

Fusing educational reform policy and action: Assuring the development of local leaders

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School change does not happen in a vacuum. It requires initiative and leadership. Because Maine's educational system features a strong local control component, successful educational change requires development of local leadership. In the following article, Assistant High School Principal George Marnik and University of Maine Education Professor Gordon Donaldson report on the Maine Academy for School Leaders, an educational leadership development project in which they were involved. Among other things, the researchers learned that successful educational change is not likely to result from a one-size-fits-all state policy. Rather, successful reform occurs "one individual at a time, one school at a time."

Introduction

One of the popular myths of education is that our system of governance, policy making and educational reform is heavily centralized and directed from the state and federal levels (Barth 1990; Sarason 1991). In Maine, with its tradition of Yankee individualism and concern for local control, school boards, superintendents, principals, and especially individual teachers, have wide discretion over the shape of schools and learning practices. Our system of public education is loosely coupled and operates more on persuasion and consensus than it does on mandates and compliance.

Once a regulation or systemic initiative is adopted at the state level, its implementation is left largely to school personnel in the local district. Local leaders are extraordinarily important in the successful adoption, implementation and continuation of policies and change initiatives. This article reports on an innovative professional development program for school leaders that had as one of its primary goals assisting such leaders in becoming successful agents of change in Maine schools.

The school site leader: A missing link in reform

Over the course of the past decade, public schools have been subjected to increasingly sharp and critical reviews from a wide spectrum of political, social and economic interests. Calls for a restructuring of our educational system and its relationship to our economic and social niche in the world have become commonplace. Metaphors used to describe our schools have moved away from industrial and factory-based comparisons to schools as communities of learners and learning organizations. In this new view, students are seen as creators of knowledge and meaning and not merely recipients of it. Teachers are seen as facilitators and enablers and not only as transmitters of knowledge. Principals are seen as head learners and transformative leaders instead of authoritarian managers.

While the metaphors may be changing, the vast majority of schools and educational policy-making structures continue to be organized along bureaucratic lines of authority and control. Hopes may change, but the structure within which those hopes must be realized remains the same. As calls for school reform increase, the role of school leaders, both principals and teachers, becomes increasingly difficult and complex. Conflict is inherent in school-level decisions over the direction and goals of any particular reform effort. Often, teachers and parents, legislators and the public, business people and community members all disagree over the nature of the educational changes that are proposed as the solution to our latest crisis. When the schoolhouse and classroom doors close, it is the individuals within them upon whom the mantle of school reform and improvement falls.

Maine has been no exception to this national turmoil. The past decade has witnessed unprecedented reform activity at the policy level. The Brennan and McKernan administrations and the state legislature have initiated several waves of reform efforts since the passage of the Education Reform Act in 1984. Their targets ranged from the quality of classroom teaching to the funding structure for public schools; from the establishment of a "common core" of goals for curriculum to individual innovations and school-wide restructuring; and from establishing outcome measures for student learning to making the recertification of teachers and administrators competency-based.

Few question the fundamental intent of these reforms; as with most policy changes, the goals — improved learning and development in Maine children — are laudable. More widespread, however, has been criticism over the methods by which reform policies have been put into effect. Particularly from the viewpoints of local educators, parents, and citizens, the tangible and long range effects of these reforms can be seriously questioned. The familiar refrain is: the legislature, governor, and Department of Education meant well; policies and regulations were adopted; money was raised and spent; and, finally, school districts attempted to implement each wave of new initiatives. The critical question, however, remains: Did these reforms really make a difference in the conditions in our schools and in the learning by our children?

The history of school reform in the United States and the loosely coupled nature of our public school system suggest that the answer is not an unequivocal "yes." This article focuses on the school-site leader's role in tightening the link between well-meaning policy and benefits for children. Many such leaders do not blindly follow wisdom from Augusta; if anything, in most Maine communities they take the common view that Augusta's wisdom is marred and must be questioned. To be effective, school leaders must overcome this mistrust and develop the capacity to make school improvement policies come to life in the classrooms of Maine, in the teaching of Maine teachers, and in the learning of Maine students.

State-wide policy initiatives are only as effective as their implementation efforts in local schools. These initiatives, many of which are aimed at changing local education practices to prepare students better for a rapidly changing world, cannot succeed unless local leaders are enlisted, engaged and supported in their work. The Maine Academy for School Leaders was a unique effort to provide this much needed support to practitioners throughout the state.

The model: The Maine Academy for School Leaders

Since the fall of 1991, a federally-supported program of local school leadership development has sought an alternative route to fuse the link between policy initiatives and local action. The Maine Academy for School Leaders began with a single proposition: If leaders were to understand, embrace and lead innovation effectively, they would need time, support, and training in how to change their leadership behaviors. Put another way, if any of the many positive initiatives from Augusta and elsewhere were to take root in Maine's schools, the leaders of those schools would need the opportunity to change their own leadership so as to encourage and nourish the change efforts.

The Maine Academy for School Leaders (MASL) was supported by a grant to the Maine Leadership Consortium from the U. S. Department of Education. The consortium, which is a collaborative effort of most of the state's education-related organizations and institutions, won one of only five grants awarded nationally. The academy was funded from October 1991 through June 1993, but continues to operate as the Maine Network of School Leaders on funds generated by its members. The academy invited local educators and citizens to commit to a sixteen-month program of leadership development. Importantly, it defined local school leaders to include educators and citizens taking an active role in shaping their schools, a definition that brought applications from many teachers and principals but also from some school board members and parents. Membership in the academy consisted of 60 school leaders who were chosen from approximately 170 applicants. Those accepted into the academy represented diverse school roles and backgrounds: 74 percent were women; 47 percent were administrators; 47 percent were teachers or lead teachers; and 6 percent were school board members or from education related agencies. These individuals came from 14 of Maine's 16 counties and represented 25 percent of Maine's school districts, three private schools and two state service organizations.

Three principles of school leadership anchored all academy activities and defined the very essence of this leadership development and school improvement effort:

- Principle 1: School leaders are those people who successfully influence the school as a whole to enhance learning outcomes for students.
- Principle 2: Learning to lead more effectively means learning how one's beliefs and behaviors in the school community affect others and influence how students learn.
- Principle 3: School leaders are learners who fashion their own goals and learn in their own ways but who need a supportive, honest interpersonal environment in which to do this.

To support these principles, four premises lay at the foundation and organization of academy activities. If school leaders were to change their leadership behaviors to support innovative practices:

- (1) their understanding of leadership would need to include cognitive, interpersonal, and intrapersonal dimensions of leadership;
- (2) their learning would need to take place largely in their workplaces;
- (3) they would need helpful yet critical feedback and support from trusted colleagues; and,

(4) they would need to improve their capacities to reflect on their own schools, students, staffs, and communities and on how they as people and as leaders were shaping and being shaped by these factors.

At the heart of the organization of the academy's efforts lay a critique of past leadership development that viewed leading primarily as a cognitive-ideological activity designed only for school administrators (Daresh and Playko 1992; Murphy 1992). This traditional model ignored the leadership potential of teachers and others and emphasized reading, courses, workshops, and conferences as the means of "training" leaders. In this model, learning was a matter of "transmitting" knowledge from experts to novices, one which encouraged leaders to be passive as learners and to view their followers in similarly passive/compliant terms. This model supported a directive, hierarchical approach to school change. This approach, which fostered the myth mentioned earlier that simply passing a new policy brought real changes in practice, has proven ill-advised and ineffective (Fullan and Hargreaves 1991; Schlechty 1990).

By contrast, the MASL model is based in the observation that innovations, such as Maine's recent educational reforms, rarely succeed in loosely-coupled organizations when leaders operate from this hierarchical paradigm. Learning about leadership must be rooted in theories of adult development and based in the reality of the actions and behaviors of leaders in schools. Unlike the traditional model, the academy staff took on the role of facilitators and resources to participants. Decision-making was participatory, with the curriculum driven by the needs of the membership. Meeting professional development needs was highly individualized. Each participant's learning goals were defined by him or her to address school improvement needs in his or her own school. Learning was not prescriptive, but was defined and shared by many participants with the ultimate responsibility on each person within the community of learners and leaders.

The heart of the model: The Leadership Development Plan

The principles of leadership and the underlying premises of the academy defined its curriculum process and structure more so than its content. What a member chose to learn about leadership depended on the issues he or she faced in his/her school or community. The academy curriculum required that the school leader view these issues within the Interpersonal-Cognitive-Intrapersonal (1-C-I) framework, but did not identify the issues themselves. The 1-C-I framework is based on three areas, or "domains," of leadership knowledge and skill. These are:

- **Interpersonal:** This domain involves how a person relates to others to accomplish leadership tasks. Interpersonal knowledge is gained from interpersonal experience and reflection. Active listening and reflective feedback ; are examples of specific skills used in this area.
- **Cognitive:** The cognitive domain focuses on what substantive knowledge a person needs to assume a leadership role in the school. It emphasizes intellectual knowledge of teaching and learning, organizational theory, group process, effective leadership strategies and others.

- Intrapersonal: This domain concerns self knowledge and how it comes into play in the leader's conscious deployment of behaviors while leading. Intrapersonal knowledge results from reflecting on intrapersonal experience and consulting with others whom one trusts.

Academy members stretched their understanding of themselves and their schools in all three domains. The academy presented a process and structure to encourage this stretching, and the staff and members constantly worked to sustain it. The particular lessons each member worked on, however, were individually defined. These efforts to build capacity for leadership in each member cut across four types of leadership activity that are integral to school change in Maine:

- (1) facilitating staff learning and teamwork for school improvement;
- (2) site-based management skills that support educational outcomes;
- (3) leadership of instruction; and
- (4) promoting a climate where assessment of student outcomes occurs frequently and informs instructional and management decisions.

The paradigm and model are explained in more detail in the academy document, Curriculum Packet: A Portfolio of Materials Explaining An Innovative Approach to Leadership Development.

Participants were primarily responsible for defining their own school's leadership needs and thus setting their own developmental goals. These goals were to be specified in a Leadership Development Plan (LDP) that was required to have cognitive, interpersonal, and intrapersonal sub-goals that reinforced one another ([Figure 1](#)). LDP's were developed over an eight-month period during which leaders determined their own values and beliefs about learning and leadership, their schools' unique needs and demands, and determined those aspects of school functioning which would lead to the greatest gains in student learning.

An example from one participant's LDP experiences demonstrates how her own needs as a leader evolved from simply focusing on cognitive changes in others to including interpersonal practices and herself. This teacher leader focused her plan on "redesigning the senior English curriculum for standard (general track) students." The format of the academy planning process Fusing educational reform policy and action encouraged her to take this general project and revise it to include the skills and competencies necessary to achieve such a goal within the intricacies of the school setting. Her early statement of this goal was:

In order to effectively design and implement the Senior Humanities Seminar, I need to gain the information necessary to build a student-centered, interdisciplinary course ... 1 plan to read books and articles about [these topics]...

However, the I-C-1 format also expected participants to consider and address the other two dimensions of learning about leadership. The following excerpt portrays her increasing understanding of the nature of relationships in schools and her own interpersonal needs as a school leader:

Perhaps the most crucial goal for me is my ability to clearly articulate my philosophy/premise for drastically changing a traditional English class. To do this, I must share my thoughts precisely and logically ... and [avoid] the danger... of 'blocking out' any ideas my collaborators may have. As a result, I need to greatly improve my listening skills so I can truly listen to the feedback of parents, students, collaborators, and community members ... This will demand a number of particular skills: listening, speaking, conflict resolution ...

Such examination of one's interactions with others led to reflection about the intrapersonal needs of this school leader: I need to be mindful of and welcome the ideas of others; sometimes I only hear what I am thinking and my ideas improve when others contribute to them ... I need to take risks in seeking more support and assistance from others ... [and] the most personal and important goal I must address is to allow for personal time in my schedule . This inward spiral from cognitive to intrapersonal was important in school leaders identifying what it was about themselves that needed to change so that they could more effectively work with their colleagues in order to implement the proposed initiative in their school. Such leadership development — not "training" — took place in a variety of settings in and out of the members' schools. Biweekly gatherings of academy participants took place in network groups of 30 people and in regional groups of 15 with program activities more structured and didactic. Sessions throughout the academy focused on themes of instructional leadership, interpersonal aspects of leadership, the change process, teacher leadership, conflict management, communication skills, reflective practice, school culture and adult learning. These themes were identified as patterns in the LDPs of the participants and became essential to our living curriculum of leadership development. Members' growth depended upon their commitment to their own professional development and their willingness to take risks and question established attitudes and practices. The Academy's learning activities fit into four developmental phases that supported and challenged members throughout this process:

Phase I, Assessing My Leadership: The primary goal of Phase I was to evaluate leadership strengths and needs at the school staff and personal level. Biweekly small group sessions for participants were held regularly for five months to achieve this goal.

Phase II, The Leadership Development Plan: This was a three-month planning period during which participants established their initial LDPs and their peer support and development teams.

Phase III, Changing My Behaviors: This nine-month phase was an opportunity for participants to focus on changing behaviors at the school site level. During this phase, LDPs were put into action, participants engaged in reflective practice, and sought out strategies for developing specific skills.

Phase IV, Exhibiting Leadership Learning: During this three-month phase, participants documented their skill development efforts, and continued to seek feedback on and to evaluate their experiences in the academy.

Early in the process, as individual development plans emerged, participants formed Support and Development (S&D) Teams of three or four members. At a week-long retreat at Bowdoin College in July of 1992, these teams became deeply involved in shaping the LDPs of their

members and developing group norms that would support the implementation of these plans through the 1992-93 school year. Throughout the year, individuals "worked their plans" in their schools and communities, and attempted simultaneously to change their leadership behaviors to support improved student outcomes and to monitor and adjust their change efforts.

The members of the Support and Development Teams and two full-time academy facilitators visited participants at their schools, observed them as they led, and met frequently to provide colleague-critic feedback. These two components of the academy experience were crucial to its success. The S&D Teams were the primary learning vehicle for virtually all academy members. The teams gained this central role by assisting members work through their LDPs both in the workplace and in the reflective activities of their meetings. The teams also functioned as labs for interpersonal and group learning. Members learned and applied new concepts and skills that focused on the interpersonal dimensions of leadership in the safety of their small group.

Academy facilitators were also an innovative and important variable in this leadership development experience. Each of the two facilitators served as an observer, a critical friend and a coach. He or she encouraged learning by serving as a sounding board for reflection and discussion, by giving feedback, and by providing a supportive environment where growth could occur. Because of working with individuals, S&D Teams, networks and the academy as a whole, the facilitator was able to see connections, to diagnose and respond to individual and/or group needs, and to encourage networking among participants. The facilitator also functioned as a gentle but constant reminder of the academy principles and expectations and assisted members in making learning a priority in their daily lives.

At several points in the school year, each leader, assisted by his or her S&D Team and facilitator, formally summarized and evaluated, through narrative writing and discussion, his or her own progress toward more effective leadership. These "taking stock" activities served to refocus their strategies in light of what these leaders were learning about their own effectiveness — an in-course correction informed by feedback from school personnel, team members and academy staff.

At the conclusion of the academy in May 1993, participants presented portfolios that demonstrated their beliefs and values about learning and leading, what they had done to lead more effectively, evidence that they had made some impact on their schools' ability to promote better student outcomes, and a reflective narrative on how their learning about their own leadership had deepened.

The model's potential to encourage local change

Maine's 16-month experience with this innovative approach to leadership development revealed its potential for stimulating school improvement in a number of ways. (A detailed evaluation of MASL's effects is reported in Program Evaluation: Maine Academy for School Leaders, published by the Smith Policy Center, University of Maine.) At one level, simply bringing together and structuring reflection for school-site leaders who saw themselves as change agents enabled them to operate as more effective leaders. As one MASL member put it in June 1993:

In trying to scope out the success of our work, we have to credit the framework of the Academy, the three dimensional concept of the LDP, and the facilitation of our MASL leaders. Beyond the wonderful structure that brought us together, we have formed a strong bond of professional interest and personal sharing that informs all of our conversations and work as a group.

For many academy members, but especially for the teacher leaders, the frequent opportunities to clarify their roles and to develop a leadership plan allowed them to crystallize their leadership work in their districts. It also gave them the resolve to carry out those plans. One teacher wrote in her year-end portfolio:

The most courageous aspect of my LDP ... was calling a meeting to discuss curriculum coordination in the district. This was the root of much grumbling, inequality, and poor programming [in our district] ... [The curriculum effort was stalled even though most recognized that] working towards a change in curriculum coordination would be uplifting to the school culture ... and providing a better coordinated learning environment for our students. Calling the meeting was stepping out of ranks [for me as a teacher, but I did it anyway]

The evaluation study conducted by the Margaret Chase Smith Center for Public Policy and the Academy's self-evaluation each identified aspects of the MASL model that members found particularly helpful in their work with change. Participants identified four aspects of the curriculum that they felt supported their learning the most: (1) reflective writing pieces; (2) the S&D team structure; (3) the individualized and school-based nature of learning activities, and (4) the support of the facilitators, Academy leadership and their colleagues. These findings dovetail nicely with the original intent of the Academy curriculum and its fundamental principle of school leadership.

When asked to cite which of the components of the structure helped them most to achieve Academy goals and their own professional objectives, participants ranked the facilitators and the S&D Teams the highest. This finding lends credence to the belief that the role of the "colleague-critic" is fundamental to improved leadership and successful change in our schools. One MASL member wrote:

What MASL did is provide me with support for what I believed was right. But the key was the quality of the questioning ... of my views [to make me justify myself]. I want those kinds of conversations ... and the moral support... to continue.

Another reported that her S&D Team learned the value of problem solving:

[As the result of] a personal situation of one of the participants. Important interactions among us developed around this situation and quickly transferred themselves to our professional reflection-and-problem-solving sessions.

The expectation and structure for frequent collegial interactions that both challenge and support school leaders are an aspect of school reform initiatives that are often ignored and not commonly built into implementation efforts.

On a similar note, many members of the academy found the freedom to target their learning around issues of change in their own schools most valuable. As one Academy member interpreted this critical difference in philosophy:

Another aspect of the Academy that has influenced my understanding of how leadership works is the opportunity to listen to and discuss issues with practicing school leaders. Without this grounding in the reality of what actually goes on in schools, the Academy would suffer from what often lacks in academic work - the connection to practitioners.

For many, introducing the complexities of their own schools into their professional development was new and unexpectedly challenging. They could no longer rely simply on cognitive knowledge about leadership. They now had to face their own competencies and behaviors, their own responsibilities for the strengths and weaknesses of the school. A building principal described the fundamental difference in a way that focused on the intrapersonal dimensions of his professional growth:

I have learned how important it is to ask the right questions at the site-level on a regular basis: Are the faculty open with me or holding back? Are we solution oriented? Do staff reiterate the school's values? Do I feel confident and organized in my thoughts and feelings? Do I assess how I handled the situation objectively? How do I appear supportive? What can I do for the faculty?

The academy revealed to leaders the critical role played by interpersonal skills and group dynamics in the change process. Many discovered that, regardless of how wise a plan or policy is, the school's faculty, staff, and parent groups must be artfully facilitated by the school's leaders if those plans are to be realized.

In summary, the Maine Academy for School Leaders' success at developing the capacity to facilitate change stemmed from four aspects of the experience. These serve as lessons that can be considered and applied so that individuals can better fulfill their critical role in school improvement efforts. Based on our experiences, such efforts must be:

- * workplace based, extend over a significantly lengthy period of time and cut across traditional roles. When leaders discover that their practical learning necessarily involves people and activities in their schools, the 'classroom' for their learning becomes their schools. They also see that to achieve fundamental gains requires an investment of time far beyond the boundaries of traditional approaches to professional development. It allows participants to gain a depth of understanding of themselves and their actions that can only be achieved through a continuous cycle of feedback and revision. Such reflection-on-practice is more authentic in schools when people, each from his or her own role and perspective, contribute to the conversation and the effort to improve upon leadership behaviors.

- * based in the values and beliefs of the leader and the culture of the school. An honest assessment of these beliefs is critical in gaining an understanding of local conditions and a person's actions within that context. It is through this understanding that policies are best implemented and sustained if they are rooted in the value system that supports the culture and structure of the school. By stating and honoring one's beliefs, the likelihood of nurturing and

sustaining local capacity is increased dramatically. Individual commitment moves beyond mere compliance and pushes the local work forward for the benefit of the entire learning community.

* focused on a discrete set of behaviors that incorporate the interpersonal and intrapersonal dimensions of leadership. In the past, learning about leadership has been almost exclusively a cognitive process. If policymaking is to have meaning at the local level, it must incorporate how the policy is carried out by people in the schoolhouse. To be successful, school leaders must concentrate on a realistic number of goals at any one time and continuously reassess what they need to learn and change about themselves in order to make progress toward the identified goal. Professional growth arises out of such personal realization and empowers individuals to continue to act upon their beliefs.

* supported and challenged by colleague-critics who have the work, learning and growth of the school leader at heart. The Support and Development Teams provided school leaders with a safe haven to share their thoughts, their joys and setbacks. They provided a unique opportunity to assist individuals to reflect on their practice, while concurrently challenging them to push forward. A critical part of this equation was the role of the academy facilitator, whose primary function for the year was to help sustain the leader's growth. The facilitator was essential in helping individuals keep their professional development in the forefront of their efforts to implement school change and improved student learning.

MASL gives birth to a permanent network of leaders

The application of these lessons in school districts across the state and in the planning of policy setting bodies has important implications for the future of Maine schools. Most significantly, the academy has led members to create a permanent mechanism to support change through professional growth, not simply by policy or mandate.

Since federal funding ended in June 1993, academy members have on their own taken steps to form an expanding network of school leaders. The 60 MASL members discovered not only that changing their own Fusing educational reform policy and action leadership would take more than 16 months but also that MASL's environment of professional support and challenge needed to continue. The Maine Network of School Leaders has emerged to fulfill this need. It is a strictly voluntary association supported by the efforts of its educator members and institutions, such as the University of Maine and individual Maine school districts, who believe that leadership development fosters school improvement.

The following are examples of professional development activities and local school improvement efforts currently supported by the Maine Network of School Leaders:

- The University of Maine has restructured its graduate program in educational leadership to reflect learning principles developed in MASL.
- In a small elementary school on the coast, the principal is incorporating principles of the Academy and adult learning into her work with staff at her school. The whole school is now involved in changing individual skills and the collective educational climate.

- The Bucksport School Department collaborated with the University of Maine to offer its employees a year-long "Academy" focusing on school leadership. Several other school districts are considering incorporating such opportunities into their professional development plans for the 1994-95 school year.
- An elementary school and middle level teacher continue their work from last year to revitalize staff development efforts throughout their district. Through placing much more responsibility for professional growth on teachers, it is hoped that such an emphasis will create learning opportunities that better meet the needs of those working on a daily basis with students in the classroom.
- A high school department head continues, through regular contact with network members, to draw ideas and support for her role in change efforts at her school. With support, she has moved beyond seeing herself "only as a teacher" (a common point of view we discovered) and now instead sees herself as a person providing important direction and leadership to her school.

These types of learning and leading indicate the capacity for future leadership development that have grown from the academy. Through such continued efforts, educators in schools can examine how their knowledge and skills need to change in order to fulfill the promise of new policies. More importantly, they can develop the interpersonal skills and sensitivities necessary to actually change their practices so that these policies become realities for children.

Conclusion

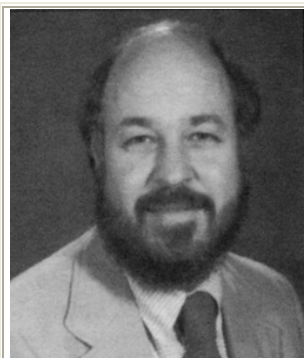
If school reform and improvement efforts are to succeed in the state of Maine, policy formation must take on a human face. The leadership development of individuals working in schools must be seen as the vortex through which change is encouraged and educational reform policies implemented. The thoughts of one person reflects a perception shared by most members:

I am more appreciative of the complexity of organizational change; I am more aware of how critical it is to understand one's own personality (strengths and weaknesses) and how it affects leadership; I am more humble; I am more aware of how important building dialogue and common objectives are; I am more willing to take risks.

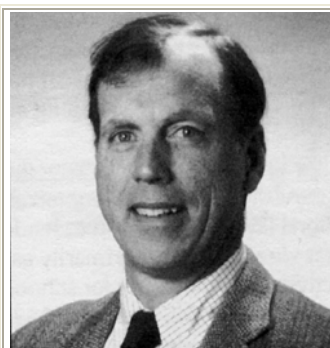
The Maine Academy experience has convinced us that change in education occurs one individual at a time, one school at a time. Recent efforts at state-wide policy change have met with much frustration in many states - Maine included. Critical to the implementation of reform policies is an understanding of the local culture and conditions of each school and community. Those that work in schools, in both formal and informal positions of leadership, are the best informed to initiate and sustain the implementation and continuation of school change efforts. Achieving school change often takes a complex and circuitous route, one that's not easily reduced to formulas that can be repeated from school to school.

The Maine Academy for School Leaders generated many insights into how professional development can support and enable school leaders to take on the difficult fusing educational reform policy and action challenges of leading staff, students, and community toward improved programs for children. Such lessons are essential to the practice of school leaders in their

facilitation of school change throughout the state. The Maine Network of School Leaders promises to make the link between policy and practice a permanent one.



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GOALS ASSESSMENT PLAN TO GROW EVALUATION	Participant's Intrapersonal Goals	Participant's Interpersonal Goals	Participant's Cognitive Goals
	What <u>assessment</u> of your needs as a person supports these goals?	What <u>assessment</u> of your school's "people needs" supports these goals?	What <u>assessment</u> of your school's effectiveness (related to student outcomes) supports these goals?
	The ways you will <u>shape your behaviors, thoughts, and feelings</u> to prepare for	the ways you will <u>work with others</u> in order to	have the <u>school work differently with children/constituents</u> so that student learning is improved.
	What are your plans to reach these goals? (Be specific and realistic.)	What are your plans to reach these goals? (Be specific and realistic.)	What are your plans to reach these goals? (Be specific and realistic.)
	How will you evaluate whether you've reached these goals? (What feedback loops do you need for what types of information?)	How will you evaluate whether you've reached these goals? (What feedback loops do you need for what types of information?)	How will you evaluate whether you've reached these goals? (What feedback loops do you need for what types of information?)

Figure 1– The Leadership Development Plan Synopsis

Published documents of the Maine Academy for School Leaders:

Donaldson, G., G. Marnik, S. Martin, and R. Barnes 1993. Curriculum Packet: A Portfolio of Materials Explaining An Innovative Approach to Leadership Development. Augusta, ME: Maine Leadership Consortium.

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