



Quality Leadership

The Big Bet for 2033

Reforming State Systems of Support for School and District Leaders

Why This Big Bet?

Current induction and professional learning programs do not adequately prepare school leaders to serve as instructional leaders, culture builders, community engagers, and fiscal managers. State leaders should support professional learning that emphasize ongoing, practical experiences and that expand access to the collective expertise of veteran leaders

Benefits of a Leader-Centered Strategy

- **Focus on agility and adaptation:** Today’s leaders are learning on the job. To accelerate their learning and to promote their effectiveness, a statewide strategy should emphasize habits and mindsets that enable leaders to adapt to emerging challenges.
- **Co-responsibility/shared accountability:** Adjusting state policies and investments is crucial, but local school systems are responsible for cultivating leadership through ongoing, practical experiences.
- **Innovative practice:** Numerous local school systems have implemented strategies to encourage teacher collaboration, such as co-teaching and professional learning communities. A new statewide approach could accomplish the same for school leaders, including release time for professional learning and job shadowing and mentorship with master principals.

Power Strategies State Leaders Should Prioritize

Leadership Development	School Leader Induction	Ongoing Professional Learning for Local Leaders
Creation of a school and district leadership model that emphasizes adaptive competencies in three areas: change management, strategic thinking, and culture building.	Leveraging existing state efforts to develop a statewide principal induction and mentoring model that prepares school leaders to cultivate positive school culture and engage parents and community leaders in school transformation activities.	Providing opportunities for school and district leaders to undergo professional learning activities together.
		Supporting school and district leadership teams as they model how to improve instruction through greater use of formative assessments and instructional technologies.

How Can State Leaders Get Involved

The EdQuest Georgia Coalition recommends:

- State leaders ask school and district leaders to weigh in on the specific resources and learning supports that, if implemented, would support their efficacy and address the conditions that drive high principal turnover.
- State leaders address the lack of diversity in the leadership pipeline by determining the barriers that discourage candidates from entering administration programs and districts from creating pathway programs.
- The Georgia Department of Education leverage current efforts to create a professional growth system that provides induction supports for new school administrators and provides opportunities for seasoned professionals to lead schools while mentoring and coaching their peers.

Four Ways Practitioners Can Support the Big Bet

Identify Gaps and Barriers

Local leaders should identify state policy barriers, local capacity gaps, and ineffective practices that would stifle the development and execution of a state leadership framework. Practitioners should recommend how to use existing assets to address gaps in leadership preparation in Georgia.

Collect Evidence of Impact

Advocates and experts should identify promising practices related to the following school leadership domains: school culture and climate initiatives, change leadership, instructional delivery and redesign, fiscal management, and parent and community engagement. Developing a research and practice base should support the mastery of adaptive leadership skills.

Real-World Practical Experiences for Aspiring Leaders

School districts should create pathways programs to ensure that aspiring leaders can make informed decisions before becoming school leaders.

Create Professional Learning Communities for School Leaders

School districts should create professional learning strategies for school leaders that provide early-career support and allow seasoned professionals to lead schools while mentoring and coaching their peers. Since principals and assistant professionals cannot address problems of practice during the school day, school systems should provide release time to enable administrators to trouble shoot.