given the critical role of states in determining education policy

“A cohesive leadership system could result in many more districts developing a sufficient pipeline of well-prepared future leaders.”

in general, what are the areas of policy and practice where they could have maximum impact on lifting the performance of school leaders statewide? What are the practical limitations of state influence on school leadership?

4. Along with the possible advantages of developing more coordinated state and district policies affecting school leadership, are there any potential disadvantages or tradeoffs, and if so, what are they?
5. How might the development of a cohesive leadership system lend more stability to school leadership in districts and throughout states?
6. How can we deepen our understanding of what it would take to establish and sustain a cohesive

leadership system? Who needs to be involved at each level of the system and take the lead?

7. How can we best assess the impact over time of a cohesive leadership system on improving leadership performance and its impact on student achievement?

COHESION: A MEANS, NOT THE END

A final word: a more cohesive system of state, district and school-level policies and practices affecting school leadership is a means, not the ultimate goal. When The Wallace Foundation decided six

years ago to work with partner states, districts and researchers to test and share new ideas and practices to improve education leadership, it was out of a conviction that this work might unleash a powerful, largely underutilized force to help our nation’s schools realize an elusive objective: success for all children, especially those who have been continually left behind. We are convinced that a more cohesive system of leadership policies and practices has the potential to speed progress toward that goal, and we are committed to working with the field to deepen our collective understanding of such a system. In the end, however, it is the success of children as learners and eventual productive citizens that will determine whether developing a more cohesive system of school leadership is worth the considerable effort it will undoubtedly demand of all of us.

ENDNOTES

¹Since 2000 when Wallace launched its education leadership initiative, the Foundation has funded and worked closely with a select number of states and districts to help them develop more effective and supportive policies and practices to improve the training of leaders and create working conditions that allow them to succeed. The following 24 states have received funding: Arizona, Connecticut, Delaware, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Missouri, Montana, New Jersey, New Mexico, New York, Ohio, Oregon, Rhode Island, Texas, Vermont, Virginia and Wisconsin. The following districts have also received separate Wallace grants for this work: Hartford (CT) Public Schools; Atlanta Public Schools; Springfield (IL) School District 186; Fort Wayne (IN) Community Schools; Jefferson County (KY) Public Schools; Springfield (MA) Public Schools; St. Louis Public Schools; Trenton (NJ) Public Schools; New York City Region One; Eugene (OR) School District 4J; Providence (RI) School Department; and Fairfax County (VA) Public Schools.

²The “Learning Walks” technique was developed by the Institute for Learning at the University of Pittsburgh and consists of principal-led, highly-structured classroom visits aimed at observing teaching and learning and at promoting the professional development of all teachers in the building.

³Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson and Kyla Wahlstrom, *How Leadership Influences Student Learning*, (Executive Summary), University of Minnesota and University of Toronto, commissioned by The Wallace Foundation, 2004, 3 (downloadable at www.wallacefoundation.org.)

⁴Ibid.

⁵Steve Farkas, Jean Johnson, Ann Duffett et al., *Trying to Stay Ahead of the Game: Superintendents and Principals*

Talk About School Leadership, Public Agenda, commissioned by The Wallace Foundation, 2001, 7 (downloadable at www.wallacefoundation.org.)

⁶Leithwood et al., 6-7

⁷The six ISLLC standards, developed by a consortium of major organizations representing principals, superintendents, chief state school officers and higher education, calls on education leaders to be able to: develop a common vision of learning in the school community; advocate and sustain a climate conducive to student learning and staff professional growth; manage the school organization so that it is a safe and effective environment for learning; collaborate with families and key community members to mobilize resources and respond to diverse needs; act with integrity and fairness; and understand and respond to the larger political, social, economic and legal context. Of the more than 40 states that have adopted ISLLC or some version of it are 21 of the 22 states currently in the Wallace leadership initiative.

⁸Farkas et al., 10

⁹Betty Fry, Kathy O’Neill, Gene Bottoms, *Schools Can’t Wait: Accelerating the Redesign of University Principal Preparation Programs*, Southern Regional Education Board, commissioned by The Wallace Foundation, 2006, 6 (downloadable at www.wallacefoundation.org.)

¹⁰The Wallace Foundation, *Beyond the Pipeline: Getting the Principals We Need, Where They Are Needed Most*, 2003, 7 (downloadable at www.wallacefoundation.org.)

¹¹Christine Campbell, Michael DeArmond, Abigail Schumwinger, *From Bystander to Ally: Transforming the District Human Resources Department*, Center on Reinventing Public Education, University of Washington, commissioned by The Wallace Foundation, 2004, 3 (downloadable at www.wallacefoundation.org.)

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- Improve after-school learning opportunities
- Build appreciation and demand for the arts

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