Chapter 81

School Leaders in a Time of Accountability and Data Use:
Preparing Our Future School Leaders in Leadership Preparation Programs

Evan G. Mense
Southeastern Louisiana University, USA

Dana M. Griggs
Southeastern Louisiana University, USA

Julius N. Shanks
University of Montevallo, USA

ABSTRACT

School leaders are challenged with the task of high stakes testing and student achievement. In the data-driven K-12 setting, it is necessary to have quality school leaders in place. Universities are charged with preparing these quality school leaders. Educational leadership programs need to contain quality structure and key components. These key components required of leadership preparation programs consist of data, leadership style/theories, data culture/climate school leader organizational and management, school community relations, professional development, school/teacher improvement, school improvement plan (SIP), implementation of SIP goals, and field experience. These key components need to encompass the national educational leadership preparation (NELP) standards and the professional standards for educational leaders (PSEL) standards to maintain a successful educational leadership program.

INTRODUCTION

Schools and districts need to foster, embrace, and encourage data use within schools (Knapp et al., 2006; Lachat & Smith, 2005; Supovitz, 2006; Supovitz & Klein, 2003; Wayman, Cho & Johnston, 2007; Wayman & Stringfield, 2006). Educational leadership programs should collaborate with schools and districts

by investing in leadership, professional development, and structuring time for collaboration (Datnow, Park &Wohlstetter, 2007; Lachat & Smith, 2005; Supovitz & Klein, 2003; Wayman, Cho & Johnston, 2007; Wayman & Stringfield, 2006; Young, 2006). Educational leadership programs need to ensure that school leaders have a thorough understanding of their roles pertaining to using data, and that they possess the knowledge and skills to use data appropriately.

With K-12 school performance consistently being challenged from internal and external sources, it is imperative that school leaders are prepared in leadership preparation programs so they are ready for the monumental task of leading schools and improving student achievement. The authors of this chapter will discuss the standards that drive leadership preparation programs, as well as the structure and key components required of leadership preparation programs that consist of: data, leadership style/theories, data culture/climate school leader organizational and management, school community relations, professional development, school/teacher improvement, school improvement plan, implementation of SIP goals, field experience. The chapter concludes with a conclusion and practical applications for school leader candidates.

EDUCATIONAL LEADERSHIP STANDARDS

In today's education arena with high stakes testing and student achievement quality, school leaders are essential. Educational leaders need to understand their key role to create an environment to sustain constant improvement (Muijs, & Harris, 2003). With sustained constant improvement comes data-driven decision-making (DDDM). In order to have essential school leaders, universities are charged with preparing these educational leaders. Educational leadership programs need to contain quality outcomes in order to prepare leaders to be effective instructional leaders (Barnett, Basom, Yerkes, & Norris, 2000). The key to having a successful Educational Leadership Program is meeting the expectations of the National Educational

Leadership Preparation (NELP) Standards and the Professional Standards for Educational Leaders (PSEL) Standards. National standards are needed due to changes in school conditions and school populations, higher expectations for teaching and learning, and increased knowledge regarding effective leadership. Clear and consistent standards allow all stakeholders to understand and communicate expectations regarding ways to meet these challenges (National Policy Board for Educational Administration, 2015).

In 1987 The National Commission on Excellence in Educational Administration (NCEEA), sponsored by the University Council of Educational Administration (UCEA), reported concerns and needs of educational leadership preparation programs. The NCEEA criticized the educational leadership preparation programs for a number of deficiencies:

- A lack of a definition of good educational leadership;
- A lack of leader recruitment programs in the schools;
- A lack of collaboration between school districts and universities;
- A lack of minorities and women in the field;
- A lack of systematic professional development for school administrators;
- A lack of quality candidates for preparation programs;
- A lack of preparation programs relevant to the job demands of school administrators;
- A lack of sequence, modern content, and clinical experience in preparation

23 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/school-leaders-in-a-time-of-accountability-and-data-use/260499

Related Content

Service Quality Imperative for Quality Assurance in Higher Education: A Case Study
Vannie Naidoo (2020). *Quality Management Implementation in Higher Education: Practices, Models, and Case Studies (pp. 386-400).*
www.irma-international.org/chapter/service-quality-imperative-for-quality-assurance-in-higher-education/236046

Education, Gender, and Child-Rights: Salient Issues in SDGS Years in ADO-ODO/OTA Local Government Area of Ogun State, Nigeria
Taiwo O. Abioye, Kehinde Oyesomi, Esther Ajiboye, Segun Omidiora and Olusola Oyero (2021). *Research Anthology on Preparing School Administrators to Lead Quality Education Programs (pp. 36-49).*
www.irma-international.org/chapter/education-gender-and-child-rights/260415

Enduring Repeated First-Time Leadership: The Case of Africa's First Republic
Matthew Waritay Guah (2021). *Handbook of Research on Innate Leadership Characteristics and Examinations of Successful First-Time Leaders (pp. 253-273).*
www.irma-international.org/chapter/enduring-repeated-first-time-leadership/271343

Smaller by Design: How Good Practice Features from MOOCS can be Adapted to Enhance Core Curricula Delivery
David Lyon, Lynette Steele and Cath Fraser (2016). *Open Learning and Formal Credentialing in Higher Education: Curriculum Models and Institutional Policies (pp. 98-120).*
www.irma-international.org/chapter/smaller-by-design/135642

Organizational Knowledge and Administration Lessons From an ICT4D MOOC
Leila Goosen (2021). *Encyclopedia of Organizational Knowledge, Administration, and Technology (pp. 245-261).*
www.irma-international.org/chapter/organizational-knowledge-and-administration-lessons-from-an-ict4d-mooc/263542