

*The 13 Critical Success Factors for Effective Principals**

1. Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.
2. Set high expectations for all students to learn higher-level content.
3. Recognize and encourage good instructional practices that motivate students and increase their achievement.
4. Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
5. Use data to initiate and continue improvement in school and classroom practices and in student achievement.
6. Keep everyone informed and focused on student achievement.
7. Make parents partners in students' education and create a structure for parent and educator collaboration.
8. Understand the change process and use leadership and facilitation skills to manage it effectively.
9. Understand how adults learn and advance meaningful change through quality, sustained professional development that leads to increased student achievement.
10. Use and organize time and resources in innovative ways to meet the goals and objectives of school improvement.
11. Acquire and use resources wisely.
12. Obtain support from the central office and from community and parent leaders for the school improvement agenda.
13. Continuously learn from and seek out colleagues who keep abreast of new research and proven practices.

* *Preparing a New Breed of School Principals: It's Time for Action.* SREB, 2001.

For More Information

Further information about the Learning-Centered Leadership Program can be found online at www.sreb.org by selecting "School Leadership" from the main menu. Contact the Learning-Centered Leadership Program by phone at (404) 875-9211 or e-mail schoollleadership@sreb.org.

About High Schools That Work

High Schools That Work (HSTW) is the nation's largest and fastest-growing effort to combine challenging academic courses and modern vocational studies to raise the achievement of high school students. The program provides member states and sites with staff development, technical assistance, communications and publications, and assessment services.

About SREB

The Southern Regional Education Board is the nation's first interstate compact for education and currently serves 16 Southern states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

SREB assists state leaders in advancing education by directing attention to key issues; collecting, compiling and analyzing comparative data; and initiating studies and discussions that lead to recommendations for state and institutional action.

*The Learning-Centered Leadership Program is supported
by funds from the U.S. Department of Education,
The Wallace Foundation and state contracts.*

(07V51)

SREB

SREB

Learning-Centered Leadership Program

*Developing and Assisting
Effective, Learning-
Centered Principals
Who Can Improve
Schools and Increase
Student Achievement*

Southern
Regional
Education
Board

The SREB Learning-Centered Leadership Program

Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.

SREB Challenge to Lead Goal

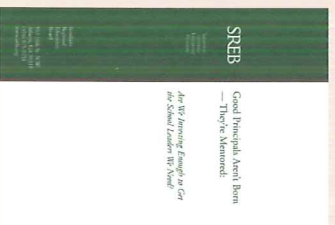
Principals and school leaders play a key role in improving schools and increasing student achievement. In this era of high-stakes accountability, the Southern Regional Education Board (SREB) recognizes the need for principals who can improve curriculum and instruction.

- The SREB Learning-Centered Leadership Program stimulates and supports states to achieve the *Challenge to Lead* goal of improved school leadership for student performance. The program assists with the redesign of leadership preparation and professional development programs to align such programs with accountability systems and standards that focus on improved student achievement. The following major initiatives support states in their improvement efforts:
- Conduct research on the preparation and development of school principals and prepare benchmark reports that track the progress of SREB states in improving school leadership.
 - Develop training modules that support aspiring principals' preparation and current principals' application of knowledge and practices that improve schools and increase student achievement.
 - Provide guidance and assistance to states, districts and universities interested in leadership redesign.

"SREB's research has been the foundation on which Alabama practitioners and the Governor's Congress on School Leadership redesigned university leadership preparation programs and designed new standards, certification and professional development approaches. SREB's guidance in this process has been invaluable."

*Coordinator, Office of Leadership Development
Alabama Department of Education*

Leadership Publications



A key objective of the Learning-Centered Leadership Program is to conduct research and prepare reports on key issues of school leadership. The program also benchmarks SREB states' progress on these key indicators of a learning-centered system:

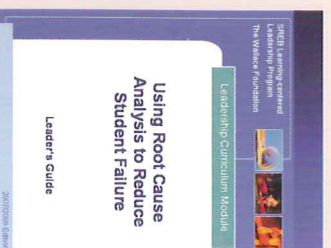
- Adopt learning-centered leadership standards.
- Recruit and select future leaders.

- Redesign leadership programs to emphasize student learning.
- Develop programs with school-based experiences that prepare participants to lead school improvement.
- Base professional-level licensure on improved school and classroom practices.
- Create alternative pathways to initial licensure.
- Provide training and support for leadership teams in low-performing schools.
- Create working conditions to improve teaching and learning.

These publications focus attention on the need for change and identify new policies, research-based practices and actions for addressing states' needs.

Leadership Curriculum Modules

SREB has developed a set of research-based Leadership Curriculum Modules to fill the gaps between what principals must know and be able to do to improve student achievement and what traditional leadership preparation and professional development programs prepare them to do. The modules are based on the 13 Critical Success Factors for principals and are designed to prepare principals, aspiring leaders and teacher leaders to improve student achievement in their schools.



Systemic Redesign of State Educational Leadership

SREB has partnered with several states to focus educational leadership systems on preparing school leaders to implement improvement strategies and increase student achievement. Using the following five-phase model, the Learning-Centered Leadership Program assists local school districts, universities, state policy-makers and state agencies in aligning preparation, licensure, professional development and evaluation of new school leaders.

- I. Form a Commission:** Appoint a commission to develop statewide goals, form the framework task forces and oversee the redesign effort.
- II. Appoint Framework Task Forces:** Appoint five task forces to recommend research-based policies, practices and programs regarding:
 - standards;
 - selection and preparation;
 - licensure and evaluation;
 - induction and professional development; and
 - working conditions.
- III. Align Task Forces:** Consider the work of individual task forces as a whole and ensure system components are aligned.
- IV. Enact Legislation or Executive Order:** Adopt standards and policies to close the gap between ideal practices and current practices.
- V. Implement the Plan:** Put procedures, rules and support systems in place to implement policies. Monitor and evaluate implementation.