

Linking Leadership to Student Learning: Introduction

Kenneth Leithwood
Kyla L. Wahlstrom

Leadership matters. At least the evidence of “local” leaders’ effects on student learning—particularly those in formal leadership roles such as principals—is quite compelling. And it matters for no other reason that a great many people want it to matter. When people view leadership as part of the solution, they allow it to influence them. “Followership” is, after all, a voluntary state of mind, and “leadership” is an attribution on the part of those in that state of mind who, however temporarily, allow themselves to be influenced.

What prompts people to assume the cloak of followership? In some circles, after all, being anything other than a leader seems almost unpatriotic. In other circles, just using the word *follower* in one’s writing about leadership produces quite predictable objections from those with egalitarian sentiments at the pristine extreme. And yet leadership and followership fundamentally depend on one another for any meaning at all.

The four articles in this special issue all have leadership in their titles, and we view them as studies of leadership. But we could, almost as easily, view them as studies of followership. Perhaps we should have, as they have at least as much to say about the states of followers as the practices of leaders. For example, the article by Wahlstrom and Louis speaks to the nature of teachers’ trust in leaders, and their sense of collective efficacy; this study helps us understand how these teachers’ internal states are influenced by leadership and, in turn, how such internal states influence the instructional practices of teachers. As another example, Leithwood and Jantzi’s article examines the causes and consequences of school principals’ sense of collective efficacy. In this study, school-level “leaders” are conceptualized at least partly as followers in relation to influence exercised by those in district leadership roles.

Linking Leadership To Student Learning By Kenneth Leithwood

**Rupak Gandhi, Wendy
Birhanzel, Zahabu Christine**



Linking Leadership To Student Learning By Kenneth Leithwood:

Linking Leadership to Student Learning Kenneth Leithwood, Karen Seashore-Louis, 2011-10-21 Linking Leadership to Student Learning Linking Leadership to Student Learning clearly shows how school leadership improves student achievement The book is based on an ambitious five year study on educational leadership that was sponsored by The Wallace Foundation The authors studied 43 districts across 9 states and 180 elementary middle and secondary schools In this book Kenneth Leithwood Karen Seashore Louis and their colleagues report on what they found They examined leadership at each organizational level in the school system classroom school district community and state Their comprehensive approach to investigating school leadership offers a balanced understanding of how the structures within which leaders operate shape what they do The results within will have significant implications for future policy and practice Praise for Linking Leadership to Student Learning Kenneth Leithwood and Karen Seashore Louis offer a seminal new contribution to the leadership field They provide a rich and authoritative evidence base that demonstrates clearly just why school leadership is so important and how it promotes successful student learning PAMELA SAMMONS Ph D Professor of Education Department of Education University of Oxford Oxford This ambitious groundbreaking and thought provoking treatment of the link between school leadership and student learning is a testament to the outstanding work of these exemplary scholars This is a must read for academics and practitioners alike MARTHA McCARTHY President s Professor Loyola Marymount University and Chancellor s Professor Emeritus Indiana University The question is no longer whether school and district leader s impact student learning but rather how they do it The authors provide a convincing answer one that recognizes the crucial interaction between leader and locality DANIEL L DUKE Professor of Educational Leadership University of Virginia

Linking Leadership to Student Learning Karen Seashore Louis, Stephen E. Anderson, Kyla L. Wahlstrom, Blair Mascall, Molly F. Gordon, Michael Sturgis Knapp, 2011 Leadership is second only to classroom instruction as an influence on student achievement Strong leadership can potentially unleash latent capacities that already exist in an organization The authors after five years of research could not find a single documented case of a school that managed to turn around its student achievement trajectory in the absence of talented leadership This thoroughly researched book examines all types of leaders from the school principal to the teacher leader The authors also look closely at each organizational level in the school system school classroom community district and state

Dispositions of Leadership Gary Whiteley, Lexie Domaradzki, Arthur L. Costa, Patricia Muller, 2017-08-10 Dispositions of Leadership The Effects on Student Learning and School Culture stands alone as an approach for developing leaders who are adaptive and can thrive in unpredictable settings Educational leadership is a domain of its own apart from business and industry combining an effective learning environment for students and adults Dispositions are acquired in the interactions between skillful thinking and circumstances that defy simplistic solutions The five dispositions as illustrated in the book provide educational leaders with maps of the territory and examples of habits for

intelligent responses to complex problems Educational leaders must develop adaptive competence the capability of applying prior learning to a novel setting while assessing the impact of potential solutions This book challenges the utility of traditional command and control models that are no longer capable of supporting school leaders Grounded in extensive research and review of leadership literature Dispositions of Leadership The Effects on Student Learning and School Culture describes how an effective educational leader in the Information Age applies dispositional thinking in order to be adaptive self aware and responsive to others Relationships, Results, and Refocus Rupak Gandhi, Wendy Birhanzel, Zahabu Christine, 2026-01-08 Relationships Results and Reflections offers a powerful guide for educational leaders seeking to build inclusive learning environments by centering student voices cultivating strong relationships and reflecting on leadership practices that drive meaningful results **Leadership Development on a Large Scale** Kenneth Leithwood, 2018-09-27 Effective school leadership can have a transformative impact on the lives of students Written by one of the foremost scholars in the field This book draws lessons from one of the most successful long term educational leadership studies ever conducted to provide actionable advice and specific strategies Learn how to Understand the evidence base to design effective leadership development programs and initiatives Support instructional leaders in leading collaborative inquiry approaches to classroom pedagogy to help teachers convey complex ideas to students Establish Principal Learning Teams to help guide school wide and districtwide decision making **The Instructional Leadership Toolbox** Sandra Lee Gupton, 2010 I applaud Gupton's focus on the learner This is the most important tenet for a school administrator's decision making Each chapter describes a portion of school leadership that the successful principal needs to master Sharon Madsen Redfern Principal Highland Park Elementary School Lewistown MT Use these powerful leadership tools to build teamwork and improve instruction Every school leader needs a toolbox of strategies for improving teaching and learning schoolwide In this second edition of The Instructional Leadership Toolbox Sandra Lee Gupton examines the role of principals in leading instruction and provides practical ways for leaders to reflect on and improve their practice Emphasizing a democratic approach that involves stakeholders in instructional leadership this resource offers a compendium of helpful skills and strategies drawn from current research and theory in school administration The book provides Updated standards from NAESP and ISLLC New research that shows how a principal's actions can affect student achievement Questions for reflective practice Quotes and examples of instructional leadership strategies by practicing principals and veteran educators Additional resources such as Web sites workbooks books and articles This valuable guide provides a blueprint that demonstrates how school leaders can focus on student learning while using specific tools to empower others and build teams for a common goal increased student achievement **Good to Great to Innovate** Lyn Sharratt, Gale Harild, 2014-09-12 Guide your students to a successful future in the new economy How can schools best prepare students for the highly competitive job market and global economy This compelling book presents a transformative approach to college and career readiness within the public education system

based on data and best practices contributed by outstanding schools on five continents Written for education leaders at all levels this resource shows how to Design an innovative Pathways approach to career readiness that empowers students as informed decision makers Integrate career training into curriculum through a network of local community partners Develop an approach to life skill preparation K 12 that is inclusive of all Learn how educators and entire school systems can consistently support career development helping students find rewarding paths forward Congratulations and thanks Sharratt and Harild for this inspirational look at Innovation as the next step to move school systems from Good to Great The examples and advice shared throughout this book and it s precursor Putting FACES on the Data have been catalysts for leading my team to thoughtful collective action within our K 12 Family of Schools as we create pathways for The Literate Graduates together Joy Uniac Superintendent of Education Peel District School Board Ontario Canada Through extensive research and practical examples this outstanding book puts forward a compelling case for structured collaborative inquiry processes to achieve success for ALL students Janelle Wills Director Marzano Institute Australia Without question the job market demands agility resourcefulness innovation and fearlessness The authors of Good to Great to Innovate brilliantly map the DNA of a relevant education Debbie Hedgepeth Assistant Superintendent Vail Unified School District USA **American Educational Research Association Annual Meeting Program** American Educational Research Association,2007 Teaching for Deep Understanding Kenneth Leithwood,Pat McAdie,Nina Bascia,Anne Rodrigue,2006-04-28 This well researched resource draws on the collaborative work between researchers and school practitioners to offer teaching strategies that promote deep understanding and higher order thinking in students Making Schools Smarter Kenneth Leithwood,Robert Aitken,Doris Jantzi,2006-01-06 Proven tools for data driven school improvement From strategic planning and accountability to restructuring goals school leaders face a myriad of organizational tasks each one vying for immediate action Where to begin and where best to allocate resources become critical questions as the issue of organization becomes more prevalent The third edition of a powerful bestseller Making Schools Smarter provides the refined and updated tools to create a workable model for reshaping today s school districts for positive outcomes This practical guide addresses and helps resolve significant issues in district and school leadership including Determining a comprehensive and real image of future schools and districts as professional learning communities Highlighting critical changes for achieving missions and goals Providing school leaders with much needed tools to demonstrate and improve accountability With No Child Left Behind and increased accountability as powerful reminders of what s at stake Making Schools Smarter gets to the heart of the argument that smarter schools mean enhanced learning for all **Educational Considerations** ,2004 Leading With Teacher Emotions in Mind Kenneth Leithwood,Brenda Beatty,2007-12-13 Clears out the bureaucratic techniques of impersonal management and focuses the core of leadership on dealing with school change as a most human endeavor When all is said and done the quality of education revolves around the aspirations commitments and wellness of teachers giving their best Carl Glickman Scholar

in Residence The University of Georgia Develop a leadership approach that responds to the emotional needs of teachers School leaders know that an engaged and committed faculty is critical to student learning and the success of a school community yet traditional leadership practices often fail to take the affective needs of teachers into consideration Kenneth Leithwood and Brenda Beatty draw on theory and empirical evidence to show how teachers emotional well being can affect their performance in the classroom This invaluable resource provides principals and other school leaders with specific practices to positively influence teacher perspectives and examines teacher emotions in five key areas Job satisfaction and morale Stress anxiety and burn out Sense of individual and collective self efficacy Organizational commitment and engagement Willingness and motivation to improve their practices When educational leaders create conditions that support teachers in their work schools can experience higher teacher retention rates improved climate and culture and increased student achievement

Making Schools Smarter Kenneth Leithwood, Robert Aitken, Doris Jantzi, 2000-08-18 Updated Edition of Best Seller This second edition reflects the authors experience in working with many superintendents and principals over the years to use the instruments and procedures outlined in the book to improve organizations

Teaching Talent Rachel E. Curtis, Judy Wurtzel, 2010 Teaching Talent presents a framework for human capital development that draws on a two year initiative by the Aspen Institute Education and Society Program to research sectors that have effective well developed human capital systems and point the way toward human capital innovations in public education About 80 percent of education spending is devoted to personnel yet the capacity of schools and districts to recruit develop and retain top talent is stunningly low compared with other knowledge sectors This problem is most profoundly felt in urban school systems which creates tremendous inequity for the students who most need a high quality education Research findings make it clear that human capital is one of the most important levers we have for improving school effectiveness and student achievement However educators district leaders and policy makers are just beginning to recognize that strengthening human capital should be their top priority and to act on that recognition The book first identifies the elements of a robust human capital strategy in education teacher recruitment and career development the principal s role in ensuring teacher quality and the district s role in creating the conditions necessary to support effective human capital management It then offers a comprehensive visionary framework that weaves these elements together

Journal of School Leadership, 2003 *Current Index to Journals in Education*, 2001 **Brigham Young University Education and Law Journal**, 2001 *Planned Educational Change* Kenneth A. Leithwood, 1986 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t British Education Index, 2000

Making Schools Smarter Kenneth A. Leithwood, Robert Aitken, 1995-08-08 Leithwood and Aitken have created a handbook for developing a system of collaborative assessment strategic planning and accountability in schools and districts This book supplies not only the instruments to obtain data on how well schools and districts are achieving their purposes but also a means by which to establish achievable standards of expectation The authors research included studies of Canadian

and American schools and involved the participation of district personnel teachers students parents and board members The authors used a real school to help them develop their model of an ideal school for the year 2000 Using this experimental model as a basis they describe specific features to be found in an ideal school and present ways to measure comparable features of existing schools and districts They provide guidelines for using data generated in these assessments to help move schools toward the ideal Making Schools Smarter presents a comprehensive process by which a district or a school can learn about its entire operation in order to initiate change based on solid data Because the authors ideal school is a learning organization movement toward the ideal helps schools get smarter and enhance their collective capacities to serve students better This is an excellent resource for administrators and superintendents as well as for students and teachers of educational leadership and school restructuring

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