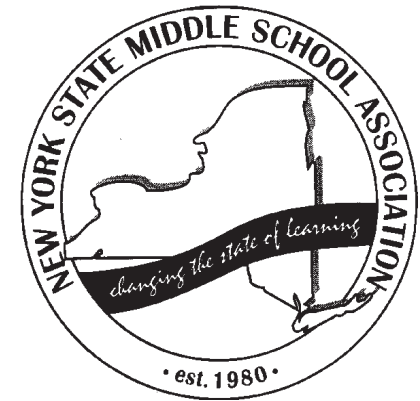


Educational Leadership Resources

- No collection on leadership is complete without a Michael Fullan resource. In his most recent, *Leading in a Culture of Change*, Fullan identifies and elaborates on the five components of leadership that can affect sustainable change: moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence making.
- In *Learning by Heart*, Roland Barth hopes to build school faculties of leaders who can transform a school from “ordinary” to “super,” with close attention to the hearts of the students and teachers.
- There is a Power Point presentation on leadership as well as the summary of the *Middle-Level Leaders Statewide Survey* in the Middle Level Essentials section of nysmsa.org. You can also find information in the site’s Middle Level Links section.
- Robert Marzano has set his sights on leadership and what a meta-analysis of the research on leadership tells us. No book is yet available, but an advance summary titled *Balanced Leadership* is available at McRel.org.

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NYSED's
*The Essential Elements of Standards-Focused
Middle Level Schools and Programs*
Adopted July 2003

An Introduction to Essential Element 5 Educational Leadership

**Professional Pamphlet
Series 10 Issue 5
2004-2005**

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Essential Element 5: Educational Leadership

Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and partnerships

Just how important is educational leadership? It's crucial, say many studies. While it is difficult to define what constitutes effective leadership, there is some consensus in the field. What is daunting about leadership is how enormous the demands are.

The building principal is generally regarded as the single most influential force in a school. Research indicates that the effective school leader can have a significant impact on student achievement. A good leader who matches her/his leadership to the needs and culture of the school can easily increase student achievement by 10% over a period of just a few years. Conversely, the ineffective leader or the leader whose leadership approach is a mismatch for the school can have a negative impact on student achievement.

In general, the best thinking about leadership suggests that principals should place their emphasis on instructional leadership and on the promotion of a professional learning community within the school. Strong leaders put the interests of the students first at all times. Strong leaders promote positive youth development and strong community involvement in their schools. Strong leaders are visible in the school, especially

in the classroom. Strong leaders lead the professional learning actions of the school and demonstrate their own professional growth. Strong leaders lead.

The best thinking about educational leadership has been rapidly changing. Gone is the principal-as-manager paradigm; principals are now charged with being educational leaders. One problem with this shift is that none of the principal-as-manager responsibilities have been shed to make room for the responsibilities of instruction-based leadership.

This makes it all the more important that the leadership be more than just the building principal. Certainly, the principal is a key leader for any effective middle school. But given the enormity of the demands and the complexity of the changes we are undergoing, leadership must come from all members of a school. The need and opportunities for teacher leaders within a school are considerable. This is one way teachers can contribute to the leadership efforts of the school without having to leave the classroom. Teachers can and should lead or facilitate many aspects of the school, from committees to study groups to in-house professional development.

Strong leadership can greatly impact student achievement, as long as it is stan-

dards-focused, collaborative, and matched to the unique needs of the educational community.

Strong leaders of developmentally responsive middle-level programs...

- **Know and understand the needs and characteristics of young adolescents**
- **Know and understand the essential elements of a standards-focused, high performing middle-level school including the 28 learning standards and the state assessment system**
- **Understand the subject matter in the middle grades and its interconnections, different approaches to student learning, and diverse teaching styles (based on research and developmentally appropriate practice)**
- **Involve staff in the operation of the school by encouraging involvement, input, risk-taking, and exploration**
- **Involve and inform parents by fostering an understanding of the developmental needs of adolescents, the learning standards that children must meet, how to assist their children, etc.**