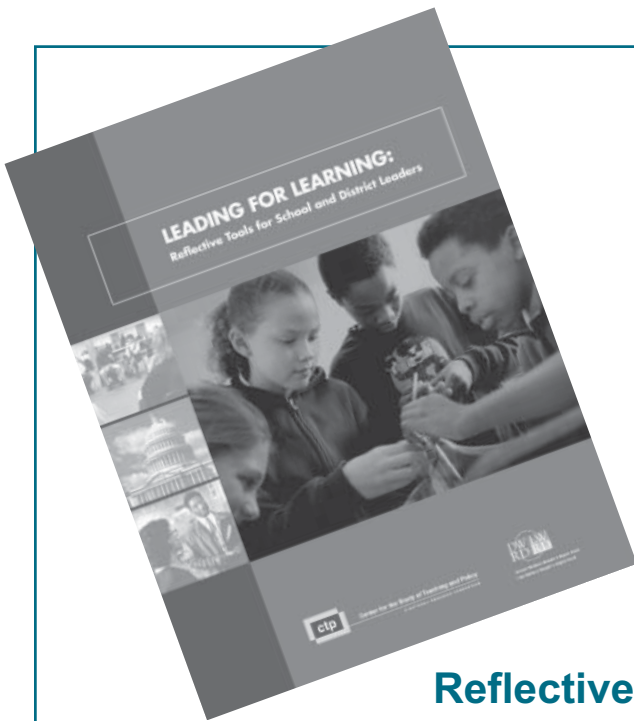


The Center for the Study of Teaching and Policy
and the
Wallace-Reader's Digest Funds
are pleased to introduce joint new work
linking leadership and learning.



DeWitt Wallace-Reader's Digest Fund
Lila Wallace-Reader's Digest Fund

LEADING FOR LEARNING: Reflective Tools for School and District Leaders

A 32-page, research-based report containing key ideas, real examples, and reflective questions that current and aspiring leaders can use to assess their organizations, enact strategic plans, and teach colleagues.

Leading for Learning shows that leaders can be more effective when they enact three learning agendas: improve student learning, enhance professional learning, and build systemwide supports for all participants' learning. School and district leaders sensitive to local goals and conditions advance these agendas when they:

- Establish a public focus on powerful, equitable learning.
- Build communities of professionals who value and support learning.
- Engage communities, policymakers, and other external groups around improved learning.
- Identify activities with the most promise for improving learning and rally people around them.
- Establish incentives and opportunities so that leadership for learning may be shared and developed in others.

For those interested in delving more deeply into issues of leadership and learning, see also the *Leading for Learning Sourcebook: Concepts and Examples*, a companion piece that discusses underlying ideas in greater depth and offers more examples to illustrate the ideas in practice, including four annotated longitudinal cases. The 100-page *Sourcebook* also gives examples of leaders using these ideas and tools for assessment, planning, and teaching.

Release Date: March 2003

Once published, both *Leading for Learning* reports
can be downloaded free of charge from:

www.ctpweb.org

Center for the Study of Teaching and Policy
University of Washington