

## SUMMARY

### How Leadership Influences Student Learning

- Leadership effects on student learning:
  - Leadership accounts for about ¼ of total direct and indirect effects on student learning, second only to classroom instruction.
  - Leaders have greater impact on the neediest underperforming schools; therefore, building leadership capacity in these schools should be part of any school improvement efforts.
- Basics of successful leadership:
  - Three sets of practices comprise a common core of basic leadership practices: setting directions, developing people, and redesigning the organization.
    - Setting directions (accounts for the greatest proportion of a leader's impact)
      - Developing a shared vision that serves as the framework for vision and goals
      - Using goals to motivate people and helping them make sense of their work
      - Monitoring organizational performance
      - Promoting effective communication
    - Developing people
      - Providing intellectual stimulation
      - Providing support for individual needs
      - Providing examples of best practices crucial to a well-performing organization
    - Redesigning the organization to develop one that supports the performance of administrators, teachers, and students
      - Strengthen district and school cultures
      - Modify organizational structures
      - Build collaborative processes
- Leaders' professional learning experiences (p. 67)
  - Leaders' learning experiences include both formal and informal experiences.
  - Formal programs for entry-level school leaders should be:
    - Long-term rather than episodic
    - Job-embedded
    - Carefully planned with a coherent curriculum
    - Focused on student achievement
    - Focused on reflective practice
    - Provide opportunities to reflect and problem-solve with peers
    - Provide a basis for coaching and mentoring
  - Informal learning experiences
    - The work of district and school leaders is a type of problem solving thinking that is situated to the type of activity and context in which the problem resides.
    - Characteristics of expert practical thinking include:
      - ability to formulate problems with a situation
      - flexibility to respond to similar problems altering solutions to fit the problem
      - reducing the cognitive demands placed on the leader to problem-solve.
    - This type of problem-solving incorporates the understanding of the conditions and constraints of the problem and possible solutions.
    - Activities that develop expert practical problem-solving skills can be real or simulations in which the leader practices problems and solutions with peers

**Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning*. New York: The Wallace Foundation.**