

SUMMARY

Balanced Leadership

- **Principal leadership is significantly correlated with student achievement.** One standard deviation improvement in principal leadership is associated with a 10% percentile in student achievement.
- **Twenty one specific leadership responsibilities, and 66 associated practices,** have statistically significant relationships with student achievement.
- Leaders can also a marginal or, worse, a negative impact on achievement. This finding is referred to as the “differential impact” of leadership on student achievement.
- **Deals with first order and second order change.** Findings clearly demonstrate that school improvement often resides in the domain of second order change. (See page 8)
- Seven leadership responsibilities & practices positively impacted by second order change. (**change agent, flexibility, ideals/beliefs, intellectual stimulation, knowledge of curriculum/instruction/assessment, monitors/evaluated, & optimizer**) (See page 10)
- Four leadership responsibilities & practices negatively impacted by second order change. (**communication, culture, input, & order**) (See page 11)
- Balanced Leadership Framework’s Responsibilities & Associated Practices. (See pages 15-18)
- **Six recommendations for policy makers.** (See page 12)
 - Review & approve principal licensure programs to verify they adequately address knowledge & skills needed by principals to engage in research based practices.
 - Insure faculty has knowledge & skills needed to teach research based leadership practices.
 - Commit resources for high-quality, rigorous, and research-based professional development for principals.
 - Support use of tools that allow practitioners to assess their use of research-based leadership practices
 - Be aware of changes initiated through policies and the implication of those changes for different stakeholders.
 - Collaborate with chief state school officers and other senior leadership to influence the conditions necessary to support change with second-order implications.

Waters, T., Marzano, R. J., & McNulty, B. (2003). Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement. Aurora, CO: Mid-continent Research for Education and Learning (McRel).