

Appendix E

Endnotes

- 1 See: Wilhoit, G., Pittenger, L., & Rickbaugh, J. "Leadership for Learning: What is Leadership's Role in Supporting Success for Every Student?" Lexington, KY: Center for Innovation in Education, 2016.
- 2 See, for example: Fulan, M. "The Change Leader." *Beyond Instructional Leadership*, Vol 59, Number 8, May 2002. 16-21. Web. 20 July 2017; Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. "Review of research: How leadership influences student learning." Ontario Institute for Studies in Education. Ontario, Canada: Center for Applied Research and Educational Improvement, 2004; Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs*. Stanford, CA: Stanford University, Stanford Educational Leadership Institute; Hallinger, P. (1992). The evolving role of American principals: From managerial to instructional to transformational leaders. *Journal of Educational Administration*, 30(3), 35-48.
- 3 Educator Competencies for Personalized, Learner-Centered Teaching." Jobs for the Future. Boston, MA: Jobs for the Future & the Council of Chief State School Officers, 2015.
- 4 See, for example: Llopis, G. "[5 Powerful things happen when a leader is transparent.](#)" *Forbes Online*; Christ, G. "[Continuous improvement: The manufacturing weapon.](#)" *Industry Week Online*; Dorie, C.
- 5 See, for example: Jenkins, B. "What it takes to be an instructional leader." Horng, E. and Loeb, S. "New thinking about instructional leadership" & National Association of Elementary School Principals, "Leading communities: Standards for what principals should know and be able to do.
- 6 Please see: "[Student Centered Topics](#)," *Jobs for the Future website* for a complete list of JFF's Students at the Center research syntheses and sources. In addition, the edited volume [Anytime, Anywhere: Student Centered Learning for Schools and Teachers](#) (Wolfe, Steinberg, & Hoffman 2013) contains numerous sources used in framing this definition.
- 7 See: <https://studentsatthecenterhub.org/interactive-framework>
- 8 See: FAQs, Terms, and Student-Centered Learning, *Students at the Center Hub*.
- 9 We determined that the competencies should be embedded within a holistic educational vision and supported by a school culture—including professional development, curricular freedom, and other structures—to ensure their success. We recognize that many obstacles beyond teachers' control must be cleared in order to realize success in most or all of the Competencies. The Competencies are designed first and foremost to inform practitioners who work in school systems that are already making innovative, learner-centered reforms.
- 10 One of the first goals of leaders in learner-centered, personalized settings is to co-define a vision for what each student will leave knowing. We plan to provide a resource page on the Students at the Center Hub of collected graduate profiles that exemplify a deeper learning orientation. Once completed, this page will be available at [studentsatthecenterhub.org /graduate-profiles](https://studentsatthecenterhub.org/graduate-profiles).
- 11 See: Hoffman, Nancy. 2015. *Let's Get Real: Deeper Learning and the Power of the Workplace*. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future. Levine, Peter & Kei Kawashima-Ginsberg. 2015. *Civic Education and Deeper Learning*. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future. Nagaoka, Jenny, Camille A. Farrington, Stacy B. Ehrlich, & Ryan D. Heath. 2015. *Foundations for Young Adult Success: A Developmental Framework*. Chicago, IL: University of Chicago Consortium on Chicago School Research. Zeiser, Kristina, James Taylor, Jordan Rickles, Michael S. Garet, & Michael Segeritz. 2014. *Evidence of Deeper Learning Outcomes. Report #3 Findings From the Study of Deeper Learning: Opportunities and Outcomes*. Washington, DC: American Institutes for Research. Pellegrino, J. & Hilton, M. 2012. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington, D.C: National Research Academy. Conley, David T. 2010. *College and Career Ready: Helping All Students Succeed Beyond High School*. San Francisco, CA: Jossey-Bass. See also: ProfileofaGraduate.org (EdLeader 21)
- 12 See: Education Week, *Ready for the Robots? Let's Prepare Every Student for the Future of Work*.
- 13 Brooke Stafford-Brizard. 2016. *Building Blocks for Learning: A Framework for Comprehensive Student Development. Turnaround for Children*.
- 14 See, for example: Pane, J. F., Steiner, E., Baird, M. and Hamilton, L. *Continued Progress: Promising evidence on personalized learning*. RAND Corporation, 2015; Zeiser, K., J. Taylor, et al. *Evidence of deeper learning outcomes. Findings from the Study of Deeper Learning: Opportunities and Outcomes*. Washington, DC: American Institutes for Research, 2014; Pellegrino, J. & Hilton, L. M. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, eds. 2012. Washington, DC: National Academy Press, 2012.

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- 15 See: "Deeper Learning." [William and Flora Hewlett Foundation](#), 2017.
- 16 See Methods Appendix C for the frameworks we synthesized and updated to help ground these competencies.
- 17 Several of these adapted from "A Competency Framework for Governance: The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts." Department for Education, England, 2017.
- 18 See, for example: Cator, K., Lathram, B., Schneider, C. & Vander Ark, T. "Preparing Leaders for Deeper Learning." Seattle, WA: Getting Smart, 2015; Day, C. & Sammons, P. "Successful School Leadership." Reading, Berkshire: Education Development Trust, 2014; "Characteristics of Future Ready Leadership: A Research Synthesis." U. S. Department of Education. USDE, 2015.
- 19 For notes on methodology and frameworks incorporated in this, see Appendix C.
- 20 Leading for Equity: Opportunities for state education chiefs. *The Aspen Education & Society Program and the Council of Chief State School Officers*, 2017.
- 21 Why equity? [National Equity Project](#), 2017.
- 22 **Learner-centered approaches** refers to four specific practices that show strong evidence of success in preparing learners for college, careers, and civic life. Please see pg 6 for the full definition.
- 23 A broader version of this competency and its indicators focused on the learning community (as opposed to educator-focused) can be found in the Vision, Values, and Culture domain.
- 24 A systems-focused (as opposed to educator-focused) version of this competency and its indicators can be found in the Shared Responsibility domain.
- 25 An educator-focused (as opposed to systems- and structures-focused) version of this competency and its indicators can be found in the Capacity Building domain.