



Learning-Centered Leadership

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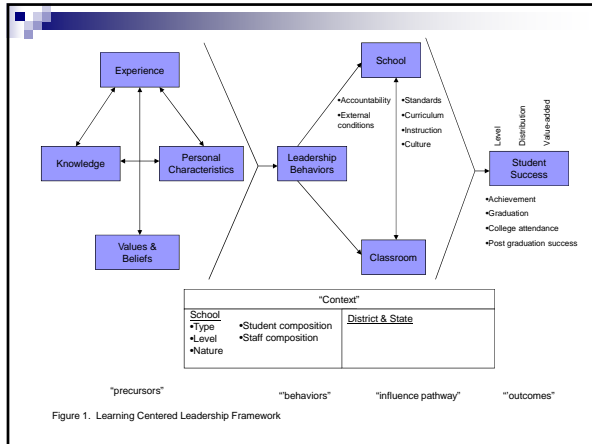
Leadership

1. Leadership matters.
2. In difficult times, leadership matters even more.
3. In periods of significant organizational transition, leadership is the major controllable factor in explaining organizational performance.



Leadership

4. Instructionally-focused and change-oriented leadership are especially effective frames for education.
5. Team leadership seems to offer promise for enhancing organizational performance.
6. Assessment provides a strategic leverage point for strengthening leadership.



- Table 1– Knowledge Base for the Assessment System**
- I. Vision for Learning
 - II. Instructional Program
 - III. Curricular Program
 - IV. Assessment Program
 - V. Communities of Learning
 - VI. Resource Acquisition and Use
 - VII. Organizational Culture
 - VIII. Social Advocacy

- I. Vision for Learning**
- A. Developing vision
 - B. Articulating vision
 - C. Implementing vision
 - D. Stewarding vision

II. Instructional Program

- A. Knowledge and involvement
- B. Hiring and allocating staff
- C. Supporting staff
- D. Instructional time

III. Curricular Program

- A. Knowledge and involvement
- B. Expectations, standards
- C. Opportunity to learn
- D. Curriculum alignment

IV. Assessment Program

- A. Knowledge and involvement
- B. Assessment procedures
- C. Monitoring instruction and curriculum
- D. Communication and use of data

V. Communities of Learning

- A. Professional development
- B. Communities of professional practice
- C. Community-anchored schools

VI. Resource Acquisition and Use

- A. Acquiring resources
- B. Allocating resources
- C. Using resources

VII. Organizational Culture

- A. Production emphasis
- B. Learning environment
- C. Personalized environment
- D. Continuous improvement

VIII. Social Advocacy

- A. Stakeholder engagement
- B. Diversity
- C. Environmental context
- D. Ethics

Learning-Centered Leadership Assessment

- **Core Components** refer to *what* principals or leadership teams must accomplish to improve academic and social learning for all students. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach.
- **Key Processes** refer to *how* leaders create those core components. Key processes are leadership behaviors that raise organizational members' levels of commitment and shape organizational culture.
- **Effective learning-centered leadership is at the intersection of the two dimensions: core components created through key processes.**

Key Processes						
Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning						
Rigorous Curriculum (content)						
Quality Instruction (pedagogy)						
Culture of Learning & Professional Behavior						
Connections to External Communities						
Performance Accountability						

Figure 1. Vanderbilt Assessment of Leadership in Education: Core Components & Key Processes

Core Components

- **High Standards for Student Learning** –Effective leaders ensure there are individual, team, and school goals for rigorous student academic and social learning.
- **Rigorous Curriculum** –Effective leaders ensure the school implements rigorous curriculum content. Rigorous curriculum is defined as ambitious academic content provided to all students in core academic subjects
- **Quality Instruction** –Effective leaders ensure there is quality instruction throughout the school. Quality instruction is defined as effective instructional practices that maximize student academic and social learning.
- **Culture of Learning and Professional Behavior**-Effective leaders ensure there are integrated communities of professional practice in the service of student academic and social learning. There is a healthy school environment in which student learning is the central focus.
- **Connections to External Communities** -Leading a school with high expectations and academic achievement for all students requires robust connections to the external community. Effective leaders ensure linkages to families, and other people and institutions in the community that advance academic and social learning.
- **Performance Accountability** –Effective leaders ensure there is individual and collective responsibility among leadership, faculty, and students for achieving the rigorous student academic and social learning goals.

Key Processes

- **Planning**-Planning is articulating shared direction and coherent policies, practices, and procedures for realizing high standards of student learning.
- **Implementing**-Leaders implement; they put into practice the activities necessary to realize high standards for student learning.
- **Supporting**- Leaders create enabling conditions; they secure and use the financial, political, technological, and human resources necessary to promote academic and social learning.
- **Advocating**-Leaders promote the diverse needs of students within and beyond the school.
- **Communicating**-Leaders develop, utilize, and maintain systems of exchange among members of the school and with its external communities.
- **Monitoring**- Monitoring refers to systematically collecting and analyzing data to make judgments that guide decisions and actions for continuous improvement.

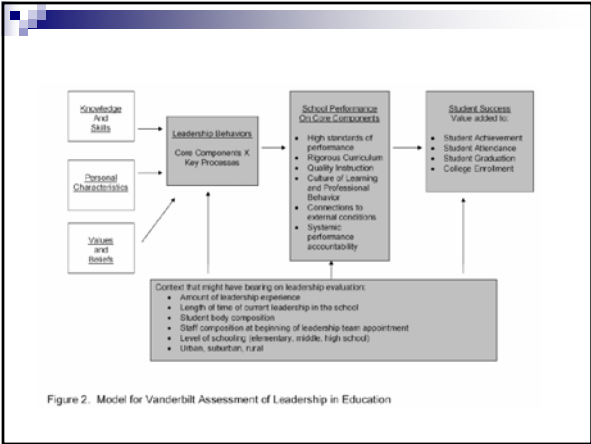


Figure 2. Model for Vanderbilt Assessment of Leadership in Education
