

## IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs

Specifically designed with school administrators in mind, this module offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress (est. completion time: 2 hours). If you have not done so already, consider completing the following module: [IEPs: Developing High-Quality Individualized Education Programs](#)

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IRIS Resource Locator The IRL is your gateway to our modules, case study units, activities, and so much more. From accommodations to transition and everything in between, the IRL lets you tailor your search by topic area, resource type, media element, or age group and grade level.

<https://iris.peabody.vanderbilt.edu/module/iep01/#content>

[The Wallace Foundation](#) supports initiatives to improve leadership in public schools. The Foundation has issued numerous research reports, articles and videos about the nature of the school principal's role, what makes for an effective principal and how to tie principal effectiveness to improved student achievement. Download the full report of selected publications below. <https://www.nassp.org/professional-learning/the-wallace-foundation-resources/>

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### Key Resources

What exactly is it that effective principals do that ripples through classrooms and boosts learning, especially in failing schools? Since 2000, The Wallace Foundation, which has supported projects to promote education leadership in 24 states and published 70 reports on the subject (including the Minnesota/Toronto research), has been trying to answer that question. A recently published Wallace Perspective report that takes a look back at the foundation's research and field experiences finds that five practices in particular seem central to effective school leadership ([The Wallace Foundation, 2012](#)):

1. Shaping a vision of academic success for all students, one based on high standards
2. Creating a climate hospitable to education in order that safety, a cooperative spirit, and other foundations of fruitful interaction prevail
3. Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision
4. Improving instruction to enable teachers to teach at their best and students to learn at their utmost
5. Managing people, data and processes to foster school improvement.

When principals put each of these elements in place—and in harmony—principals stand a fighting chance of making a real difference for students.

## Key Practice 1: Shaping a Vision of Academic Success for All Students

### **Design Challenge Statement**

How might we employ our school leadership team (SLT) to mobilize our school's vision of academic success for all students? As part of this design challenge, you'll work with your team to design a process and/or tool to evaluate SLT actions and decisions on the basis of their contribution to a vision of academic success for all students.

### **Tool: Collaborative Conversation Guide**

Leaders will learn how to use the Collaborative Conversation Guide Prototype to improve their decision-making process. This guide provides an evidence-based framework relative to student outcomes for structuring conversation around key processes, instructional grouping, instructional delivery, and collaborative culture.

[Collaborative Conversation Performance Guide](#)

[Watch Video](#)

### **Tool: Leadership Team Dashboard**

Leaders will learn about the importance of leveraging the capacity of their leadership team. Through the use of a Leadership Team Dashboard, authentic structure and resources will assist leaders in shaping and monitoring a consistent schoolwide vision for student success.

[Leadership Team Dashboard Presentation](#)      [Watch Video](#)

### **Building Ranks Dimensions**

Student-Centeredness; Equity; Communication; Collaborative Leadership; Curriculum, Instruction and Assessment

## Key Practice 2: Creating a Climate Hospitable to Education

### **Design Challenge Statement**

How might we provide teachers more leadership opportunities? As part of this design challenge, you'll work with your team to design products and tools that cultivate opportunities for teacher leadership that enhance a school's climate and optimize its potential for supporting the educational mission of the school.

### **Tool: PowerPoint Presentation on Fostering Teacher Leadership**

Leaders will learn how to enhance their school's climate by fostering and developing teacher leadership in the building. This prototype highlights proven, research-based practices in identification of potential leaders; methods for selecting teacher leaders; and ideas for how to train teacher leaders.

[Fostering Teacher Leadership Presentation](#)

[Watch Video](#)

## **Building Ranks Dimensions**

Collaborative Leadership, Human Capital Management

Key Practice 3: Cultivating Leadership in Others

### **Design Challenge Statement**

How might we increase teacher collaboration? As part of this design challenge, you'll work with your team to design tools for promoting teacher collaboration.

### **Tool: A Roadmap to Effective PLCs**

Leaders will learn about an interactive prototype that supports the principal in increasing teacher collaboration during Professional Learning Community (PLC) time to improve student achievement. This prototype features a self-assessment; a diagnostic area of focus; and targeted resources including videos, templates, protocols, and rubrics within each area, which allow leaders to evaluate the progress of the PLC work in their buildings.

[Roadmap to Effective PLCs](#)

## **Building Ranks Dimensions**

Student-Centeredness; Collaborative Leadership; Results-Orientedness; Curriculum, Instruction and Assessment; Reflection and Growth

Key Practice 4: Improving Instruction

### **Design Challenge Statement**

How might we develop common understanding of how literacy develops across grade levels? As part of this design challenge, you'll work with your team to design a tool for promoting deep understanding of literacy acquisition and development across grade levels.

### **Tool: ProLit: Literacy Integration Tool**

Leaders will experience a dashboard of the effective components of literacy integration in all subject areas. Appreciative inquiry serves as the foundation of integrating literacy. Information and ideas on how to use this approach are included, along with videos, rubrics, and other resources for literacy in math. The shell is built for other areas of literacy integration and can be populated by the leader according to their needs.

[Roadmap to Effective PLCs](#)

## **Building Ranks Dimensions**

Equity; Communication; Results-Orientedness; Curriculum, Instruction and Assessment; Human Capital Management

Key Practice 5: Managing People, Data, and Practices to Foster School Improvement

### **Design Challenge Statement**

How might we use student work as a data source to plan instruction? As part of this design

challenge, you'll work with your team to design a tool to make efficient and effective analytical use of student work as a mechanism to drive instructional decisions. This tool will focus on instruction planning after the analysis of student work rather than the analysis itself.

### **Tool: I've Analyzed My Data, Now What?**

Leaders will experience a planning tool that provides the "so what" after teachers analyze data. The tool will give teachers the resources and support necessary to plan differentiated instruction for their students both individually and collaboratively after data analysis has occurred.

### **Presentation**

Building Ranks Dimensions: Student-Centeredness; Collaborative Leadership; Results Orientation; Curriculum, Instruction and Assessment; Human Capital Management

### **Principal Influence**

*by Pete Hall, Deborah Childs-Bowen, Ann Cunningham-Morris, Phyllis Pajardo and Alisa A. Simeral*

The Principal Leadership Development Framework

There are many theories and approaches concerning the particular skills and strategies of effective leadership, and attempting to cover each component would prove cumbersome, exhausting, and fruitless. Instead, built upon the foundation provided by prominent researchers, educational thinkers, and practitioners, the ASCD Principal Leadership Development Framework (PLDF) emphasizes four key roles of the building administrator that are tied directly to instructional leadership:

- Principal as Visionary
- Principal as Instructional Leader
- Principal as Engager
- Principal as Learner and Collaborator

Further, the PLDF offers 17 criteria of effective practice that focus on the leadership behaviors with the greatest direct effect on the culture and status of learning and teaching within a particular school community (Figure 1.1).