

Leading Every Day

Actions for Effective Leadership

Third Edition

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About the Authors



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Katherine E. Stiles is a Senior Program Associate in the STEM Program at WestEd. Katherine is Co-Director of WestEd's National Academy for Science and Mathematics Education Leadership, providing professional development and support for education leaders nationwide. The foci of the Leadership Academy—effective leadership, educational change, professional development and communities of learners, facilitation, and using data and evidence to achieve results—are reflected in the book, *Leading Every Day: Actions for Effective Leadership, Third Edition* (2013). She designs and leads science and mathematics education program evaluation projects at the school, district, state, and national level, focusing on assessing the quality of professional development, and the relationship between teachers' conceptual learning, changes in practice, and student learning. Katherine works with schools and districts to enhance student learning

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About the National Academy for Science and Mathematics Education Leadership

Since 1997, the Leadership Academy has supported leaders throughout the United States—from Puerto Rico to Alaska—to implement wide-scale science and mathematics education reform through in-depth professional development experiences. The Leadership Academy’s curriculum focuses on leadership styles, practice, and models; organizational and individual change; strategic planning and organizational development; facilitation and development of collaborative groups; data-driven decision making and using data to guide teaching and improve student learning; and professional development design, implementation, and evaluation.

The first three cohorts of leaders were supported with funding from the National Science Foundation; and cohorts four, five, six, and seven have been supported with funding from the Susan Loucks-Horsley Educational Fund and individual tuition. During the past 16 years, participating leaders have achieved many impressive outcomes. They have put some of the best resources for learning in place, returned to their own settings to lead learning for others, contributed to the knowledge base by writing and publishing books, developed new approaches to teacher professional development, advanced their careers, and most important, improved outcomes for teachers and students.

The Leadership Academy is a project of WestEd—a research, development, and service agency working with education and other communities to promote excellence, achieve equity, and improve learning for children,

youth, and adults. The Leadership Academy was started in collaboration with several national organizations:

- Association for the Education of Teachers in Science (AETS)
- Association for State Supervisors of Mathematics (ASSM)
- Council of State Science Supervisors (CSSS)
- National Council of Supervisors of Mathematics (NCSM)
- Learning Forward (formerly the National Staff Development Council)
- National Science Education Leadership Association (NSELA)
- National Science Teachers Association (NSTA)
- National Research Council's Center for Science, Mathematics, and Engineering Education (CSMEE)

For additional information about the Leadership Academy, contact Julie Colton, Learning Innovations at WestEd, 300 Unicorn Park Drive, 5th Floor, Woburn, MA, 01801-3324, Telephone: (781) 481-1135. Fax: (781) 481-1120.

Introduction

Welcome to the third edition of *Leading Every Day: Actions for Effective Leadership*. If you have read the first and second editions, a special “Welcome back” to you. We were delighted with the impact of those two editions and with the many people who shared their stories of how the book influenced their practice. The book was recognized by the National Staff Development Council (now Learning Forward) with the 2003 Outstanding Book of the Year Award. This new edition has been substantially updated. Our underlying purpose—helping you to be an effective leader during a time of rapid change—remains the same. However, informed by new research and thinking in the field, our suggestions for getting you there have been reshaped and sharpened.

Most of the content in this book is part of the curriculum of the National Academy for Science and Mathematics Education Leadership at WestEd, which provides participants with the knowledge and perspectives to carry out their roles as leaders. The primary audience for this book is leaders—leaders at all levels of the system. We consider leaders to be anyone who facilitates the learning and work of and with others, including teacher leaders, instructional coaches, principals, district administrators, state-level coordinators, and those from higher education, technical assistance agencies, and informal learning institutions.

Leading Every Day is divided into five books: Leadership Every Day, Leading Change, Leading Learning Communities, Leading Effective Groups, and Leadership for Results. These five topics are, in the authors’ experience, the key areas for developing and sustaining leaders. For each book, the material is presented in 31 contemplations, one for each day of the month. Each contemplation begins with an inspiring quote, discusses important aspects of the topic, and ends with a reflection, usually a series of questions or a scenario for the reader to consider.

So, what’s different about the third edition? Book One, Leadership Every Day, Book Two, Leading Change, and Book Four, Leading Effective Groups, have been sharpened and updated. Over the past 7 years we have continued to work closely with leaders who have shaped our experiences

and learning; thus, our own learning has led us to make some shifts in the topics addressed in those books. Book Four focuses on the updated and revised work of Bob Garmston and Bruce Wellman (2012, 2009), and we gratefully thank the authors for allowing us to include so much of their work in *Leading Every Day*.

Book Three, *Leading Learning Communities*, has been completely revised to reflect the new content in the third edition of our book, *Designing Professional Development for Teachers of Science and Mathematics* (Corwin Press, 2010).

Book Five, *Leadership for Results*, is completely new. We believe that with the growing emphasis on accountability, leaders need guidance on creating cultures of success and commitment to results. As we have worked with educational organizations over the years, we have seen how often a focus on results is missing from the education improvement equation. We've come to believe that an essential role of leaders is to engage and involve everyone in setting worthwhile goals, defining what success will look like, and taking actions that will lead to desired results. Therefore, the new Book Five provides 31 contemplations that support leaders to engage in results-based leadership as a way of working and thinking that focuses on achieving the most important outcomes.

During the past 7 years—since the publication of the second edition—there has been a wealth of new research and literature about how people learn, the relationship of leadership practices to improved student learning, the role of data to guide improvement efforts, and the value of developing schools as professional learning communities. This new research has guided our overall revisions in this edition of the book.

For example, there's more discussion in this edition about instructional leadership, collaborative leadership, and what it takes to support a community of learners *and* leaders. There's greater emphasis on building trusting climates, innovative thinking, and new forms of networking, as well as the use of data for decision making, leading change, and designing adult learning experiences based on student needs. The importance of reflecting on and monitoring progress toward achievement of goals is a theme included throughout each of the five books. In response to readers' requests, we have included more scenarios to guide the readers' engagement with topics. The five books are more closely integrated, with several themes interwoven throughout the entire volume. The references and examples have been updated in each book.

The contemplations of *Leading Every Day* can be read in order, or a reader may select a specific theme to pursue throughout the five books. However you choose to engage with this volume, the contemplations are best read in an environment that is conducive to reflection, when you

have time and energy to consider the questions and compose thoughtful and meaningful responses. Readers of the prior editions of this book will notice that we removed the “Notes” section after each Reflection. We encourage you to keep a journal or notes as you reflect on and respond to the questions provided in each contemplation so that you can document your own learning and growth as a leader.

In the spirit of continuous learning, we hope that the contemplations in the third edition of *Leading Every Day* help readers reflect on their leadership roles, styles, and practices and gain insights that improve their effectiveness and sustain them through challenging transitions.