

Balanced Leadership for Student Learning

A 2021 update of McREL's research-based school leadership development program

By Kristin Rouleau



About the Author

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About McREL

McREL International is a nonprofit, nonpartisan organization committed to improving education outcomes for all students through applied research, product development, and professional services to teachers and education leaders. We collaborate with schools and school systems across the U.S. and worldwide, helping educators think differently about their challenges and providing research-based solutions and guidance that help students flourish.

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Balanced Leadership for Student Learning: A 2021 update of McREL's research-based school leadership development program

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In more than a decade of working with school leaders across the globe in a variety of schools—small, large, rural, urban, and suburban—we are more convinced than ever that effective principal leadership has a positive effect on student learning.

Research has demonstrated, as long ago as McREL's original research, first reported in the ASCD publication *School Leadership That Works* (Marzano et al., 2005) and as recently as in the 2021 Wallace Foundation report, *How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research* (Grissom et al., 2021), that effective school-level leaders impact student achievement.

At McREL, we maintain that all principals can learn and implement the actions and behaviors that have the biggest effect on student learning outcomes, namely:

- to establish a clear schoolwide focus on delivering quality instructional experiences for all students;
- to initiate, lead, and manage change in school processes, programs, personnel, professional learning, and other operations necessary to create better learning conditions and outcomes; and
- to cultivate a purposeful school community that shares a united vision for what they want to be and a shared belief that, working together, they have what it takes to make that vision come true.

These three overarching imperatives of effective school leaders—*establishing a clear focus, leading and managing change, and cultivating a purposeful community*—and the

specific actions and behaviors that support each of them, were articulated from the research and analysis that serve as the cornerstone of McREL's Balanced Leadership® professional learning program for current and aspiring principals, school leadership team members, and central office administrators who supervise schools.

In the years since *School Leadership That Works* was published and the first participants engaged in Balanced Leadership professional learning, the demands on school-level leaders and schools themselves have continued to increase. What hasn't changed, however, is the relevance of the Balanced Leadership findings and accompanying professional learning that supports principals in carrying out their responsibilities as instructional leaders.

Recently, we asked some longtime advocates of Balanced Leadership to describe how their learning from the program specifically applied to the very real challenges schools faced in 2020. We anticipated hearing responses like, "Balanced Leadership helped our school address the challenges of virtual learning," or "Balanced Leadership helped us to create a communication plan for keeping families informed about school changes." What we heard, however, was not specific problems of practice, but rather that Balanced Leadership informed *everything* about the way school leaders went about their work, regardless of the challenge. We heard about focusing on the *right* work—the importance of maintaining an emphasis on teaching and learning in the midst of everything else that was going on. There was extended discussion centered on leading and managing change, since change

was the single constant *everyone* experienced during the pandemic. Lessons learned from Balanced Leadership helped these leaders support their students, staff, and families as they all experienced school in a different way than they had before. One leader described Balanced Leadership as the “operating system” that guides it all, explaining that once you’ve learned and implemented Balanced Leadership, it’s simply embedded in how you lead.

Drawing on new educational leadership research and on insights we’ve gathered over the last few years while working with hundreds of principals, superintendents, and other leaders across the United States, McREL has recently updated the Balanced Leadership professional learning program. Those who are familiar with the long-standing program will find it is far more integrated and focused on applying Balanced Leadership concepts, responsibilities, and practices to real-life problems of practice and high-leverage needs identified by participants. And it is ever-more centered on student learning as the focus of leadership. The program, now renamed **Balanced Leadership for Student Learning™**, has been reconfigured as four one-day sessions, with self-paced reflection and application activities before and after each session. Participants are encouraged to attend together as school-level leadership teams when possible, to emphasize the power of shared leadership in a school, and we recommend that principal supervisors attend the sessions with their principals.

But before we share all you can expect from the new and improved Balanced Leadership for Student Learning, let’s step back and review how Balanced Leadership got its start.

A retrospective on Balanced Leadership research

In the early 2000s “instructional leadership” was the buzzword for school principals. School

leaders were to be more than managers or administrators; they were expected to be instructional leaders. Yet a clear definition of instructional leadership was lacking in the literature and in the field.

At that time, some scholars suggested that research on school leadership provided few clues—or conflicting guidance—about what school leaders should actually do to have an impact on student learning. McREL researchers took a different approach, asserting that the research from the previous three decades actually provided a good deal of remarkably consistent guidance—if it were viewed through the lens of a different research methodology. McREL had recently completed a meta-analysis identifying nine categories of instructional strategies with the greatest effect sizes on student learning—research later translated into the book *Classroom Instruction That Works* (Marzano et al., 2001).

What did the research teach us?

The original Balanced Leadership research resulted in several conclusions that are still at the core of our professional learning for school leaders.

We learned that school leadership matters. With almost identical results reported in a recent Wallace Foundation study of principal leadership (Grissom et al., 2021), McREL’s original research *confirmed an empirical relationship between leadership and student achievement*. In schools with principals perceived by stakeholders as being highly effective, students tend to achieve at higher levels—an average of almost 10 percentage points higher—than in schools with principals perceived as being average.

We identified 21 specific leadership responsibilities, each with its own positive, empirical relationship to learning. In



addition, we detailed 66 practices that fulfill the responsibilities. While the 21 responsibilities were not necessarily new findings, the research provided new insights into school leadership. The responsibilities included things like a principal’s knowledge of and involvement in teaching and learning, their visibility in the school, and their purposeful actions to develop capacity and knowledge of staff related to evidence-based teaching practices. Table 1 on page 4 summarizes the 21 responsibilities.

We were able to predict that “95% of the time, when these responsibilities are fulfilled effectively by strong leaders, we will find higher average levels of student achievement than we would in comparable schools where these responsibilities are not fulfilled effectively” (Goodwin et al., 2015, p. 6). **Thus, while the relationship between principal leadership and student achievement is usually positive, it’s not always positive.** This led the research team to want to learn more, ultimately resulting in a finding that we call the “differential impact of leadership,” which is observed when principals are rated as effective leaders by their staff and supervisors, but student achievement is not at the level we would expect, given the

other findings of the study. To investigate this phenomenon, the team conducted a second study. A factor analysis was conducted using responses to a questionnaire designed to measure principal behavior in terms of the 21 responsibilities. From the factor analysis findings were generated related to principal leadership and *change*.

The key finding from the factor analysis was that **how you lead change depends on how people experience the change itself.** We learned that two factors underlie the 21 responsibilities: first-order and second-order implications of change. There are a lot of ways to talk about change, so for those not familiar with this particular terminology, change with first-order implications tends to be change requiring little new learning—or if new learning is necessary, it is straightforward and relatively easy to implement. Conversely, change with second-order implications tends to be complicated enough that you have to think about it in order to implement (Achor, 2010); it may require an entirely new skill set or a shift in mindset about the work to be completed. A key difference in how McREL thinks about change as compared to how others may present it is

Table 1. The 21 Leadership Responsibilities

Areas of Responsibility <i>(Note: Some responsibility names have been updated; original names in parentheses)</i>	Avg. r	Description of the Areas of Responsibility: <i>The extent to which the principal . . .</i>
Acknowledgement (Affirmation)	.19	Recognizes and celebrates school accomplishments and acknowledges failures
Adaptability (Flexibility)	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
Advocacy (Outreach)	.27	Is an advocate and spokesperson for the school to all stakeholders
Celebrates (Contingent Rewards)	.24	Recognizes and honors individual accomplishments
Change agent	.25	Is willing to and actively challenges the status quo
Communication	.23	Establishes strong lines of communication with teachers and among students
Community (Culture)	.25	Fosters shared beliefs and a sense of community and cooperation
Focus	.24	Establishes clear goals and keeps those goals in the forefront of the school's attention
Ideals/Beliefs	.22	Communicates and operates from strong ideals and beliefs about schooling
Input	.25	Involves teachers in the design and implementation of important decisions
Inspire (Optimize)	.20	Inspires and leads new and challenging innovations
Intellectual Stimulation	.24	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school culture
Involvement in Teaching & Learning (Curriculum, Instruction & Assessment)	.20	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices
Knowledge of Teaching & Learning (Curriculum, Instruction & Assessment)	.25	Is knowledgeable about current pedagogies, curriculum, instruction, and assessment practices
Monitor/Evaluate	.27	Monitors the effectiveness of school teaching and learning practices and their impact on student learning
Protects (Discipline)	.27	Protects teachers from issues and influences that would detract from their teaching time or focus
Relationships	.18	Demonstrates awareness of the personal aspects of teachers and staff
Resources	.25	Provides teachers with materials and professional development necessary for the successful execution of their jobs
Situational Awareness	.33	Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems
Structures & Routines (Order)	.25	Establishes a set of standard operating procedures and routines
Visibility	.20	Has quality contacts and interactions with teachers and students

that *it's not about the change itself, but about how it's experienced* by those who are affected by the change or charged with implementing it.

McREL's perspective on change is grounded in findings from the factor analysis. The study indicated that all 21 responsibilities are positively correlated with first-order change. This means that when staff at a school experience a change with first-order implications, they tend to perceive that their principal uses all 21 responsibilities effectively.

That said, not all 21 responsibilities were found to be equally important in relation to changes perceived with first-order implications. For example, the responsibility of monitoring and evaluating was identified as most important for leading first-order implications, followed by responsibilities focused on how a leader develops and maintains community and focus on ideals and beliefs. Also strongly related to leading a change with first-order implications is a leader's knowledge of and involvement in teaching and learning.

When considering second-order change, the factor analysis identified a different pattern. Seven of the 21 leadership responsibilities were positively correlated with second-order change implications. In other words, when school staff were experiencing change with second-order implications, they tended to perceive their principal as most effective with seven responsibilities, largely focused on how the leader developed capacity of staff for teaching and learning, how they monitored and evaluated the change, and the ways in which the leader was adaptable and maintained strong beliefs about the school and learning.

One of the most revealing findings from the factor analysis was that four responsibilities were *negatively* correlated with second-order change implications. This finding did not mean that the school leader was not actively working

in these areas; rather it meant that the principal was perceived as being less effective with these responsibilities when people experienced a change as having second-order implications. In other words, a school leader "might pay a certain price" (Marzano et al., 2005, p. 74) for implementing an innovation perceived as second order. This included the perception by staff that the change being experienced with second-order implications lacked input from them, and that it was causing deterioration of team spirit, cooperation, communication, and structure and routines.

These findings inform not only how McREL conceptualizes change but how we support principals in leading (not merely managing) change.

The findings from both the meta-analysis and the factor analysis provided new insights about the relationship between principal responsibilities and student learning, and the need to execute different courses of action when leading changes with first- or second-order implications. However, a critical aspect of leadership that neither study surfaced was the *focus* of school leadership—and the research team knew that had to be a factor, somehow. Their hunch was that effective leaders focused on different levers for change than ineffective leaders. Recognizing this, the researchers turned to the literature, where they confirmed that the need to focus on the right work was evident, as was the importance of developing a healthy, productive school culture.

The report of McREL's leadership findings was widely read. It was the first study of its kind, validating for principals that their jobs mattered, and bringing clarity and focus to school leader actions. The Balanced Leadership findings were met with tremendous enthusiasm, with more than 1,500 people packing a room when they were introduced at the annual ASCD conference in 2005.

From research to professional learning

The research base describing the impact of principal leadership, the 21 responsibilities and 66 associated practices of effective leaders, the findings about leading changes with first- and second-order implications, and the importance of focusing on the right work and developing a healthy, productive school culture provided the foundation for the Balanced Leadership professional learning program. To date, more than 20,000 school leaders have participated in Balanced Leadership.

changes that improve teaching, leading, and learning. We have observed leaders implementing concepts, responsibilities, and tools from Balanced Leadership across the U.S. and in such diverse locations as the Pacific island nations, Australia, northern Quebec, and Bermuda. In the process, we've learned a lot of lessons that have reinforced how we think about leadership and have prompted the revisions we've made to the program. Here are a few of the lessons we've learned and some stories of successes from our partners.

Effective school and district leaders are intentional about leadership based on the

Figure 1. The Balanced Leadership Framework



The framework grouped leadership responsibilities into this structure: *Leadership, Focus of Leadership, Magnitude of Change, and Purposeful Community*. This framework has served as the foundation for our Balanced Leadership professional learning sessions, organizing the critical responsibilities for leaders and supporting leaders to connect their vision for their schools and districts with a plan of action.

Early in the life cycle of Balanced Leadership, the McREL team recognized the complexity of implementing the 21 responsibilities and 66 practices. To make the complexity of the findings manageable and useful for daily leadership, the research was arranged into a conceptual organizer for guiding professional learning.

What have we learned from Balanced Leadership?

Over the years McREL has partnered with schools, school districts, and education agencies around the globe to support system

needs of their organization. When Bryan Johnson became superintendent of Tennessee's Hamilton County Public Schools in 2017, he made the community a promise: to become the state's fastest improving district. The district was facing some serious issues, including state intervention in some of its schools. When Johnson arrived in this district and assessed its strengths and needs, he recognized that the lack of a districtwide leadership development program was one of its challenges. After implementing Balanced Leadership as a school and system leader in his former district, Johnson made an intentional decision to bring the program to Hamilton County.



Before Balanced Leadership, in 2017, the Tennessee Value-Added Assessment System gave Hamilton County a score of 1 for overall student academic growth. In 2018, that climbed to 3. And in 2019, after developing a shared vocabulary, consistent practices for leadership, and districtwide focus on instructional improvements, the district scored straight 5's out of 5. "You can't overstate the importance of consistency, and Balanced Leadership showed us that we're so much stronger if every leader in every school aims for the same goals," Johnson said. "Bringing the same focus to instructional design in the classroom means extending that message of consistency to teachers and students so that everybody's on the same team."

Just as Dr. Johnson was intentional in leading the charge to develop leadership capacity for change in Hamilton County Public Schools, school-level leaders need to be intentional in their leadership, identifying the strengths of the organization, data points in need of improvement, and the most likely reasons the school is in need of change—and then, their leadership needs to match. Sometimes, leaders need to lead from the top down if changes are needed quickly; at other times, the same leaders invite consensus for decision-making because they have time and require staff ownership for next steps. Neither approach works in all situations and leaders must determine

what their school needs *in the moment* from their leadership and apply the leadership responsibilities in ways that help advance the work of teaching and learning.

School leadership is strengthened through shared leadership and system support.

In 2016, McREL engaged with the Sioux City, Iowa, school district for Balanced Leadership—for the second time. McREL had been to Sioux City 10 years earlier to deliver a Balanced Leadership workshop to district administrators. However, according to superintendent Paul Gausman and associate superintendent Kim Buryanek, follow-through that first time wasn't sufficient. In 2016, with three of their schools in the lowest of three state achievement tiers, the two leaders thought a renewed focus on Balanced Leadership—with a purposeful system of ongoing support—was an appropriate next step.

Leaders from the district's 20 schools and district-level leaders participated in Balanced Leadership professional learning in 2016 and followed with intensive school-level coaching and technical assistance the following year. The focus was on a renewed commitment to understanding and implementing leadership responsibilities and developing shared leadership with each school's leadership team. According to Buryanek, it took time for leaders to embrace the concept of shared leadership.

“But once they do and leverage the power of other leaders on the building leadership team, they move farther, faster. They’re alive and excited and sharing their ideas and successes. It’s pretty amazing, just how they’re enjoying the job more.”

In a recent conversation, Buryanek explained that the district keeps Balanced Leadership at the forefront of their work. In monthly leadership meetings they discuss how principals implement what they’ve learned from the program; she stressed the value of keeping the 21 responsibilities and the Balanced Leadership framework components in the conversation all the time because it’s simply the way they work in the district.

Superintendent Gausman agrees. “All successful groups, in whatever industry, they perform the best when they focus on a common goal to work toward and a common challenge to work against. That’s what Balanced Leadership has done for us,” Gausman said. “It helped us define what our common challenge is. It’s not the individual students, it’s not the parents—our challenge is that our literacy scores are where they are and need to increase. When you bring everyone together around a common challenge like that it’s energizing, it’s refreshing.”

Two of Sioux City’s keys to success have been the emphasis on shared leadership and system support for implementing Balanced Leadership. One of our observations is that in districts where Balanced Leadership has become a “way of doing business,” school leadership teams share responsibility for leading school improvement and district leaders actively support implementation of Balanced Leadership across schools.

Effective school leadership is focused on student learning as well as developing and supporting staff in order to achieve equitable outcomes for learners. With high rates of student mobility, administrator turnover, and the ever-increasing complexities

of addressing the needs of all students—while simultaneously implementing more rigorous standards and assessments—the Clarksville-Montgomery County School System (CMCSS), in Tennessee, looked for systemic ways to improve achievement for all learners and narrow gaps among subgroups of students. As the district began to research and analyze the root causes of test score variance within and among its schools, it realized there were inconsistencies in the quality of instruction and curriculum access. With a background in McREL’s Balanced Leadership framework dating to 2007, district leaders knew that the best way to address these inconsistencies was to build on school-level leaders’ knowledge of Balanced Leadership and equip them with proven strategies to reduce this variability.

The district partnered with McREL to strengthen instructional quality and consistency across all classrooms; develop a robust leadership pipeline; promote structures and systems for shared leadership, collaboration, and coaching; apply high-reliability organization principles across the district in order to improve systematically; and implement short-cycle innovation practices to accelerate improvement. The partnership included Balanced Leadership professional learning and coaching for nearly 200 instructional supervisors, principals, assistant principals, and teacher leaders. The result was that CMCSS led the state in student academic growth two years in a row and received four “Powerful Practices” designations from the AdvanceED Accreditation Commission.

CMCSS superintendent B. J. Worthington championed principals as instructional leaders and the necessity of focusing on teaching and learning to change outcomes for students. There are no quick fixes in education, but when leaders think systemically and act systematically to improve learning, real change happens.

Leadership in transition

In the more than 15 years since Balanced Leadership was first introduced, both the program and the expectations for school-level leaders (and schools in general) have continued to evolve. Now, in 2021, McREL is preparing to launch Balanced Leadership for Student Learning™, named as such to emphasize what we have known for a long time: that school leaders must play an active role in improving student learning. The content of Balanced Leadership for Student Learning is purposefully designed to support principals in deepening their understanding of the actions needed to achieve their school's goals for student learning using the 21 responsibilities, research about leading change, and tools and knowledge to develop a purposeful school culture and community.

From a structural perspective, we've changed the format of the program. Initially, Balanced Leadership required eight days for principals to be out of their schools; later that was reduced to six days, and now, honoring the workload and need

for school leaders to be *in* their schools to lead them, the program is designed as four one-day professional learning sessions with self-paced reflection and application activities before and after each session. We recommend coaching to support implementation of the program and offer an option for districts to develop authorized facilitators who continue to learn and develop their skills and knowledge of the

program as they lead professional learning for other leaders in their district. For districts wanting to further develop leadership in a specific area after the initial program, we have options for that too.

But the changes go deeper than structure.

What makes Balanced Leadership for Student Learning different? To begin with, our focus is not just on *leaders*, but on *leadership* that makes a difference for student learning. We believe effective leadership is not about leader personality or preferences; it's about the actions that leaders take as they lead schools through changes that make a difference for every learner. The research foundation of Balanced Leadership remains the same, but as we have continued to develop our craft, designing professional learning using our knowledge of cognitive science and best practices for adult learning, we have shifted our focus from

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learning content to making sense of and applying content in leaders' own settings. Participants will learn through the context of their own problems of practice or identified high-leverage needs. They'll have choices for areas of emphasis

and intersession application activities.

They'll be supported to focus on actions that will make the greatest difference for student learning, leveraging the Balanced Leadership responsibilities in ways that will advance the work of their schools, for their students. Balanced Leadership for Student Learning is not meant to be professional learning that sits on the shelf; it is learning with action.

Balancing research with practical application

There are four primary components of Balanced Leadership for Student Learning, as shown in Figure 2 illustrating our newly revised Balanced Leadership framework.

It starts with intentional leadership

The focus on **intentional leadership** in Balanced Leadership for Student Learning is guided by literature from the business world and education, as well as the findings of the original Balanced Leadership research, highlighting functions and responsibilities of leadership as observed across organizations. Further, drawing from McREL’s experience supporting schools in the process of continuous improvement (Goodwin et al., 2018), the value of shared leadership is emphasized, as is a focus on how an organization’s moral purpose supports decision-making and its drive for change.

Focusing on the right work

In 2015, McREL’s What Matters Most™ framework was added to Balanced Leadership to support principals to better understand and act on five key levers for school and system improvement. The significance of this is that the What Matters Most framework, described in detail by Goodwin (2011) in *Simply Better: Doing What Matters Most to Change the Odds for Student Success*, not only illustrates just the correlates of high student achievement but outlines the actions schools take that result in high achievement. For example, we’ve long known from research that certain student factors like motivation and prior learning are linked to higher levels of student achievement. The What Matters Most framework translates these factors into a high-leverage, school improvement strategy—providing whole-child supports. The five components are shown in figure 3.

Figure 2. The Revised Balanced Leadership Framework

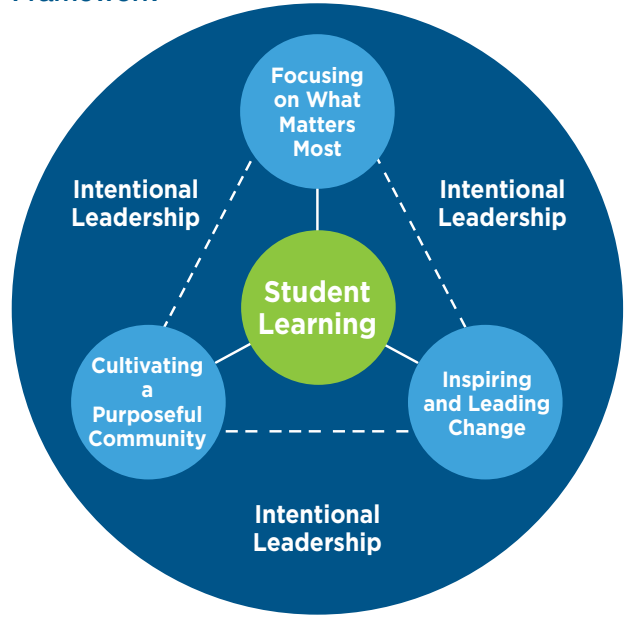
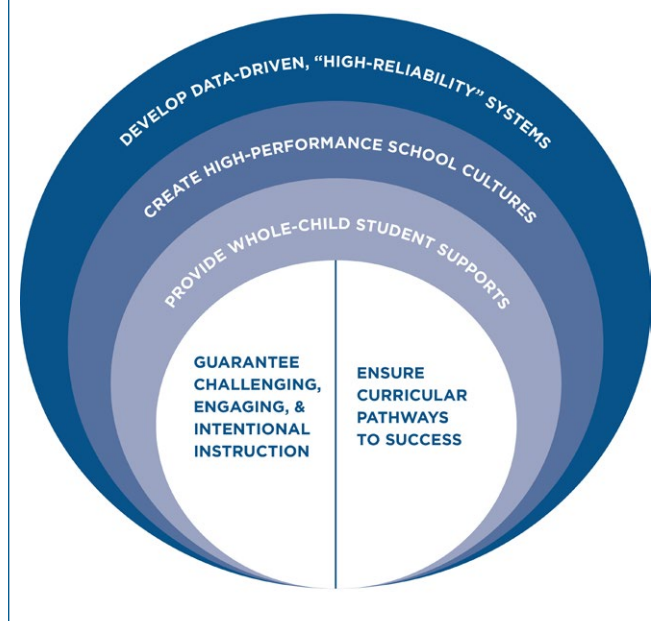


Figure 3. The Five What Matters Most Components



These five components of What Matters Most are inextricably integrated in effective instructional leadership practice: For teachers to address the *whole child*, there must be a schoolwide expectation and *culture of high performance* that supports every child in achieving their goals. Further, for teachers and students to engage in *challenging, engaging, intentional learning*, well-defined and differentiated *curricular pathways* are necessary. To know that any of this work is advancing the school's goals, *data-driven, high-reliability systems* need to be in place. And to lead it, principals need to understand not only the components of What Matters Most, but also how to lead change and build a purposeful community. That's where Balanced Leadership comes in. Supported to describe their school's progress through a series of improvement stages (Goodwin et al., 2018), leaders develop deeper understanding of not just what they should focus on, but *how* they effectively lead the work using the 21 responsibilities and lessons from improvement science.

Inspiring and leading change

As demonstrated by the original factor analysis, leading change is about the active role leaders take as they recognize needs and support staff through implementation of change initiatives. We believe it's valuable for leaders to understand various perspectives about managing and leading change, such as the differences between first- and second-order implications of change. However, knowing about change is different from leading it; Balanced Leadership for Student Learning emphasizes the leadership responsibilities for change as well as practical aspects of data collection to better understand how staff members are experiencing change in order to effectively lead it.

Cultivating a purposeful community

The notion of cultivating a purposeful community is about creating something more

expansive than a learning community. A purposeful community is one that works, *purposefully*, to achieve shared high-leverage outcomes and create a supportive, can-do environment in which each student and staff member thrives. We combine our emphasis on establishing a shared moral purpose and outcomes that matter to all stakeholders with an asset-based orientation that capitalizes on bright spots and the use of all available assets—including the cultural assets and voices of the school's families and community and the collective capacity of the community to make a difference for each student—to support leaders in applying the 21 responsibilities and research about developing trust and collective efficacy to achieve equitable outcomes for all students.

Twenty years on

- Much has changed in the world in the years since the original Balanced Leadership research was conducted—and yet, critical to student learning and school leadership, the importance of principal leadership and focusing on what matters most for learning has not diminished. We learn daily from our partnerships with school and district leaders and an ever-growing literature base informing educational practice. Balanced Leadership for Student Learning represents this learning and our commitment to providing high-quality, evidence-based supports for teaching, leading, and learning that result in equitable outcomes for each student. ■

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School improvement skills that every leader can learn!

An investment in school leadership is an investment in student success. Contact McREL to enroll your school leadership team in Balanced Leadership for Student Learning™ or explore the many ways our professional learning and consulting services can be customized to your school's or district's unique needs and contexts. For a preview of what we can accomplish together, visit:

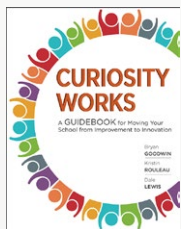
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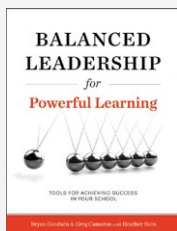
Building a Curious School: Restore the Joy That Brought You to School

Curiosity is hardwired in all of us, but the longer students stay in school, the less curious they become. Why is that? *Building a Curious School* uncovers the many subtle ways in which formal education seems to hinder our natural curiosity and reveals how rekindling a sense of wonder in schools can prime the pump for learning, foster a culture of engagement, grow better educational leaders, and prepare students and staff to lead more fulfilling lives. Grounded in research, this engaging examination of curiosity shows educators how to intentionally cultivate inquisitiveness and wonder in teaching and learning.



Curiosity Works: A Guidebook for Moving Your School From Improvement to Innovation

Take charge of your school's learning environment and culture and push past performance plateaus by rekindling the power of curiosity across your school. *Curiosity Works* guides school leadership teams through a six-phase journey toward powerful, continuous improvement and innovation, with 17 tools you can use to reflect on where you are as a school and where you want to go, and implement the action steps needed to get there.



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What are the school leadership actions that research shows have the biggest effects on student outcomes? *Balanced Leadership for Powerful Learning* summarizes 21 effective behaviors, responsibilities, and actions that successful principals and school leadership teams take to help their schools become more successful. In addition, the book provides ready-to-use tools and activities you and your team can use to establish a clear focus on what matters most for your students; lead and manage change initiatives for school improvement; and build a purposeful, positive, and united sense of efficacy among your teachers and support staff.

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