



# LEADERSHIP: PRACTITIONER'S BRIEF

## *K20 IDEALS*

### Introduction

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School leaders often are in a critical position to shape the educational culture of their schools. Though traditional ideas of school leadership have explored top-down forms, there has been a notable shift in recent years to explore ways in which leadership can be shared<sup>1</sup>. When leadership is shared, administrators and teachers are able to work together to create an environment in which students, school staff, and families feel supported<sup>2</sup>. Engaged leadership improves student achievement not only through the instructional leadership itself, but also through the higher levels of teacher involvement as it relates to school improvement<sup>3</sup>. When we explore the value of the school leader, we see that school leadership significantly impacts an organization's ability to positively influence teaching and learning<sup>4</sup>. Considered second only to classroom teaching in its effect on student learning, school leadership is crucial to the success of school improvement efforts<sup>5</sup>.

### Instructional Leadership

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School leadership with a focus on school improvement and student outcomes fosters a positive learning environment<sup>6</sup>. Instructional leadership is a method for school improvement enacted through a focus on teaching and learning practices that result in positive outcomes for all students<sup>7</sup>. The myriad of leadership models for achieving this goal can be overwhelming as school leaders attempt to determine which style best suits their educational setting. Instructional leadership is best thought of as a composite approach of different models and practices<sup>8</sup>; this provides school leaders with the flexibility to apply a range of strategies and behaviors that effectively support the specific needs of the school environment. It is also important to focus on fostering teacher growth and improvement to increase student achievement<sup>9</sup>.

It is necessary to recognize that the instructional leader can be more than one type of leader, as different scenarios within the school environment will require different responses. The instructional leader can be the school principal who works alongside teachers to support, guide, and prepare them to make instructionally effective and technologically sound decisions<sup>10</sup>. The instructional leader also needs to balance this type of work with the operational tasks required for effective school management, while still maintaining a clear focus on goals and outcomes to drive school improvement<sup>11</sup>. With student outcomes determined, the instructional leader can create space for collaboration, reciprocal observation of peer teachers, co-teaching, and planning<sup>12</sup>. The effective instructional leader adapts to the needs of their teachers and students, blending styles and strategies as needed.

### Leadership Models

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Instructional leadership enables us to borrow and build on existing models to foster teacher leadership and increased collaboration within the school toward a common goal<sup>13</sup>. School leaders share the goal of empowering their teachers as a path to increasing teacher success, teacher retention, and student achievement<sup>14</sup>. Through an examination of each leadership model, we can see the priorities that drive each type of leader. Provided in no specific order, the following leadership models represent a range of approaches that school leaders might initiate:

- **Servant leadership.** Servant leaders put others' goals and well-being before their own<sup>15</sup>. The servant leadership model assists in the development of individuals, teams, and organizations by meeting individuals' needs that correspond with Maslow's hierarchy, including physiological needs, safety, belonging, esteem, and self-actualization<sup>16</sup>. Educators have a better view of their leaders and a greater desire to stay in their current roles when leaders are willing to share the load<sup>17</sup>.

- **Shared leadership.** This model moves away from the classical organizational structure of leadership embedded within a single individual, instead dispersing leadership responsibilities across multiple employees<sup>18</sup>. In the school environment, shared leadership can extend beyond definite limits to be shared with all staff as long as the focus remains on student achievement<sup>19</sup>. This type of leadership builds capacity for change and improvement through cultivating leadership at all levels of the school to empower others to also take on decision-making<sup>20</sup>. In shared leadership, the school leader's choice to engage teachers in decision-making processes can enhance teachers' motivation and commitment to instructional improvement efforts<sup>21</sup>.
- **Operational leadership.** Operational leadership consists of the managerial tasks that keep the school running and provides a foundation by which the other leadership styles can thrive<sup>22</sup>. These tasks include the management of support staff such as custodians and cafeteria staff, facilities, finances, and human resources<sup>23</sup>. School leaders can get bogged down in these day-to-day management practices, but it is important to think holistically about time management to ensure there are opportunities to truly lead rather than only manage<sup>24</sup>.
- **Transformational leadership.** Transformational leadership builds on the idea of collaborating with stakeholders to leverage the strengths of the group in identifying and solving organizational problems<sup>25</sup>. Transformational leadership provides an environment in which the viewpoints of teachers, students, parents, and community members are all valued by the school leader<sup>26</sup>. This leadership model is also focused on equipping students with the skills to engage in civic life<sup>27</sup>. Similar to what we see in shared leadership, transformational leadership helps to build capacity within the school organization<sup>28</sup>. In this model, the school leader champions equitable access and connections to the world<sup>29</sup>, while also introducing innovation and shaping organizational culture<sup>30</sup>.

## School Leadership in Practice

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To expand on the principles of instructional leadership, we can look at the ways in which effective school leadership can be seen in practice. A key attribute of the effective instructional leader is the ability to split focus between student outcomes and the support of school staff as a path to achieving those outcomes<sup>31</sup>. Borrowing from McREL's 21 leadership responsibilities, instructional leaders can leverage a range of behaviors to guide positive change in a school setting and support their staff in working toward student achievement<sup>32</sup>. Building on both the needs of the school context and the traits of effective school leaders, the following categories can help to frame the behaviors that effective instructional leaders engage in to create a supportive and empowering environment for their teachers:

- **Collaborative decision-making**
  - *Involve teacher input when making important decisions and policies.* This means allowing teachers to share in the decisions and policies that affect the school<sup>33</sup>.
  - *Involve teachers in as diverse roles as possible so they have influence on the decision-making process<sup>34</sup>.* Leadership teams help to support educator inquiry and collaboration<sup>35</sup>.
  - *Bring everyone together to agree on data-based improvements.* When school leaders engage in this approach, it produces positive changes in school climate, student achievement, and school preparedness for continued growth and change<sup>36</sup>.
- **Empowerment, trust, and self-efficacy**
  - *Encourage teachers to share their strengths and mentor others.* This helps teachers feel valued and connected to their school and the profession, which has powerful implications for long-term retention<sup>37</sup>. This also establishes teachers as equal partners who can mutually benefit from their colleagues' knowledge and skills<sup>38</sup>. Providing ample feedback and time for reflection throughout the process is critical so that teachers can grow and improve their leadership skills<sup>39</sup>.
  - *Demonstrate your commitment to giving teachers a voice and ownership in the direction of the school<sup>40</sup>.* This not only engages teachers but also emphasizes that the work is more important than the individual.
  - *Provide teachers with necessary materials and professional development to prepare them for success<sup>41</sup>.* Provide professional development related to teacher leadership and data analysis<sup>42</sup>.

- **Collective leadership and responsibility**

- *Foster shared beliefs and a sense of community and cooperation*<sup>43</sup>. Once teachers become more confident in engaging consistently and regularly with other staff around shared goals for students and the school, they can begin to engage with the families and communities they serve<sup>44</sup>. When teachers and administrators work together to include community stakeholders, this is an example of collective leadership<sup>45</sup>.
- *Embrace the idea that no job is too small*. Educators have a better view of their leaders and a greater desire to stay in their current roles in a servant leadership model in which leaders are willing to share the load<sup>46</sup>.
- *Provide teachers with collective leadership opportunities that enable them to see the bigger picture of not only shared instructional leadership but also collective responsibility*. Knowledge-sharing enables teams to stretch their creativity in lesson design, to consider ideas such as cross-curricular lesson planning, and to consider how to push their students to think more critically about the world around them. As the creativity within these teams grows and develops, so does that of the individual teachers<sup>47</sup>.

- **Responding to change for growth**

- *Adapt leadership practices to best meet the needs of the situation and the individual, embracing constructive criticism to work toward improvement*<sup>48</sup>. This can also involve monitoring the effectiveness of school practices as they relate to student learning<sup>49</sup>.
- *Demonstrate a willingness to change and actively challenge the status quo*<sup>50</sup>. Adapting to change can be accomplished through looking at trends in school-wide data over time and administering climate surveys to understand changing demographics and emerging needs that could then be addressed by the leadership team through specific, targeted professional development experiences<sup>51</sup> (Lyons et al., 2020; Grice, 2019).

As we look at school leadership and the principles that help to inform our decisions, it is important to consider how we can apply these ideas in our day-to-day routines.

## Conclusion

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Leadership and school-wide decision-making has continued to evolve in important and positive ways over time. As principals develop leaders among their staff who can share expertise and lend their talents, the workload is shared. Teachers empowered with a voice in the goals, mission, and direction of learning will experience greater satisfaction in their work, leading to retention. When leadership teams understand that flexibility is key and make choices based on data and feedback, both teams and students benefit. Through team-based leadership, schools can create the best possible learning environment for all students.

## References

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- <sup>1</sup>Urlick & Bowers, 2014  
<sup>2</sup>Eckert, 2019  
<sup>3</sup>Hallinger et al., 2020  
<sup>4</sup>Leithwood et al., 2019  
<sup>5</sup>Leithwood et al., 2019  
<sup>6</sup>Leithwood et al., 2019  
<sup>7</sup>Hallinger et al., 2020  
<sup>8</sup>Leithwood et al., 2019  
<sup>9</sup>Cobanoglu, 2020; Hargreaves & Dennis, 2020; Torres et al., 2020; Urlick & Bowers, 2014  
<sup>10</sup>Marks & Printy, 2003; Torres et al., 2020  
<sup>11</sup>Glanz, 2005  
<sup>12</sup>Eckert, 2019; Hiebert & Stigler, 2017; Jensen et al., 2016a; Jensen et al., 2016b; Margolis, 2012  
<sup>13</sup>Hallinger et al., 2020; Leithwood et al., 2019  
<sup>14</sup>Johnston, 2021; Tan et al., 2022  
<sup>15</sup>Palta, 2019  
<sup>16</sup>Chen et al., 2015; van Vugt & Ronay, 2014  
<sup>17</sup>Johnston, 2021  
<sup>18</sup>Cobanoglu, 2020  
<sup>19</sup>Cobanoglu, 2020; Torres et al., 2020  
<sup>20</sup>Grice, 2019  
<sup>21</sup>Torres et al., 2020  
<sup>22</sup>Glanz, 2005  
<sup>23</sup>Glanz, 2005; Lunenburg & Ornstein, 2021  
<sup>24</sup>Glanz, 2005; Lunenburg & Ornstein, 2021  
<sup>25</sup>Marks & Printy, 2003  
<sup>26</sup>Shields & Hesbol, 2019  
<sup>27</sup>Shields & Hesbol, 2019  
<sup>28</sup>Marks & Printy, 2003  
<sup>29</sup>Shields & Hesbol, 2019  
<sup>30</sup>Marks & Printy, 2003  
<sup>31</sup>Rouleau, 2021  
<sup>32</sup>Rouleau, 2021  
<sup>33</sup>James-Ward & Abuyen, 2015; Rouleau, 2021  
<sup>34</sup>Pietsch et al., 2018; Stosich, 2020; Torres et al., 2020  
<sup>35</sup>Cobanoglu, 2020; Eckert, 2019; Hargreaves & Dennis, 2020; Torres et al., 2020  
<sup>36</sup>Lyon et al., 2022; Torres et al., 2020  
<sup>37</sup>Celep, 2000  
<sup>38</sup>Marks & Printy, 2003  
<sup>39</sup>Eckert, 2019; Ericsson et al., 1993  
<sup>40</sup>Eckert, 2019; Tan et al., 2022  
<sup>41</sup>James-Ward & Abuyen, 2015  
<sup>42</sup>Darling-Hammond et al., 2009  
<sup>43</sup>James-Ward & Abuyen, 2015  
<sup>44</sup>Shields & Hesbol, 2019  
<sup>45</sup>Eckert, 2019  
<sup>46</sup>Johnston, 2021  
<sup>47</sup>Gu et al., 2016  
<sup>48</sup>James-Ward & Abuyen, 2015  
<sup>49</sup>James-Ward & Abuyen, 2015  
<sup>50</sup>James-Ward & Abuyen, 2015  
<sup>51</sup>Lyons et al., 2020; Grice, 2019

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