



TOOL KIT

**Download reproducibles at
www.acsa.org**



TOOL KIT

ACSA’s Leadership Matters project aims to educate communities about the role and value of school administration, establish effective recruitment, mentoring and leadership training programs and celebrate the profession. Sparked by a small, committed state ACSA task force, momentum for the project is building. While each ACSA region is unique, all regions have resources and opportunities to further Leadership Matters efforts. The tool kit provides informational materials as well as sample presentations, resolutions, certificates and more. We encourage school leaders to use and share all of these materials to help further ACSA’s Leadership Matters project.

TOOL KIT CONTENTS INCLUDE:

- Week of the School Administrator Resolution** 3
- This sample resolution honors administrators and notes that the first full week of March is California’s Week of the School Administrator as per Education Code 44015.1.
- Sample Speech** 4 - School leaders are encouraged to tailor this sample speech to describe Leadership Matters efforts at the local level and to encourage community support for the Leadership Matters project.
- Sample Opinion Article** 5 - This sample opinion article should be used as a guide in describing how leadership matters and how leaders are making a difference in local schools.
- Sample Letter-to-the-Editor** 6 - Submitting letters-to-the-editor is important in our efforts to recognize local leadership efforts. Email letters often to the editors of your local newspapers.
- Sample Recognition Certificate** 7 - This sample Leadership Matters certificate honors leaders for their contribution to public education.
- Sample Recognition Resolution** 8 - This sample resolution honors individuals for their contributions to public education and offers examples of their efforts to improve local schools.
- Outline for Community Forum** 9 - This outline offers commonly asked questions and answers about holding a community forum on Leadership Matters.
- Sample Powerpoint** 10 - This powerpoint describes ACSA’s Leadership Matters project, offers information about how leadership influences student learning, and calls for effective recruitment, mentoring and leadership training programs.
- Leadership Matters Fact Sheet** 17 - This information provides background about school leadership in California as well as some of the latest data about administrative ratios and responsibilities.
- Leadership Matters logo** 18 - These black/white and color logos are provided in various file formats.
- Sample Week of the School Administrator Letter** 19 - This letter encourages recipients to adopt resolutions in support of Week of the School Administrator and to honor local leaders for their efforts.
- Sample letters to Journalists/Education Partners/Lawmakers** 20 - These sample letters request meetings to discuss school leadership issues.
- ACSA Fact Sheet** 23 - This one-pager describes the mission of the Association of California School Administrators and its efforts on school finance, teaching and learning and leadership issues.



Week of the School Administrator

WHEREAS, Leadership Matters for California’s public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title “school administrator” is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California’s superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the first full week of March as the “Week of the School Administrator” in Education Code 44015.1; and

WHEREAS, The future of California’s public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the Association of California School Administrators that all school leaders be commended for the contributions they make to successful student achievement.



In the words of John Quincy Adams, “If your actions inspire other to dream more, learn more, do more and become more, you are a leader.”

A recent report by the Wallace Foundation found leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school. Leadership effects are usually largest where and when they are needed the most.

Today about 23,000 school leaders serve in California’s public schools. While school leaders serve in various leadership capacities and have different responsibilities, their core values are the same. There’s an old saying about leadership that separates the titled from the true: Leadership isn’t a position. It’s an action.

For many months, I have been involved in a project called Leadership Matters. It aims to educate communities about the role of school leaders; establish effective recruitment, mentoring and leadership training programs and celebrate the profession.

Today’s school leaders serve many roles.
They train teachers.
They develop curriculum.
They oversee assessments and improve teaching strategies.
They balance budgets and raise resources for much-needed programs.
They ensure those with special needs, English language learners, and adult learners are priorities. They coordinate transportation and food services.
They ensure safe and crime free campuses.
They build relationships with local businesses, churches and service organizations.
They believe in equity, achievement and success for all.
Most importantly, they care deeply about California’s students.

Leadership Matters in California’s public schools. As school leaders we take our responsibility for students and for our future seriously. All young minds deserve an equal opportunity to grow and be challenged. It’s our goal to build character, a sense of responsibility, integrity, hope and tolerance in all students so they may dream and achieve beyond all imagined expectations.

The vast majority of school leaders are principals and vice principals at neighborhood schools. Others manage the essential programs and services that support students and classroom teaching.

According to a 2001 report by EdSource titled, “Help Wanted, Top Administrators to Lead California’s Schools,” California ranks at the bottom for its district administrator to student ratio with 1 administrator for 2,574 students compared to the national average of 1 to 905.

Recent data collected by WestEd and School Services of California, reveals administrative costs amount to 6.9 percent of school spending statewide. State law prohibits California’s public education system from having too many administrators. Education is the only division of government in the state with a statutory limit on the size of its management corps. School districts are financially penalized if they exceed the prescribed ratios.

Today California’s schools face unique challenges. In the last several years, more than \$9.8 billion has been cut from education funding, forcing layoffs, increased class size, program cuts, and a lack of counselors, nurses and other critical staff to meet students’ needs.

Plus California -- like the rest of nation -- faces severe administrator shortages. Part of the shortage results from enormous expectations placed on school leaders. National and state school accountability laws hold educators and their students more accountable than ever before. Establishing effective recruitment, mentoring and leadership training programs must be one of our highest priorities.

Above all else, school leadership provides one of the best opportunities to make a positive difference in our world. Active and committed leaders are essential to public school progress and will be the catalyst for improving academic achievement for all students.



At a time in California when much attention is being paid to improving student test scores, one area of concern is sometimes overlooked: leadership. Policy-makers overlook leadership at their own peril because many entities have concluded that leadership plays a key role in educating students.

One of the most overarching laws to affect schools in recent years has been the federal No Child Left Behind Act. Yet the act pays bare lip service to school leadership, focusing the vast majority of its attention instead on teachers. The act mentions teachers more than principals by a rate of more than seven to one.

That is a failure of NCLB. The Mid-continent Research for Education and Learning group discovered that improving principals' leadership abilities by one standard deviation would lead to a student achievement increase of 10 points. In addition, a Wallace Foundation study found that school leadership was second only to teacher quality in school-related factors that affect student learning.

To be certain, even teachers recognize the value of good leadership. A Harvard Civil Rights Project survey showed more than 90 percent of teachers responded that experienced administrators are moderately or very important in serving students.

Leadership Matters for California's public education system and the more than 6 million students it serves. Today the vast majority of California's school leaders are principals and assistant principals at neighborhood schools. Others manage the essential programs and services that support students and classroom teaching.

School administrators are passionate, lifelong learners who believe in the value of quality public education. Recruiting and retaining quality leaders is essential to California's future. It requires long-term commitments from lawmakers, schools of education, school districts and the private sector to develop and financially support strategic initiatives to address the changing nature of school leadership.

California, like the rest of nation, faces severe administrator shortages. Part of the shortage results from enormous expectations placed on school leaders. National and state school accountability laws hold educators and their students more accountable than ever before. Establishing effective recruitment, mentoring and leadership training programs must be one of our highest priorities.

The future of California's public education system depends upon the quality of its leadership. Being a leader in public schools means hard work and having a dedication to our students and to our future that knows no bounds. In schools today, leadership matters.



Date

Letters to the Editor
Newspaper
Street Address or email

Dear Editor:

Leadership Matters for California's public education system and the more than 6 million students it serves. At a time in California when much attention is being paid to improving student test scores, one area of concern is sometimes overlooked: leadership. Policy-makers overlook leadership at their own peril because many entities have concluded that leadership plays a key role in educating students.

A recent report by the Wallace Foundation found that school leadership was second only to teacher quality in school-related factors that affect student learning. Schools and districts that are making significant progress in increasing student achievement support staff in using data to ask questions and challenge themselves to try new approaches and to evaluate results.

We applaud all the school leaders in XYZ district who continue to work hard to improve student performance.

Sincerely,

Author
Contact Information



LEADERSHIP MATTERS

In recognition of exemplary leadership in public education,
the Association of California School Administrators honors

ACSA Region President



RESOLUTION

WHEREAS, Leadership Matters for California’s schools and the more than 6 million students they serve;

WHEREAS, (Name of school leader) has served California’s schools and students at the district, regional and state level; and

WHEREAS, Research shows great schools are led by great principals and great districts are led by great superintendents, and that strong district and site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, District and school leaders depend upon the support and encouragement of the Board of Trustees; and

WHEREAS, To promote ongoing student achievement and school success, district and school leaders also depend on a network of support from school communities including fellow administrators, teachers, parents, students, businesses, community members, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources; and

WHEREAS, Local schools and students deserve experienced and aspiring leaders who provide ongoing encouragement, vision and support for the whole school community; and

WHEREAS, The ACSA Region (number) recognizes the long-time service and dedication of (name of school leader); and

WHEREAS, (Name of school leader) has furthered ACSA Region (number)’s mission to support California’s educational leaders, ensure all students have the essential skills and knowledge needed to excel, and champion public education; now therefore be it

RESOLVED that (Name of school leader) is recognized by ACSA Region (number) for their many years of dedicated service to the students

RESOLVED that (Name of school leader) is honored by ACSA Region (number) for his exemplary leadership in California’s public education system and his outstanding service to public school students, staff and colleagues.

Adopted by (name of Region governing body) on (date).



Leadership Matters at the Local Level

Questions and Answers for Region Coordinators

While each ACSA region is unique, all regions have resources and opportunities to further Leadership Matters efforts. For example, retooling traditional “Principal for A Day” programs into “School Leader for A Day” programs can help increase awareness about the role and contributions of school leaders. Or a Leadership Matters Community Forum – a 2-hour event where local school leaders highlight the role of school leaders in the area and discuss critical issues confronting the profession – can increase awareness about local school leadership opportunities and strengthen community support for the profession.

This document provides questions and answers about the Leadership Matters Community Forum concept as well as contact information for regions interested in hosting a forum or other local project.

Q: What is a Leadership Matters Community Forum?

A: A Leadership Matters Community Forum could be structured like a town hall meeting. A panel of “experts” (local school administrators) offers opening statements about the opportunities in the profession, challenges in the local community, progress in public schools and other related information. A moderator then fields questions from the audience and conversations evolve. The forum could be limited to 2 hours, depending on panel size and invited guests.

Q: Why should a region consider a forum?

A: A Community Forum is one way regions can help further ACSA’s Leadership Matters project. There are numerous opportunities and challenges in school leadership today. Hosting a forum provides a good opportunity for local elected officials, journalists, aspiring administrators, experienced administrators, parents, students, business leaders, community group representatives and others to share leadership matters and build the foundation for further discourse.



Q: When should a region hold a forum?

A: A region could hold a forum at any time of the year. Some regions might consider a forum an added legislative action opportunity. Other regions might consider a forum an ideal opportunity to build connections with aspiring administrators, local universities and administrator training programs. Other regions might consider a forum to be an ideal opportunity to highlight Week of the School Administrator.

Q: Who should regions invite?

A: A region’s invitation list will target those individuals the region wants to dialogue with the most, and then include others who could benefit from the event. For example, inviting local politicians and journalists to the forum helps increase awareness about the role and value of school leaders and helps share opportunities and challenges faced by the profession. Inviting local business and community group leaders helps identify common opportunities and challenges. Keep in mind, state ACSA can assist regions in ensuring a broad spectrum of invitees.

Q: How should the forum be conducted?

A: A forum could be conducted similar to a town hall meeting where a panel of experts presents its thoughts on leadership matters (each panelist might focus on a topic: opportunities in the profession, profiles of local leadership success stories, challenges faced by school leaders, alternative models of school leadership and more). Then, a moderator could field questions from the audiences and panelists could offer answers. In addition to panelists, school leaders in the audience could offer their expertise to answer specific questions.

Q: Where could a forum be held?

A: A region might choose to hold its Leadership Matters Community Forum at a local university or at a local school site. Another region might choose an auditorium in a local business. There are numerous possibilities in each region.

If your region would like to plan a Leadership Matters Community Forum, state ACSA would be honored to help. Please contact ACSA’s Leadership Matters staff liaison, Julie White, at 916.329.3832 or jwhite@acsa.org for more information.



Our Purpose

ACSA's Leadership Matters project aims to:

educate communities about the value of school administration,

establish effective recruitment, mentoring and leadership training programs, and

celebrate the profession.

Task Force History

- Includes small group of passionate leaders
- Appointed by ACSA president and president-elect
- Charged with developing and overseeing project message and action plan
- Work jointly with ACSA Leadership Matters region coordinators

Region Coordinators

Major responsibilities are to:

- Communicate the Leadership Matters message and project goals at the ACSA region and charter level.
- Maintain news and information exchange with ACSA staff and task force
- Highlight upcoming Leadership Matters events
- Coordinate information about successful leadership induction programs

Leadership Matters *A Cycle for Success*



Progress and Promises *Action Plan 2003-05*

Fall 2003

- Task Force Appointed
- Region Coordinators Appointed
- Action Plan Adopted
- Leadership Matters highlighted at ACSA events
- Distribution Materials Drafted



Leadership Matters

Winter 2004

- Task Force/ACSA staff/Region Coordinators
- Continue Outreach/Training
- Materials Distributed to membership, coalition partners, legislative leaders, journalists, etc
- Leadership Matters highlighted at Superintendent Symposium
- Leadership Matters linked with Week of School Administrator
- Leg Action Day/ACSA events highlight Leadership Matters

Leadership Matters

Spring 2004

- Region Coordinators' Outreach efforts continue
- Continue Material Distribution
- ACSA/Region Delegate Assemblies Highlight Leadership Matters
- ACSA Membership Theme/Marketing Materials for 2004-05 developed
- Call to Members for examples of successful recruitment, mentoring and induction programs
- Begin Leadership Magazine special edition on Leadership Matters

Leadership Matters

Summer 2004

- Task Force Evaluates 2004 efforts – plans for 2005
- Focus on recruitment, mentoring, induction continues
- ACSA Leadership Matters Membership recruitment campaign launched
- Leadership Matters member recruitment video production begins
- Feature LM induction, recruitment coverage in EdCal
- Highlight ACSA award recipients in EdCal

Leadership Matters

Fall 2004

- Leadership Magazine Leadership Matters edition distributed
- EdCal coverage of Leadership Matters continues
- Task Force reconvenes – affirms 2005 plan
- Call to action for Region President/LM region coordinators (recognition and celebration, community connection and quality leadership models identification)
- LM member recruitment cd rom production continues
- Leadership Matters highlighted at annual conference

Leadership Matters

Winter 2005

- Distribution info and sample resolution on Week of the School Administrator
- Information/activity exchange with region
- Leadership Matters Coordinators
- Continue identification of quality leadership models
- CSBA Conference presentation on Leadership Matters
- Leg Action Day to highlight Leadership Matters

Leadership Matters

Spring 2005

- Information/activity exchange with region
- Leadership Matters coordinators
- Finalize identification of quality leadership models
- Report to Delegates on Activities/Actions at State/Region levels
- Establish outreach plan for publication on quality leadership



Leadership Matters

Summer 2005

- Release publication on quality leadership models
- Editorial Board Meeting Tour

Leadership Matters

How Leadership Influences Student Learning:

A Report from the Wallace Foundation

Leadership Matters Wallace Foundation Study *Primary Conclusions*

- Leadership not only matters—it is second to only teaching among school related factors in its impact on student learning.
- This study is a comprehensive review from leadership researchers from the University of Minnesota and the University of Toronto.

Leadership Matters

- This study is the first in a series of how leadership promotes learning.
- Initial findings cite evidence that excellent leadership can make a profound difference in schools where there is the greatest need.

The Importance of Educational Leadership

“First leadership matters. Even when other variables including resources and personnel are held constant, a single leader has enormous impact on the entire organization. Second, leadership effectiveness includes both personal predisposition and acquired knowledge and skill.”

Douglas B. Reeves

Leadership Matters

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

- *Leadership influences Student Learning*



Leadership Matters

2. Leadership effects are usually largest where and when they are needed the most.

–Thus, the need to build leadership capacity of those in underperforming schools and districts

Leadership Matters

- Successful Leadership
 - Setting Directions
 - Shared Understandings
 - Focus on Goals with a sense of Purpose or Vision
 - A Sense that Goals are Achievable
 - High Performance Expectations
 - Monitoring Performance
 - Promoting Effective Communication
 - Shared Organizational Purposes

Leadership Matters

- Developing People
 - Offer Intellectual Stimulation
 - Ensure Individualized Support
 - Provide Models of Best Practices
 - Establish a Foundation of Beliefs that Support Action
 - Guarantee High Quality Professional Development

Leadership Matters

- Redesigning the Organization
 - Develop districts and schools as effective organizations that support and sustain the performance of administrators, teachers and students
 - Modify organizational structures
 - Build collaborative relationships

Leadership Matters

- Influencing student achievement:
 - Guide and influence others and the organization
 - Provide ongoing examination of evidence and conditions for teaching and learning
 - Focus on the high priorities

Leaders Who Matter

- Create and Sustain Direction (focus)
- Empower Others (data driven)
- Provide Guidance (good teaching)
- Focus on Continuous Improvement (learning and planning)



Leadership for Learning

“The Challenge of creating schools to meet these objectives involves many facets of the education system,” says the Council of Chief State School Officers in its 2001 publication, *Leadership for Learning in the 21st Century*. “Above all, it requires a new level of leadership to provide the inspiration, know-how, drive and endurance required to change the schools and raise student performance.”

CCSSO, Leadership for Learning in the 21st Century

A Critical State Need

Committed and well-prepared leaders are essential to school reform and will always be the catalyst for improving the academic achievement of students.

ACSA Task Force Report, 2001

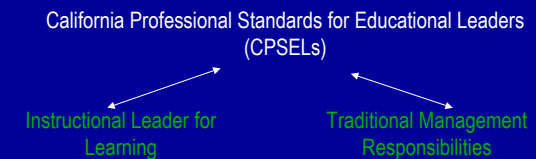
Preparing Leaders for California's Schools

“The roles and responsibilities of K-12 administrators are ever changing and challenging. School principals and administrators are faced with diminishing resources, increased student enrollment, overwhelming workloads, and additional standards to meet. All these demands take away from the ability of school principals to focus on student learning and achievement.”

Charles Reed, Chancellor
California State University

Standards

What school leaders need to know and be able to do:



As well as Manager, Instructional Leader, Visionary, Politician, Strategist, Health & Social Services Leader, Community Leader, and Motivational Emotional Leader

Well Prepared Educational Leaders are Critical to the Success of California's Students

“Thirty years ago we had a strong educational system in California. It's time we got back to that. It will take all of us getting behind the effort to make schools work better for every child. And the leaders of our schools are one key part – without strong leadership, our efforts will flounder.”

Work Group Member
CSU Educational Leadership Program Task Force
2004

School Improvement Means People Improvement

To Improve [schools], one must invest in people, support people, and develop people

-Phil Schlecty
Schools for the 21st Century



Building for the Future

Recruitment-

! Building for the Future

Preparation-

! Developing Tomorrow's Leaders

Induction-

! Ensuring Retention and Success of School Leaders

Building for the Future

Retention-

! Building for Long-Term Student Achievement

Continuous Professional Learning-

! Becoming Learning Leaders

Developing a Shared Vision of an Excellent School

If there is a spark of genius in the leadership function at all it must be in this transcending ability, a kind of magic, to assemble – out of all the variety of images, signals, forecasts, and alternatives – a clearly articulated vision of the future that is at once single, easily understood, clearly desirable, and energizing.

-Warren Bennis and Burt Nanus
Leaders

Leadership Matters

There is little doubt that both district and school leadership makes a difference. Efforts to improve their recruitment, training, evaluation and ongoing development are critical components of successful school improvement.

Leadership Matters *Showcase*

Schools and districts that make significant progress in increasing student achievement:

Support staff in using data to ask questions, and

Challenge themselves to try new approaches and to evaluate results.

Leadership Matters

“If your actions inspire other to dream more, learn more, do more and become more, you are a leader.”

- John Quincy Adams



Leadership Matters!

The future of California's public education system depends upon the quality of its leadership.

Four Key Points

- School administrators are passionate, lifelong learners who believe in the value of quality public education.
- School administration is a public service that provides committed educators the privilege to contribute to California's future and to ensure a quality education for the 6 million students our schools serve.
- Providing quality service for student success is paramount for the profession.
- While school administrators serve in various leadership capacities and have different responsibilities, their core values are the same.

The Roles

- The vast majority of school administrators are principals and vice principals at neighborhood schools. Other school administrators manage the essential programs and services that support students and classroom teaching.
- A school administrator is a leader, manager and facilitator. The job requires compassion and the ability to consistently make decisions that ensure equity for all students in our public education system.
- The title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, human resources administrators, classified educational leaders and other school district employees are considered administrators.

The Realities

- More than 23,000 superintendents, deputy and assistant superintendents, directors, coordinators, principals and assistant principals lead California's public schools.
- The majority of school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement.
- California ranks near the bottom in nearly all comparisons of administrator to student ratios. For example, California ranks 50th in the nation for its principal/assistant principal to student ratio, with 1 principal/assistant principal for 534 students compared to the national average of 1 to 366.
- Recent data collected by WestEd and School Services of California, reveals administrative costs amount to 6.9 percent of school spending statewide. State law prohibits California's public education system from having too many administrators. Education is the only division of government in the state with a statutory limit on the size of its management corps. School districts are financially penalized if they exceed the prescribed ratios.
- Ninety-four percent of education funding of a typical school is spent at the school site for teachers salaries, aides, pupil support, books and supplies, school site administration, buildings, food and transportation. Five percent of education dollars is spent for district-level administration and support.
- There are approximately 15,028 women serving as school leaders, 57 percent of the administrative posts. In 2002, women made up 70 percent of those entering administrative credentialing programs, compared to 30 percent two decades ago.
- More than 80 percent of school leaders have earned a master's degree. Nine percent hold doctorate degrees.
- Ethnic diversity is increasing in the ranks of the school administration. Today, 26 percent of California's school leaders are non-white (Hispanic, African American, Asian American, including Pacific Islander, Filipino and American Indian). By comparison, 64.6 percent of California's students are non-white.



The Responsibilities

- School administrators are the CEOs of their schools, districts and counties. Often a school district is the largest employer in a community.
- Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration.
- California’s schools received more than \$41 billion in state funding in 2003–04. School administrators, working in concert with local boards of education, are charged with effectively managing those resources to ensure quality education for all children.

The Support Networks

- School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success.

- Research shows great schools are led by great principals, and great districts are led by great superintendents. These leaders and their schools, districts and counties are supported by extensive administrative networks throughout the state.
- Education Code 44015.1 designates the first full week of March of each year as “Week of the School Administrator.” Schools, districts and counties are encouraged to observe the week with public recognition of the contribution that school administrators make to successful student achievement.

The Mentoring, Coaching and Leadership Training Opportunities

- Recruitment and retention of quality leaders requires long-term commitments from the state Legislature, schools of education, school districts and the private sector to develop and financially support strategic initiatives to address the changing nature of school leadership.
- ACSA and various districts and county offices of education provide many professional learning and support programs for aspiring, new and experienced school leaders. Many programs are aligned with California Professional Standards for Educational Leaders, a set of high quality standards for effective school leadership.

LOGOS

EPS Files

For use with graphic design programs

TIFF Files

For use with Word, Powerpoint, and other word processing programs

JPEG Files

For use with online (web) programs





SAMPLE LETTER FOR SUPPORT FOR WEEK OF THE SCHOOL ADMINISTRATOR

January --, 2005

Dear (Local Community Leader):

Together we have made significant progress in our united efforts to share good news about public education and to celebrate the educators, business leaders and community groups that help our schools and students succeed.

In 2005 we respectfully request that you join the Association of California School Administrators in highlighting California's "Week of the School Administrator" and honoring school leaders in our schools, districts and counties the first full week of March as per California's Education Code section 44015.1.

We invite you to adopt resolutions in favor of the "Week of the School Administrator" and to publicly recognize school leaders who contribute to quality education in our community. To assist, we've enclosed a sample "Week of the School Administrator" resolution.

We believe Leadership Matters for California's public education system and the 6 million students it serves. School leaders depend on a network of support from school communities - fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources - to promote ongoing student achievement and school success. We continue to do our part in growing and honoring these networks in all of California's school communities.

Early notification is critical in our efforts to highlight the "Week of the School Administrator" in 2005. We sincerely appreciate your promptness in helping us highlight the contributions of school leaders and in adopting and/or distributing this sample resolution among your membership. Please don't hesitate to contact us with questions about "Week of the School Administrator" or other school leadership issues.

Sincerely,

Region President
Region Leadership Matters Coordinator



SAMPLE LETTER TO JOURNALISTS

Dear (Concerned Californian):

Leadership Matters - especially for California's public education system and the more than 6 million students it serves. That's why the Association of California School Administrators is sponsoring a Leadership Matters project to highlight the role and the contribution of school leaders throughout the state.

We hope you'll join us in our effort to feature the work of school leaders throughout California. We'd like to schedule an editorial board visit/meeting/interview with you to talk about school leadership issues in your community. Local superintendents and principals will contact you in the next few weeks to schedule a meeting date and time.

Research shows great schools are led by great principals, and great districts are led by great superintendents. Such leaders depend on a network of support from school communities - teachers, parents, students, businesses, community members, board trustees, elected officials and district and county staff - to promote ongoing student achievement and school success.

While school administrators serve in various leadership capacities and have different responsibilities, their core values are the same. Providing quality service for student success is paramount for the profession. We hope you'll join us in our Leadership Matters project for public schools.

Sincerely,

Region President
Region Leadership Matters Coordinator



SAMPLE LETTER TO EDUCATION PARTNERS

Dear (Concerned Californian):

Leadership Matters – especially for California’s public education system and the more than 6 million students it serves. That’s why the Association of California School Administrators is sponsoring a Leadership Matters project to highlight the role and the contribution of school leaders throughout the state.

We’re busy working with journalists, elected officials and others to share good news about school leadership. We’d like to meet with you to discuss collaborative efforts to promote Leadership Matters. In the meantime, if you have a great story to tell about a school leader or leadership issues, please email (region leadership matters coordinator) as possible so we can work cooperatively to promote Leadership Matters in our community.

Research shows great schools are led by great principals, and great districts are led by great superintendents. Such leaders depend on a network of support from school communities – teachers, parents, students, businesses, community members, board trustees, elected officials and district and county staff – to promote ongoing student achievement and school success.

While school administrators serve in various leadership capacities and have different responsibilities, their core values are the same. Providing quality service for student success is paramount for the profession. We hope you’ll join us in our Leadership Matters project for public schools.

Sincerely,

Region President
Region Leadership Matters Coordinator



SAMPLE LETTER TO LAWMAKERS

Dear (Concerned Californian):

Leadership Matters - especially for California's public education system and the more than 6 million students it serves. That's why the Association of California School Administrators is sponsoring a Leadership Matters project to highlight the role and the contribution of school leaders throughout the state.

We hope you'll join in our efforts to promote the work of school leaders throughout California. We'd like to schedule a meeting with you in the next few weeks to talk about school leadership issues in your community. Local superintendents and principals will contact you soon to schedule a convenient meeting date and time.

Research shows great schools are led by great principals, and great districts are led by great superintendents. Such leaders depend on a network of support from school communities - teachers, parents, students, businesses, community members, board trustees, elected officials and district and county staff - to promote ongoing student achievement and school success.

While school administrators serve in various leadership capacities and have different responsibilities, their core values are the same. Providing quality service for student success is paramount for the profession. We hope you'll join us in our Leadership Matters project for public schools.

Sincerely,

Region President
Region Leadership Matters Coordinator



FACT SHEET

Association of California School Administrators

The Association of California School Administrators was established in 1971. ACSA is the largest umbrella organization for school leaders in the nation, serving more than 16,000 school leaders.

The mission of ACSA is to support California's educational leaders; ensure all students have the essential skills and knowledge needed to excel; and champion public education.

More than two dozen job-alike and issue-oriented councils and committees, a board of directors and a delegate assembly keep ACSA focused on school leadership and on education policy issues at the local, state and federal levels.

ACSA has a significant role in steering the course for improvements and progress in public education and for school administration. Among its many efforts, ACSA continues to lead efforts in negotiations on school finance as well as in advocacy efforts to increase program flexibility for schools, districts and counties. Recognizing the state's financial situation these past several years, ACSA has led efforts with counterparts in the Education Coalition to maximize education funding and to protect the integrity of Proposition 98.

ACSA's focus on teaching and learning means the association has a lead advocacy role on issues such as curriculum and instruction, assessment and accountability and improving efforts to close the achievement gap. As expectations and accountability requirements for school leaders increase, ACSA continues to be on the forefront on No Child Left Behind implementation issues at the state and federal level.

The association continues to be the leading proponent in the state for school leaders and for our profession. ACSA led the cooperative effort to adopt California Professional Standards for School Administrators, a set of high quality standards for effective school leadership. Professional learning programs offered by the association -- ACSA's Center for Educational Leadership summer programs, ACSA academies for nearly every administrative position, AB 75 principal training programs and mentoring programs for both new and experienced school and district leaders -- are aligned with these standards to ensure quality among the ranks of school administration.

In addition to these efforts, ACSA's legislative agenda for 2005 includes categorical reform cleanup, special education finance reform, reducing the costs of textbooks, and high school reform.

For more information about ACSA's legislative priorities or educational policy concerns, please contact ACSA's Governmental Relations department at 800/890-0325 or email ACSA assistant executive director Karen Stapf Walters at kstapfwalters@acsa.org