# Why Is Principal Leadership So Important?

*"Principals are widely seen as indispensable to innovation. No reform effort, however worthy, survives a principal's indifference or opposition. When they are asked to lead projects they don't fully grasp or endorse, they are likely to be ambivalent. Central office must remember the importance of allowing time for principals to thrash out their questions as they relate to changes."* (Evans, 2001, p. 202)

*"Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst."* (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004, p. 5)

*We found the strongest relationships (in high-poverty/high-performing schools) were between leadership and professional community. Leadership is an important factor in shaping professional community among teachers* (Mid-continent Research for Education and Learning, 2005).

*"If you take the principal and other key building leaders out of the picture as a committed and skillful force for these qualities, then no successful PLC will form. The possibilities of all other forces combined (state education law and policy, standardized testing and accountability, central office staff development, parent and community pressure) to raise student achievement are fatally weakened."* (Saphier, 2005, p. 38)

*"Principals arguably are the most important players affecting the character and consequence of teachers' school-site professional communities. Principals are culture-makers, intentionally or not."* (McLaughlin & Talbert, 2006, p. 80)

*"I know of no improving school that doesn't have a principal who is good at leading improvement."* (Fullan, 2007, p. 160)

*"Principal leadership is an important facilitating factor in determining the level of professional community."* (Goldring et al., 2007, p. 8, summarizing findings of Bryk, Camburn, & Louis, 1999)

*"[Positive] outcomes are unlikely in the absence of building leadership that supports and holds teacher teams accountable for sustaining the inquiry process until they see tangible results."* (Gallimore et al., 2009, p. 544)