



Center for
Creative
Leadership®

Accelerating Education Leaders

Building Leadership
Pipelines for
School Success

Our Point of View,
Research, and Solutions

Introduction

Research consistently confirms that effective educational leaders improve outcomes across school systems.ⁱ Recent findings in a joint venture between RAND Corporation and the Wallace Foundationⁱⁱ support the importance of establishing comprehensive Principal Pipelines within school districts. School districts who participated in the Principal Pipeline Initiative (PPI) had greater student achievement outcomes in both Math and Reading and higher rates of principal retention.

Building a strong leadership pipeline serves as a catalyst for transformational change, but it may be hard to decide how to begin. The Center for Creative Leadership (CCL) believes culture is a crucial precursor to pipeline initiatives and other school-based interventions. Schools are continually working toward improvement through a variety of programs and interventions but, according to CCL's John McGuire, author of [Transforming Your Leadership Culture](#), strategies that do not have the support of the organizational culture are destined to be rejected. Educational leader pipelines should be framed in terms of the culture they equip school leaders to build.

Evidence shows that positional leaders like principals are key to creating positive school culture. Effective leadership cascades through a school, instilling a culture of greater collaboration and trust, driving more effective instruction, and ultimately, impacting student learning.ⁱⁱⁱ In fact, leadership is second only to classroom instruction among school-related factors that contribute to what students learn at school.

Creating a leadership culture

Our research shows that positional leaders can drive culture transformation, but everyone in the school has a critical leadership role to play toward building an effective school culture. Distributed leadership, the idea that everyone in a school can lead and contribute to school culture, is emerging as a key component to school success because of the collaborative

environment it creates. Teachers, the pipelines that build their capacity, and other positional leaders are all essential components in this equation in order to create positive working relationships.

CCL research and evaluation shows that improving school culture requires:

1. Cultivating personal psychological resources (psychological capital) to provide the inner energy necessary to meet the demands of a changing environment^{iv}
2. Challenging traditional assumptions, beliefs, expectations, and habits^v
3. Improving trusting and cooperative relationships between all role groups^{vi}
4. Developing professional learning networks that act as conduits for the transfer of resources, including advice, information, and social support^{vii}

To cultivate effective school culture, districts and schools must understand their current culture and where to focus their leadership development efforts. CCL believes that validated, research-based assessments can be a key lever in determining the best levers to pull to create shared success. Our assessments identify leadership competencies that are considered most important and most needed for development. We use these assessments to focus on districts or specific schools to hone in on where to get started in order to maximize investment. For example, our work with one public district leadership team identified the following areas of focus:

- **Strategic Planning**
- **Sound Judgement**
- **Communicating Effectively**
- **Leading Change**
- **Interpersonal savvy**

Our Solutions

CCL's K-12 Education team has extensive experience designing, delivering, and evaluating leadership development efforts for educators, both virtually and in person. Our solutions range from programs you can lead yourself to custom solutions designed with your culture and goals at the center of our process.

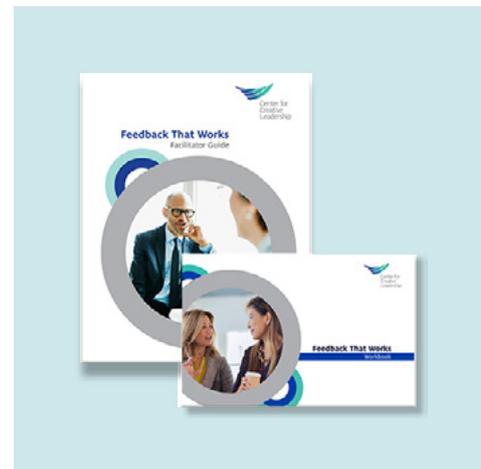
Getting Started

Assessments - CCL's robust assessment suite helps leaders at all levels transform personal data into actionable plans. Assessments and feedback provide personalized insights into your school or system, allowing leaders to learn from themselves and others. They can also help you determine the best first steps for developing leaders and/or creating shared culture change.



Workshop Kits - Lead-it-Yourself Kits are single-topic kits for your internal development. These kits let you or your experienced team leaders scale up leadership development in simple, pre-packaged modules. Workshop Kit topics include:

- **Feedback That Works***
- **Direction, Alignment, Commitment***
- **Leading People Through Change***
- **Boundary Spanning Leadership**
- **Influence***
- **Creating Accountability**
- **Step Up To Conflict**
- **Talent Conversations***
- **Delegating Effectively**
- **Learning Agility***
- **Listen To Understand**
- **Selling Your Ideas**



* Indicates that these kits are available for both virtual and in-person delivery options.

BETTER EVERY DAY™ CONVERSATIONS

Better Conversations Every Day (BCE)™ - Better culture starts with better conversations. BCE is a robust, one-day, training program designed to improve coaching skills for every member of your school or district. The program focuses on four, core coaching skills and is most successful when it is used to impact organizational performance. BCE offers multiple delivery and options, including CCL facilitation virtually or in person, as well as train-the-trainer.

Custom Solutions

The following custom solutions represent only a sampling of our offerings for K-12 clients. All custom solutions are available through virtual or in-person delivery. We also have the capability to partner with organizations and systems to offer these programs for open enrollment.



Educational Leaders Development Program (ELDP) – For over 20 years, we have provided leadership development to education leaders through our signature ELDP experience. ELDP is a leadership journey consisting of multi-day program sessions that span several months. The program integrates leadership assessments, pedagogical approaches, experiential learning, and executive coaching.



School Leadership Academies – These multi-day academies focus specifically on helping teachers see themselves as leaders and build essential leadership competencies, such as communication and emotional intelligence. When done in tandem with ELDP, it ensures everyone is on the same page and using the same skills to drive culture.

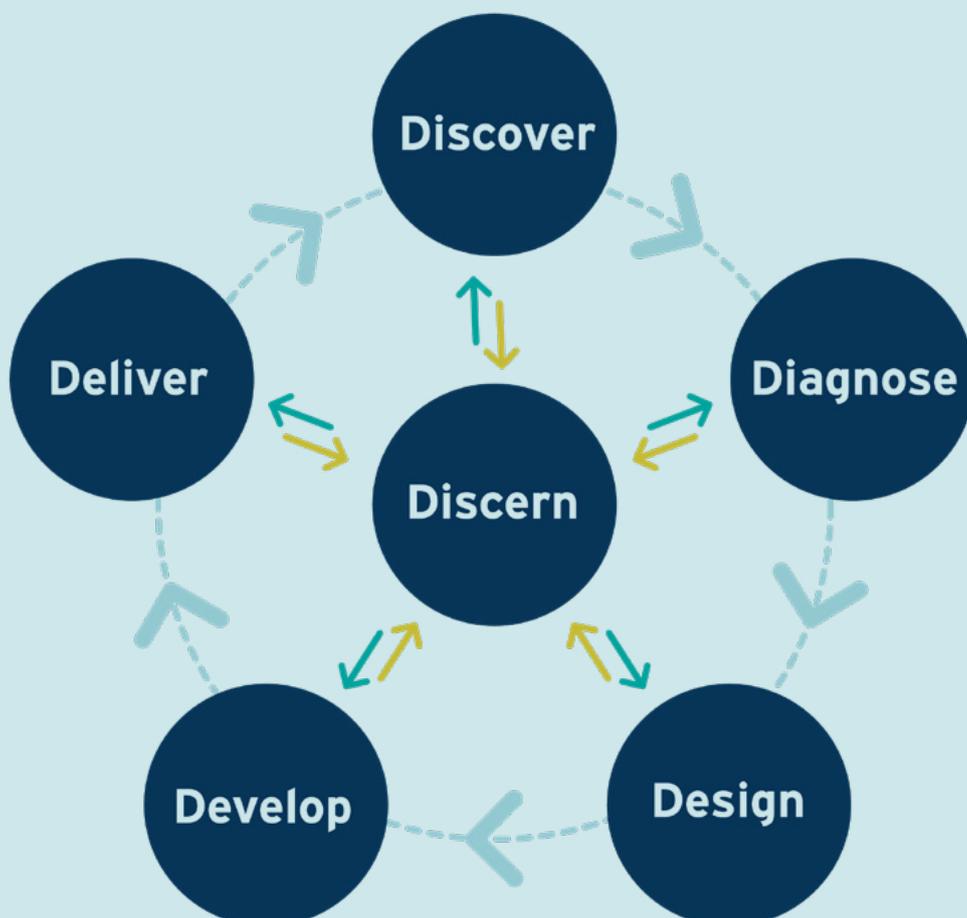


Evaluation Services – All programs incorporate evidence-based measurement and evaluation. We prioritize collecting relevant data through our Culture Assessments, Climate Surveys, and Leadership Team Assessments that are incorporated into the classroom experience so you leave with a clear understanding of how to improve outcomes.

How We Partner

CCL's client relationship process is built around understanding you. Our goal is to create solutions, insights, and impact that improve education. With each partner, our approach is consistent, but the outcome is one-of-a-kind. The D6 process is the basis for designing our leadership solutions and collaborating with you. Our methods of communication during the design process will range from face-to-face design meetings, design review webinars, weekly project team conference calls, and any other individual conversations needed to assure success.

- **Discover** your system or school challenge and context
- **Diagnose** your leadership need and outcomes
- **Design** your customized initiative
- **Develop** the detailed design and materials
- **Deliver** your solution
- **Discern** the impact

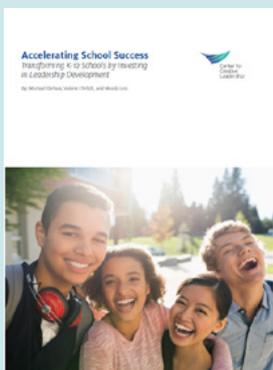


Contact Us

Your Business Partner will rally a team of solution designers, project managers, evaluation experts, and other skilled individuals to begin planning your initiative. Email us at socadv@ccl.org or visit our website at www.ccl.org/K12 to learn more.

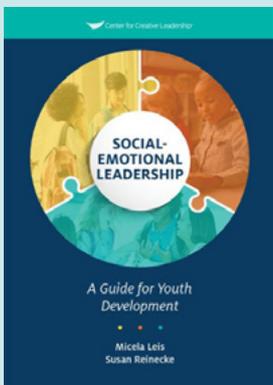
Contact us, and the process can begin. Let's create results that matter.

Additional Resources



WHITE PAPER

Accelerating School Success: Transforming K-12 Schools by Investing in Leadership Development Leadership development can create the needed culture change necessary to improve outcomes for students.



PUBLICATION

Take it to the next level and start building your pipeline with youth with our new Social-Emotional Leadership Development Handbook.



ⁱLouis, K. S., & Wahlstrom, K. (2011). Principals as cultural leaders. *Phi Delta Kappan*, 92(5), 52-56.

ⁱⁱhttps://www.rand.org/content/dam/rand/pubs/research_reports/RR2600/RR2666/RAND_RR2666.pdf

ⁱⁱⁱ<https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>

^{iv}Gorgievski, M. J., & Hobfoll, S. E. (2008). Work can burn us out or fire us up: Conservation of resources in burnout and engagement. *Handbook of stress and burnout in health care, 2008*, 7-22.

Luthans, F. & Youssef, C. M. (2007). Emerging positive organizational behavior. *Journal of Management*, 33, 321–349.

^vDuFour, R., & Fullan, M. (2013). *Cultures built to last {systemic PLCs at work}*. Bloomington, IN: Solution Tree Press.

^{vi}Bryk, A. S., & Schneider, B. (2002). *Trust in schools: A core resource for improvement*. New York, NY: Russell Sage Foundation.

Bryk, A. S., Sebring, P. B., Allensworth, E. M., Luppescu, S., & Easton, J. Q. (2010) *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press.

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^{vii}Daly, A. J., Daly, A. J., Moolenaar, N., Der-Martirosian, C., & Liou, Y. H. (2014). Accessing capital resources: Investigating the effects of teacher human and social capital on student achievement. *Teachers college record*, 116(7).

Moolenaar, N. M., & Slegers, P. J. C. (2015). The networked principal: Examining principals' social relationships and transformational leadership in school and district networks. *Journal of Educational Administration*, 53(1), 8–39. <https://doi.org/10.1108/JEA-02-2014-0031>



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