



# Ready, Set, Go

*Success for All*

An e-Newsletter linking people and resources to support quality practices in the education of all students



## Effective School Administrators = Successful Students and Schools

Grissom et al., (2020) found that school administrators have a more profound effect on student and school outcomes than previously acknowledged. In the most recent [2020 comprehensive study commissioned by the Wallace Foundation](#), the report recognized in comparison to an effective teacher on student academic achievement, an effective principal's impact on student achievement is nearly as large (Grissom et al., 2020). This research can help guide efforts for improving pre-service administrator preparation programs as well as provide direction for in-service professional learning support of school principals and assistant principals. The eight key findings found in the Wallace report address reasons for supporting principals. This particular recognition, "Effective principals orient their practice toward instructionally focused

interactions with teachers, building a productive school climate, facilitating collaboration and professional learning communities, and strategic personnel and resource management processes” highlights the significance for school leader’s knowledge and skill development to be an ongoing process (Grissom et al., 2020).

**Get Ready** to reflect and identify ways to enhance or improve school leadership competencies and skills as instructional leaders, building positive student and family relationships, creating safe learning environments for all students, and leading special education efforts.

**Tip #1:** Create cultures of change through innovative leadership practices

- Results: What do you want to accomplish?
- Indicators: What evidence will exist of completion?
- Action: What action will be taken? (*VDOE: Leadership*, n.d.)

**Tip #2:** Recognize current and emerging trends facing special education

- [Virginia Tiered System of Supports \(VTSS\)](#)
- [High Leverage Practices](#)
- Inclusive practices
- Technology
- Focus on outcomes, not just compliance
- Pay attention to disproportionality (Bateman & Cline, 2019)

**Tip #3:** Review key practices for leading success for students with disabilities

- [Professional Standards for Educational Leaders 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#)

**Get Set** to lead and support teachers and teams as they work to provide evidence-based instructional practices, create positive student and family relationships, make data-informed decisions, and foster equitable, and safe learning environments.

- [IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs](#) Module from the IRIS Center
- [HLP Leadership Guides](#)

**Go** find ways, professionally or personally, to connect and network with other administrators in your division, region, or across the state. Contact Jaelyn Nickel, [nickeljr@jmu.edu](mailto:nickeljr@jmu.edu), if you would like to learn how some school leaders are currently learning, problem-solving, and inspiring one another by engaging in supportive communities of practice. For more information about connecting and collaborating with others, check out these resources:

- [Introduction to Communities of Practice: A brief overview of the concept and its uses](#)
- [Virginia Council of Administrators of Special Education](#)
- [Virginia Association of Supervision and Curriculum Development \(VASCD\)](#)

## References

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