

Teacher is most influential person on student learning, principal #2

Principal as lead learner

Principal as system player

Principal as change agent

Leaders can help encourage innovation, link learning to significant problems that need solutions to be generated.

The research on schools which have been successful with broadly diverse groups of students indicates that in each case, the principals supportively help their teachers move from a posture of defensive resistance to change to a reframed sense of pride and empowerment, resulting from the teachers' success with their students (Scheurich & Skrla, 2003).

Louis, Leithwood, Wahlstrom, & Anderson (2010) recently released the largest study of school leadership to date. Supported by The Wallace Foundation, findings from *Learning from Leadership: Investigating the Links to Improved*

*Student Learning* indicate that while leadership is second only to the teacher in terms of impact on improving student learning, the social capacity created by faculty collaborating to improve instructional practice has a significant influence. Those schools in which students consistently achieve at high levels demonstrate a shared leadership across stakeholder groups, including parents and teachers.

Very limited research on principal leadership in schools with high-quality gifted programs

Principals develop teacher leaders, coaches

“We need leaderpreneurs and teacherpreneurs who innovate learning in partnership with students” - Handa

Researchers have focused on the processes that need restructuring and the mental models that need to change to foster the creation of a new state, but they have so often failed to address the physical and organizational structures that hinder success during the implementation stages.

Espousing the vision is one thing; changing classroom behavior is another.

### Characteristics of effective principals in elementary schools with gifted programs:

- Instructional leaders who provide strong support for teachers through mentoring
- Child advocates who use team approach to meet students' individual needs
- Performance data and contemporary research used to make decisions

### Downside:

- Principal concerned about elitism (described by multiple researchers)
- Little/no attention to specific social and emotional needs of gifted student
- "All kids are gifted and talented"
- Little structure in place to share research-based effective gifted strategies with rest of faculty
- No PD specific to needs of gifted learners
- Gifted goals seldom included in building improvement plan