



K - 12
Subcommittee
Tuesday, February 10, 2015
10:30 a.m. – 12:30 p.m.
17 HOB
Meeting Packet

Steve Crisafulli
Speaker

Janet Adkins
Chair



AGENDA

K-12 Subcommittee
Tuesday, February 10, 2015
10:30 a.m. – 12:30 a.m.
17 HOB

- I. Call to Order
- II. Roll Call
- III. Welcome/Opening Remarks
- IV. Presentations on educational leadership
- V. Adjournment

Wallace Foundation

Education Leadership: Lessons Wallace is Learning

Presentation to the K-12 Subcommittee,
Education Committee, Florida House of
Representatives

Andrew M. Cole

Consultant to The Wallace Foundation

Feb. 10, 2015

Our discussion today

- About The Wallace Foundation
- What we've learned from our first decade of work
- Lessons at the midpoint of the Principal Pipeline Initiative

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About The Wallace Foundation

- The mission of The Wallace Foundation is to foster
 - improvements in learning and enrichment for disadvantaged children and
 - the vitality of the arts for everyone.
- Our approach
 - Work with our grantee partners to develop -- then broadly share -- evidence-based, practical insights



Wallace's education leadership initiative: 2000-2010

Our strategies:

- 26 states; 15 main urban districts
- Commissioned research to fill knowledge gaps and evaluate across sites

Resulting in:

- Over 70 research reports
- States revised leader licensing requirements and leader preparation program accreditation requirements

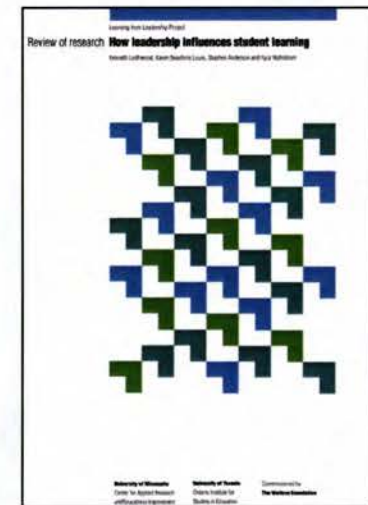
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Leadership key to student learning

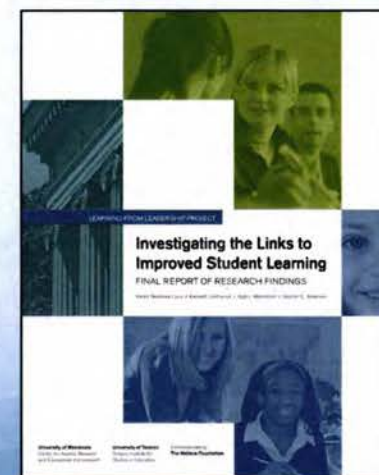
“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.”

-- *How Leadership Influences Student Learning*,
Kenneth Leithwood, et al,
University of Minnesota, University of Toronto, 2004



“Six years later we are even more confident about this claim.”

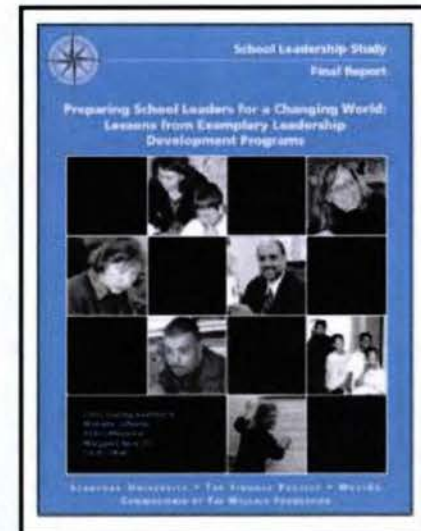
-- *Learning from Leadership: Investigating the Links to Improved Student Learning*,
Louis, et al, 2010



Principals key to retaining good teachers

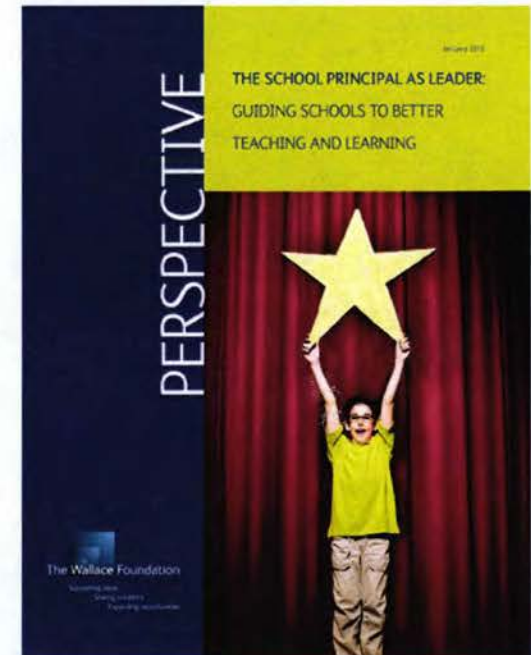
“It is the leader who both recruits and retains high quality staff. Indeed, **the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support** – and it is the leader who must develop this organization.”

-- *Preparing School Leaders for a Changing World*,
Linda Darling-Hammond, et al, Stanford University, 2007



Effective principals have core competencies

- Shape a transformational vision of academic success for all students
- Create a hospitable climate
- Manage people, data and processes
- Improve instruction
 - Lead the professional learning community
- Cultivate leadership in others -
 - Far cry from leaders as superhero



Source: The School Principal as Leader: Guiding Schools to Better Teaching and Learning, January 2012

Good leaders are hard to find

- There is no shortage of certified principals – but there is a shortage of *qualified* principals

-- *Beyond the Pipeline*, The Wallace Foundation, 2003

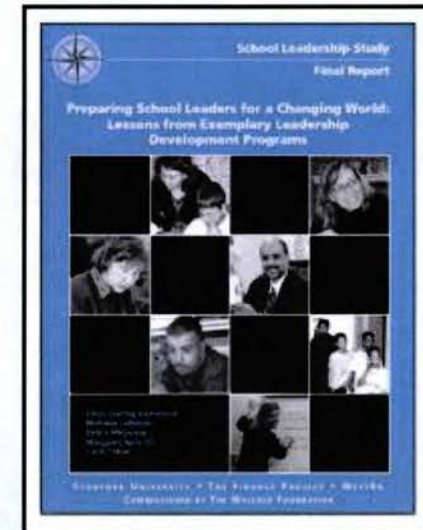
- 50% of superintendents around the country report difficulty finding qualified principals. 61% of superintendents in urban areas can't find the leaders they need

-- *Preparing School Leaders for a Changing World*, Stanford University, 2007



But good leaders can be developed

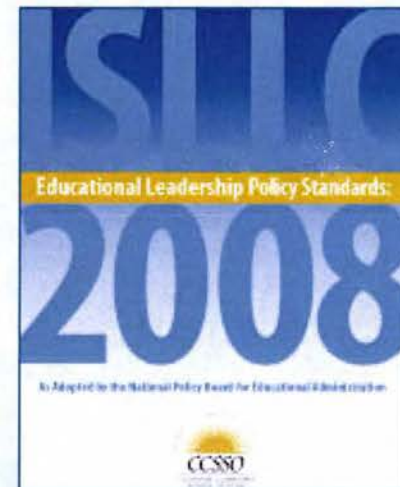
- Graduates of effective programs are:
 - Better-prepared
 - Perform better in high-needs schools
 - Twice as likely to actually become principals (60 percent vs. 20-30 percent)



Source: *Preparing School Leaders for a Changing World*,
Linda Darling-Hammond, et al, Stanford University, 2007

Leader standards

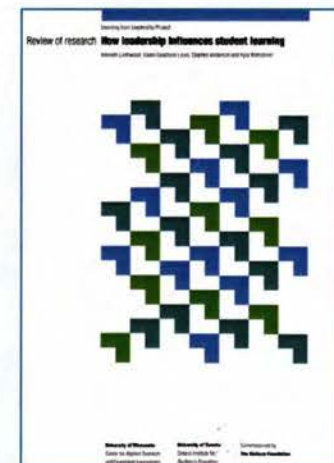
- Districts and training programs adopt clear standards for principals based on the effective leader characteristics that research has identified such as ISLLC 2008



Improving principal preparation is a cost-effective strategy

Superintendents and principals are the leaders with the most influence in schools.

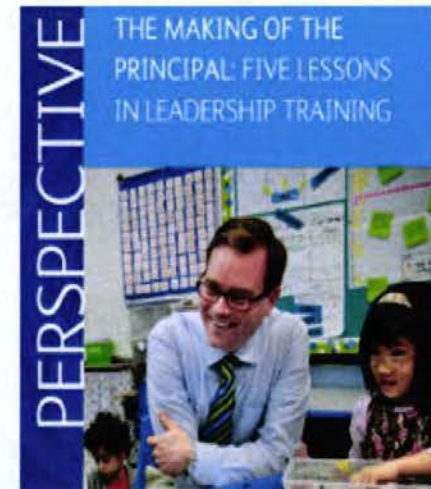
“Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement.”



-- *How Leadership Influences Student Learning*, 2004

States can play key role in ensuring effective preparation programs

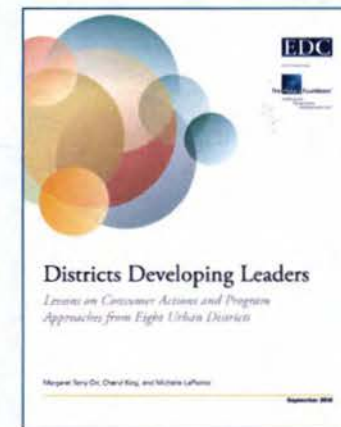
- States use their power to set standards for program accreditation, principal certification and financial support for highly qualified candidates



Source: The Making of the Principal: Five Lessons in Leadership Training (The Wallace Foundation, June 2012)

Districts can do selective hiring

- Rigorous selection process for filling principal and assistant principal job openings with most qualified applicants
- Cumbersome is not the same as rigorous
- Preference to graduates of high-quality programs
- Placement based on best match between the candidate and available vacancies



Source: Districts Developing Leaders: Lessons on Consumer Actions and Program Approaches from Eight Urban Districts, Education Development Center, 2010

Principal evaluation

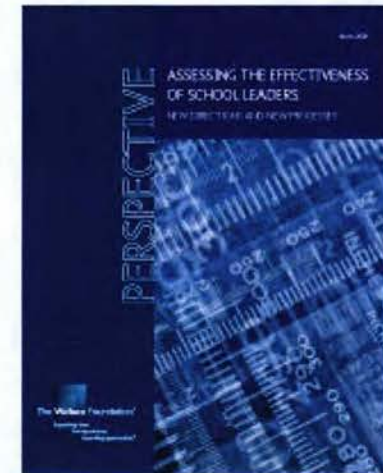
- Evaluations that reflect leader standards, measure those behaviors as well as school and student outcomes



Source: *Assessing the Effectiveness of School Leaders*, The Wallace Foundation, 2009

On-the-job support

- Professional development based on needs assessed by the evaluation; value placed on continuous improvement
- Supported by state and local funding that ensures mentors receive high quality training and appropriate stipends



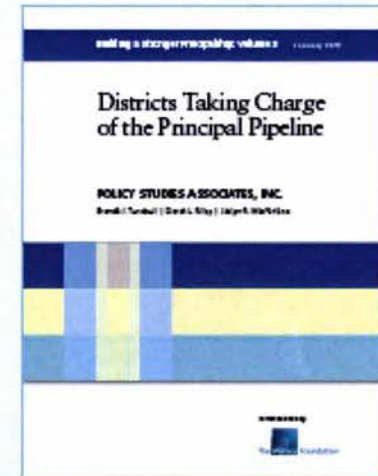
Source: *Assessing the Effectiveness of School Leaders*, The Wallace Foundation, 2009

Putting it all together: The Principal Pipeline



Our discussion today

- About The Wallace Foundation
- What we've learned from our first decade of work
- Lessons at the midpoint of the Principal Pipeline work



Three big stories

- New methods of hiring principals
- Assistant Principal role is key
- Principal supervisors can make it all work

New methods of hiring: Competency-based

- “People must demonstrate that they have the ability to carry out standards—they conduct an observation, they analyze data, they create a vision statement. All these things are a part of the work that has emerged from the standards.”

—Prince George’s County district leader

New methods of hiring: Using leader tracking systems

- “Has shifted the culture of our district”
 - “We have all that data now in the Leader Tracking System. We don't need [to use the] 2000-year-old database anymore. ... We've pushed a lot through in a short period of time that has shifted this culture of our district.”

—Hillsborough County district leader

New methods of hiring: Using leader tracking systems

- “..really think about whether this person is going to be the right fit”
 - “The idea of using the data that we're providing as a key driver of decision making is a mindset shift, a culture shift. In the past people just knew who they knew and had relationships. Now we're trying to get them to look at this really good data and really think about whether this person is going to be the right fit for the role generally and for this school specifically.”

—New York City district leader

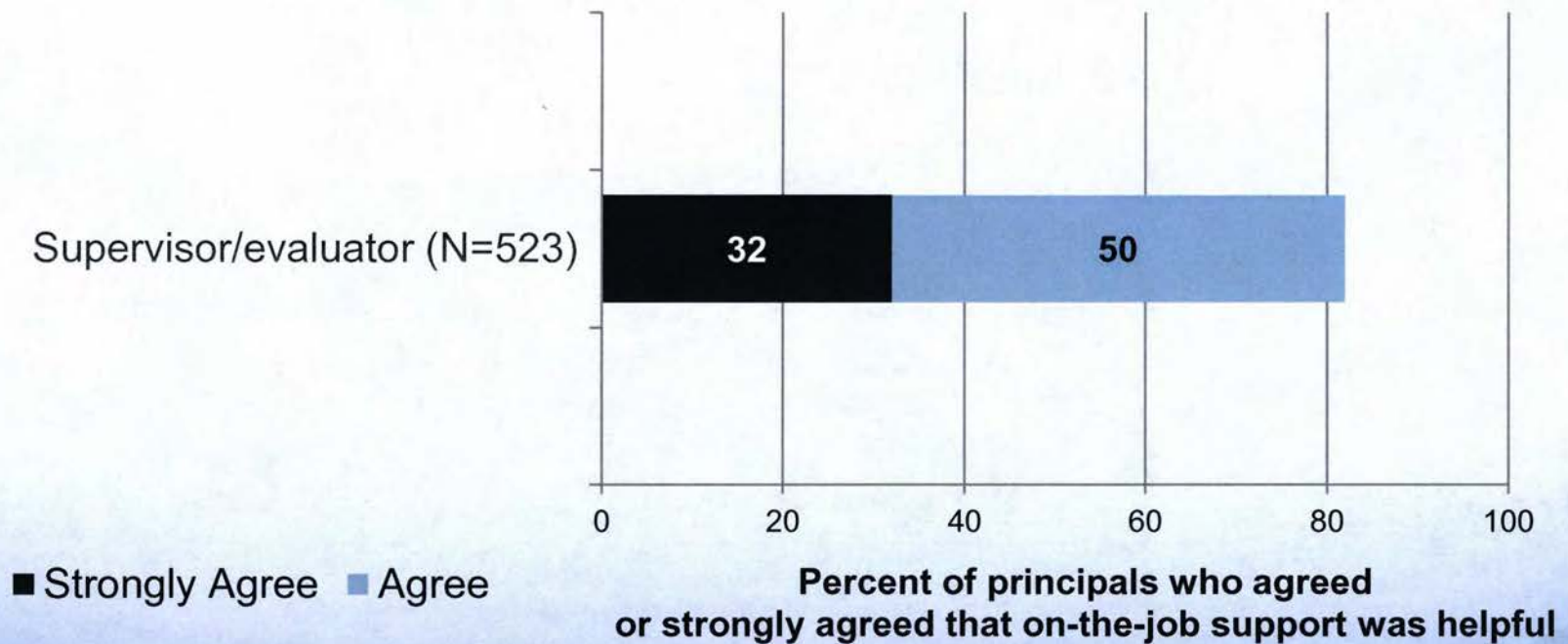
Assistant principal role is key

- APs are the “real true pipeline” -- 84% on the survey reported having served as APs
 - “We've recognized that we could do a better job of helping with the induction of our new APs. Because that's our real, best, true pipeline to the principalship, so if we spend a lot more time grooming and developing them it will pay off in the end.”

–Charlotte-Mecklenburg district official

Principal supervisors can make it all work

82 percent of principals agree their support is important



Florida key partners in our work on leadership

- Hillsborough County Public Schools
 - Principal Pipeline Initiative (six districts)
- Broward County Public Schools
 - Principal Supervisor Initiative (eight districts)
- Florida experts helping advise on update of national leadership standards
 - ISLLC (Interstate School Leaders Licensure Consortium)
 - ELCC (Education Leadership Constituent Council)



For these and other resources on leadership and other topics:
www.wallacefoundation.org

**EDUCATIONAL
LEADERSHIP**

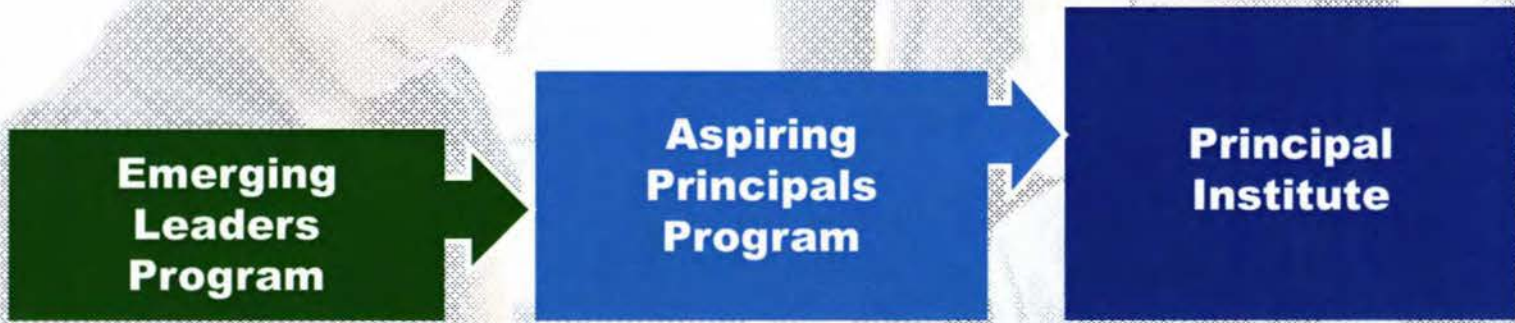
Florida House of
Representatives
K-12 Subcommittee

February 10, 2014

New Leaders 



OUR PROGRAM CONTINUUM



Role	Teacher Leader	Principal-in-Training	New Principal
Focus	Learn to coach and lead a <u>team</u> of teachers.	Learn to coach and lead a whole <u>school</u> of teachers, staff and students.	Implement and continuously improve leadership skills and practice.



OUR IMPACT

Through our state and district engagements and our policy work, we have impacted **13,000** leaders and **7 million** students.





THE NEED

While we have an abundance of certified administrators, there is a **shortage of principals** prepared for the job of school leader.

41%

The percentage of superintendents who report that principals are not well-prepared for the job.

96%

The percentage of principals who said that on-the-job experiences were better training than their graduate programs.



THE NEED

The **role** of the principal is **rapidly changing** and current leaders are not focused on the actions that improve student achievement.

75%

The percentage of principals who think the job has become too complex.

8-17%

The amount of time the average principal spends on instructional leadership activities.



THE OPPORTUNITY

Principals are critical to the successful implementation of any education reform initiative.

25%

The percentage of a principal's influence on a school's total impact on student achievement.

97%

The percentage of teachers who list school leadership as essential or very important for retention.

THE ROLE OF THE PRINCIPAL

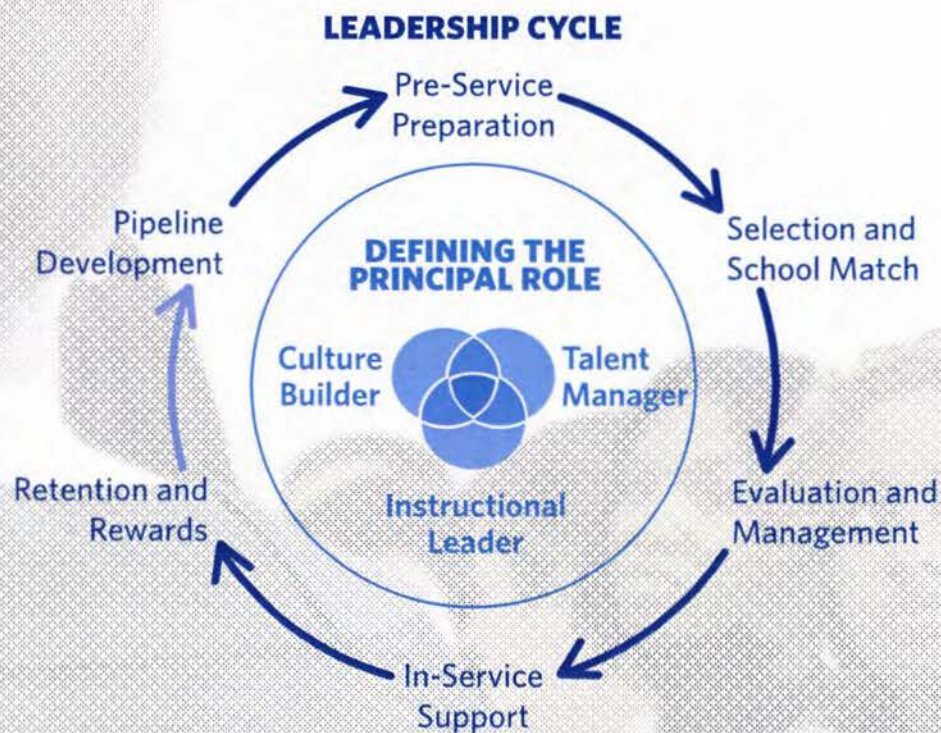
Principals are expected to meet an increasingly complex set of expectations.

1. Instructional Leader
2. Talent Manager
3. Culture Builder



STATE POLICY SOLUTIONS

Smart systems and policies at all stages of the leadership cycle are grounded in a principal's role as instructional leader, talent manager, and school culture-builder.





POLICY PRIORITIES

Florida can focus on two high leverage areas.

1

**Aspiring
principals**

2

**Sitting
principals**



APSIRING PRINCIPALS

States must improve the quality of professionals entering the system in order to build a corps of strong school leaders.

- **Evaluate and approve principal preparation programs.** There is an urgent need to overhaul the current approach to principal preparation and accelerate the pace of improvement.
- **Use licensure and re-licensure to ensure effective educators.** Current systems lack rigor, are not aligned with expectations, and are disconnected from job performance.



INITIAL PROGRAM REVIEW

Focus on capacity to successfully run a program and an operational plan to execute on a rigorous program design.

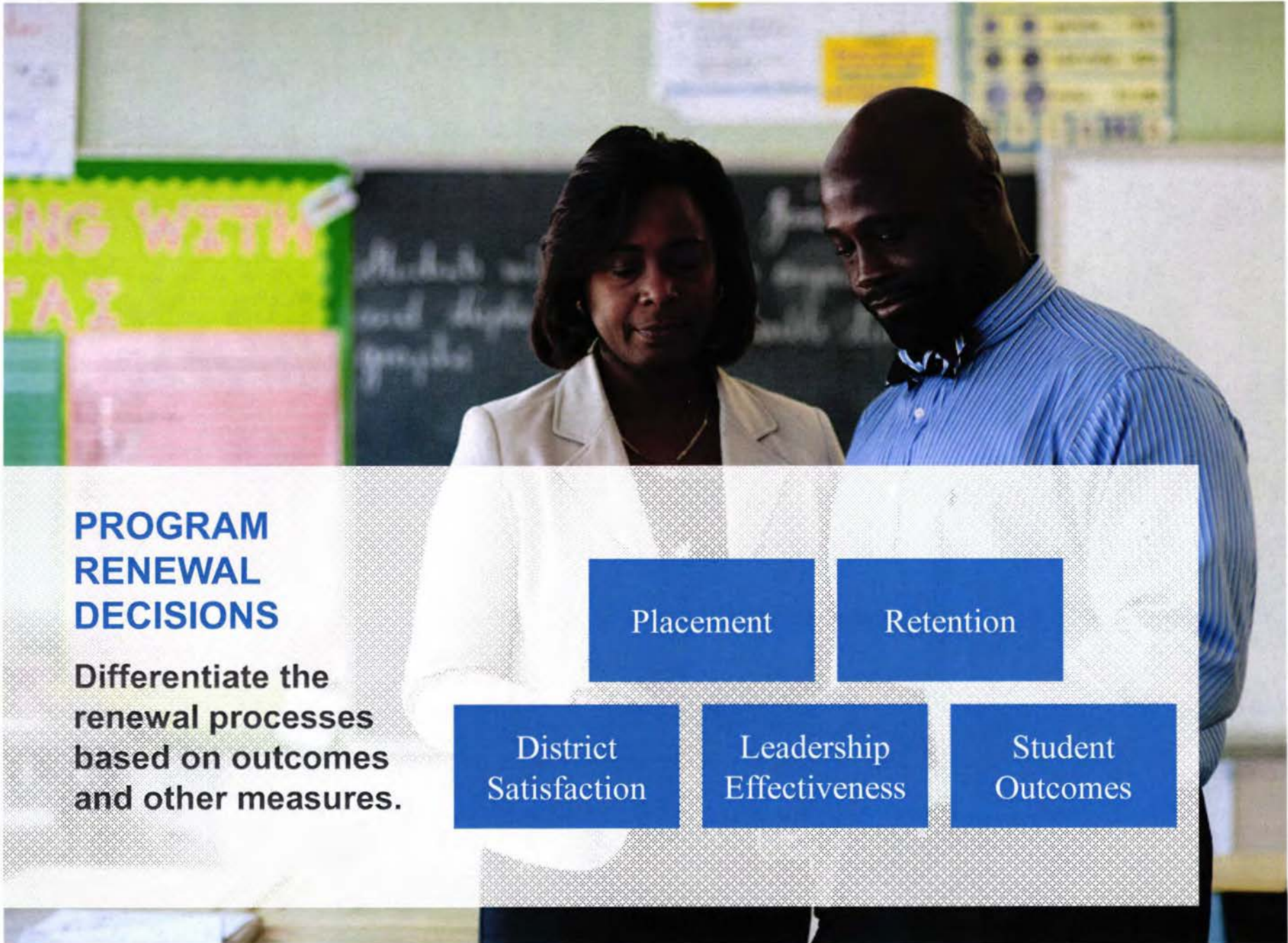
Recruitment & Selection

Content & Curriculum

Clinical w/ Assessment

Ongoing Support

Continuous Improvement



PROGRAM RENEWAL DECISIONS

**Differentiate the
renewal processes
based on outcomes
and other measures.**

Placement

Retention

District
Satisfaction

Leadership
Effectiveness

Student
Outcomes



PRINCIPAL LICENSURE

Create a
simple, tiered
licensure
system.

- **Initial licensure.** Ensure new principals are prepared to enter the profession.
- **License renewal.** Expect practiced principals to demonstrate ongoing effectiveness.
- **Re-invest the “Master’s Degree Bump.”** Use funds currently spent on salary increases based only on credentials for more effective approaches.



SITTING PRINCIPALS

Effective school systems include certain conditions that enable principals to be successful at scale.

- **A superhero strategy is not scalable.** Local policies and practices can create barriers that prevent great leaders from thriving.
- **Too often, principals are effective in spite of—rather than because of—district conditions.** Well-prepared principals need the tools, support, and culture that enable them to be the best.



Strand 3: Effective management and support for principals



Strand 4: Systems and policies for principals to effectively manage talent

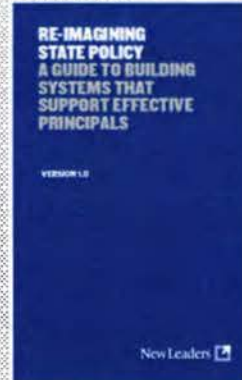
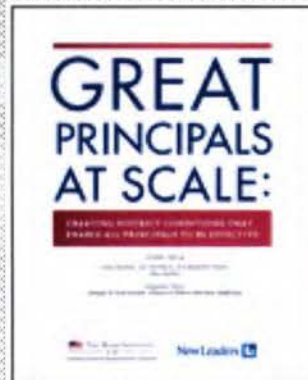


Strand 1: Aligned goals, strategies, structures, and resources

Strand 2: Culture of collective responsibility, balanced autonomy, and continuous improvement



**MORE
INFORMATION**





Mission

Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.

Vision

We envision a day when there is educational excellence and equity in America – when our country's public schools ensure that every student is prepared for success in college, careers and citizenship.

www.newleaders.org



USF Gulf Coast
Partnership



The USF Gulf Coast Partnership: A Coherent Approach to Level 1 and Level 2 Leadership Preparation

Dr. William R. Black, Program Coordinator, USF
Educational Leadership and Policy Studies
Program


Dr. John Mann, Former Assistant Superintendent
of Curriculum and Instruction Services, Pasco
County Schools and Coordinator of GCP Principal
Development Program

USF UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF EDUCATION

Gulf Coast Partnership Overview

- Started January 2012
- Collaboration between USF and 4 original partner districts
 - Manatee
 - Pasco
 - Pinellas
 - Polk
- The intensive collaborative program, with a focus on leadership for turnaround schools, is preparing future Assistant Principals (Level 1) and future Principals (Level 2)

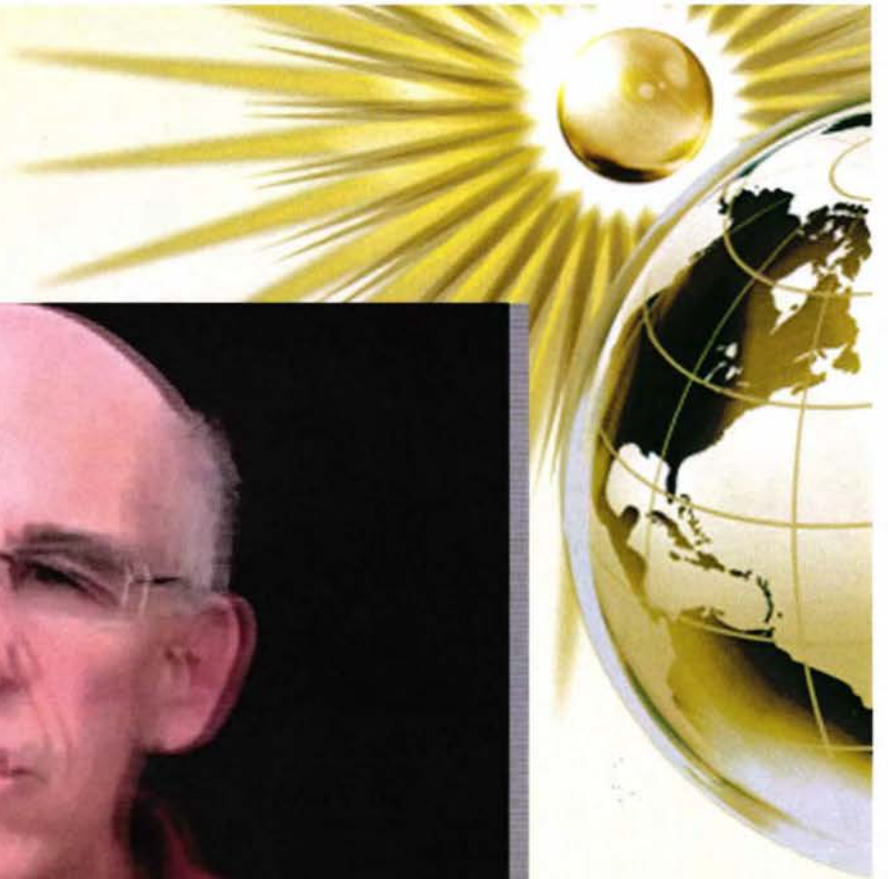
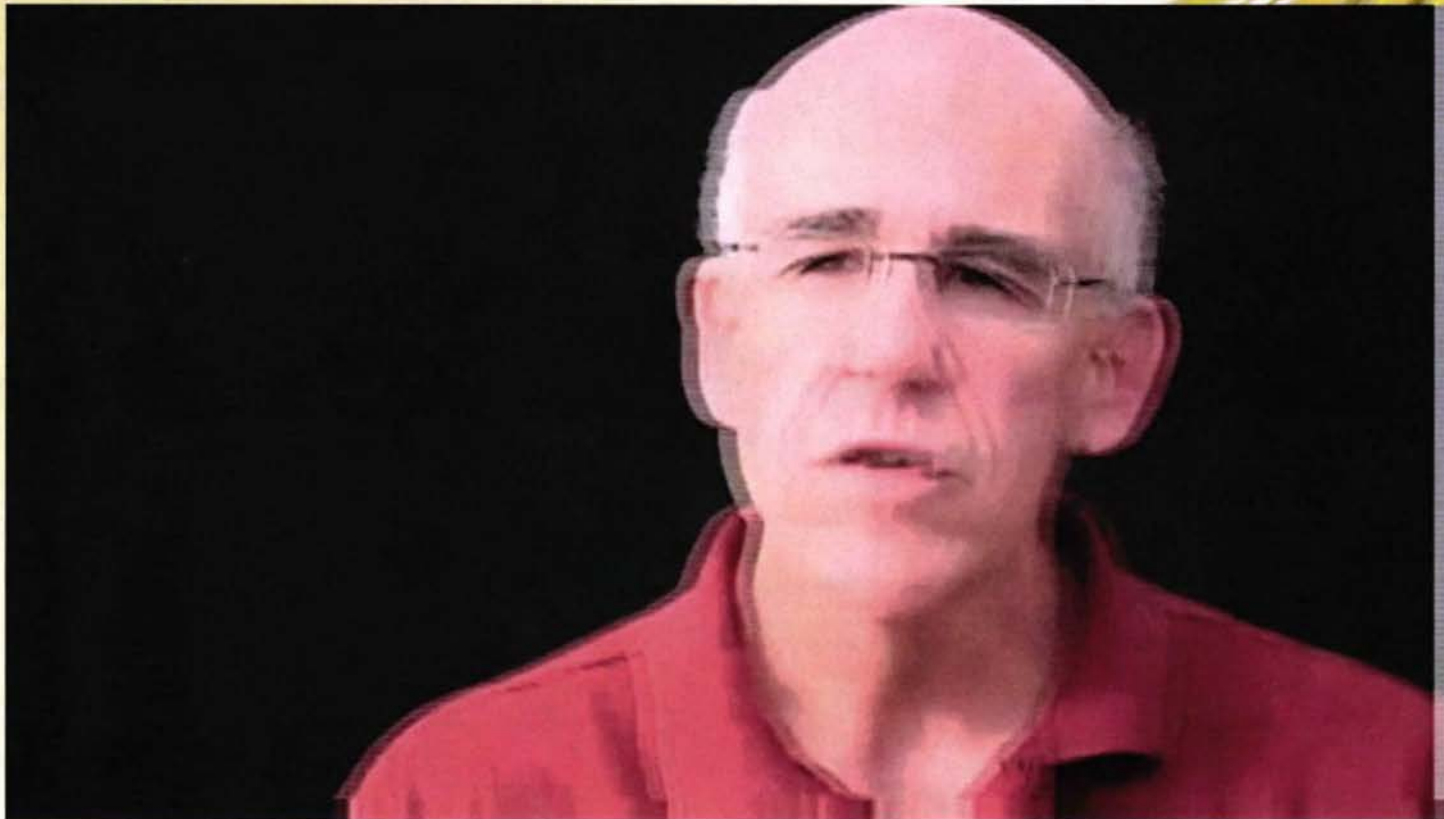
Seamless Preparation Program



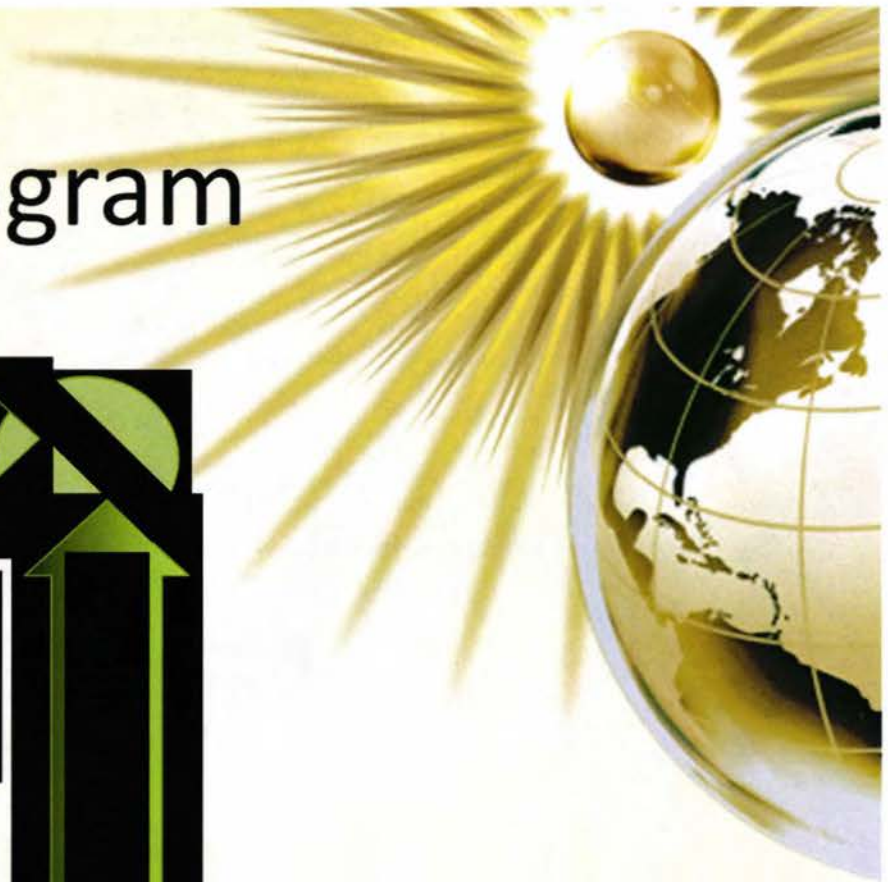
- The Gulf Coast Partnership provides a seamless Principal preparation program
- Goal was to engage the finest candidates in a rigorous academic and intensive experiential program to distinguish them as the best prepared beginning Assistant Principals and Principals.
 - Level 1 Preparation that has District-University Partnership on targeted selection of instructional leaders; coursework responsive to district needs; job embedded year long Administrative Internship; District Selected Mentor Principals
 - Level 2 Preparation that includes major projects, an appreciative inquiry orientation, cross-district exchange of knowledge and practice; and a focus on instructional leadership for turnaround schools.
 - Combining level I and level II programs

Number of Participants in Level 1 and Level 2 Programs

Levels of Participants	Past and Current Number of Participants	New and Projected Number of Participants for 2015 - 2016	Total
Level 1	32	8	40
Level 2	162	35	197



GCP Level 1 Program




Selection



- Each district and university partner interviewed and selected 8 people for two cadres
- Selection was based on the aptitude for and demonstration of instructional leadership as well as demonstrated strength in culture building

Scholarship and Internship



- Each district provided full year administrative internship in high needs school while students took classes in a rigorous Masters Program
- Courses redesigned to support internship activities: Data-based Decision Making, Analysis and Change, Curriculum Improvement, Culturally Relevant Leadership, Conflict Management and Communication
- Students apply learning in “real time”

Internship and Mentoring



- Full year internship in high needs school during the Master's Program
- Carefully selected and trained mentor Principals for each intern for the entire year
- Monthly mentor and intern joint meeting and training sessions
- School visits and feedback provided by both university partner and Leadership Development Directors of participating districts
- Year long student achievement project designed to bring value to the instructional program of the school supported through academic course work and Mentor Principals (for description of projects please see website)

Intern Accomplishments

Timely completion of Level 1 and 2 programs: 24 months

Completion of Level 1 program in 15 months with school instructional leadership experience and FELE pass rates of 100%

AP Placements for 24 of 30 Level 1 participants

16 of 24 AP Placements are in High Needs Schools

Level 1 Placement Information

Table 2				
Level of Completion	Number of Participants	Number of Participants Eligible for Placement	Number of Placements	Number of Placements in High Needs Schools
Level I	32	30	24	16

Level II: Resident Overview



Resident year – Level 2

- Individualized development through the focus on site-based improvement project work
- Collaborative growth using Appreciative Inquiry and Organizing in Communities of Practice
- Broad based monthly professional development activities for all aspiring Principals
- Guest speakers, expert guest panels, focused shadowing

Resident Project Topics

- MTSS
- Math
- PLC's
- Student Engagement
- Post Secondary Readiness
- Literacy
- Personalized Learning
- School Culture

The Future



- Partnership with the Anchin Center at University of South Florida with Foundation support
- Districts and USF Educational Leadership are reallocating resources to contribute to the Level 1 and Level 2 programs
- Transition to new coordinators of the Level 1 and Level 2 programs

Implications



- Emphasis on targeted selection of candidates who are instructional leaders
- Value of collaboration and partnerships on course and internship design; knowledge exchange

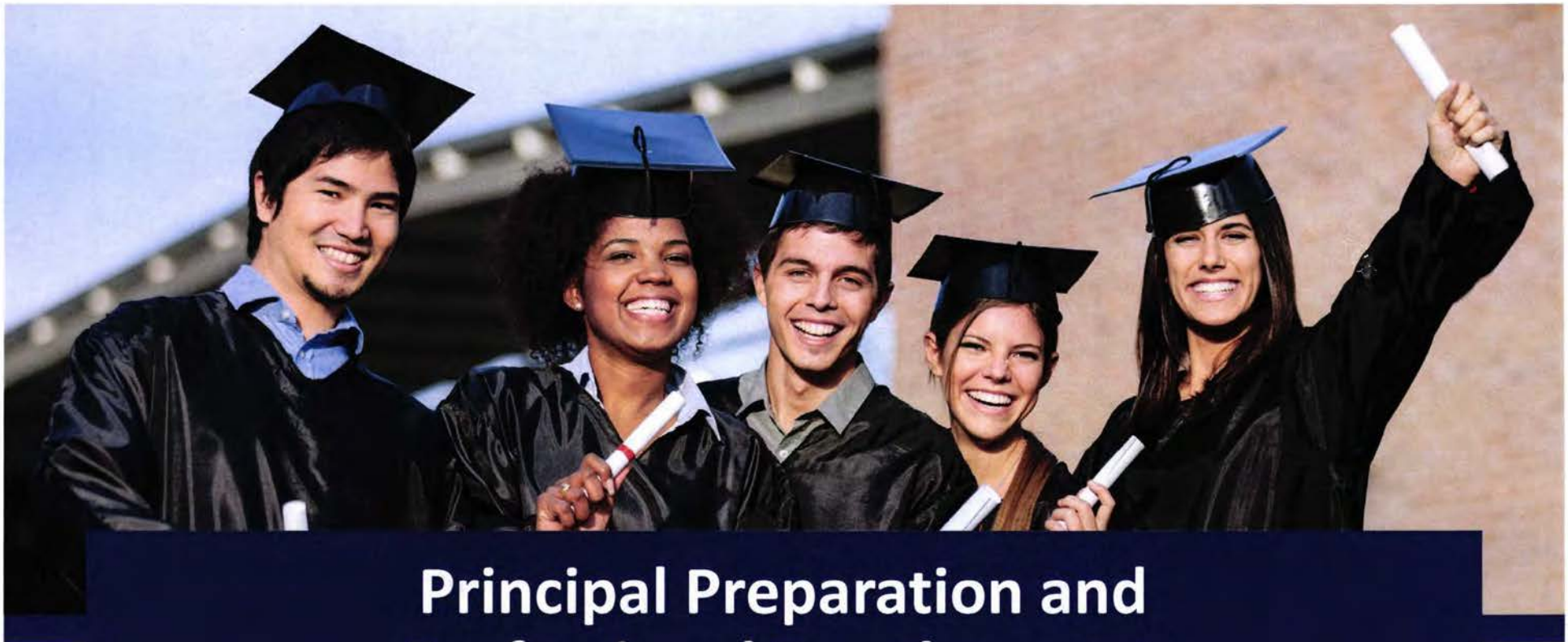
Implications

- Balancing standards with authentic engagement in context
- Integrated program leads to more efficient return on investment
- Prepare individuals for harder to staff turnaround school contexts
- Sustainability of the GCP Partnership beyond the original funding cycle

Information

- Dr. William R. Black: wrblack@usf.edu
- Dr. John Mann: john.mann3@gmail.com
- Video: <http://vimeo.com/102235749>
- Project home:
<http://gulfcoastpartnership.wix.com/gcp-2>

Department of
Education



Principal Preparation and Professional Development

House K-12 Subcommittee - February 10, 2015

Brian Dassler, Deputy Chancellor of Educator Quality



www.FLDOE.org

Principal Preparation and Professional Development

Presentation Overview

- Background
 - Regulatory Authority
 - Standards
 - Program Structures
- Florida is a National Leader
 - Innovative Partnerships for Principal Preparation
 - Florida Educational Leadership Exam
- Next Level of Work
 - Standards for Continued Approval
 - Use of Data for Continuous Improvement and Accountability
- Questions/Discussion



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Principal Preparation

Level I: Educational Leadership

Level II: School Principal

Regulatory Authority

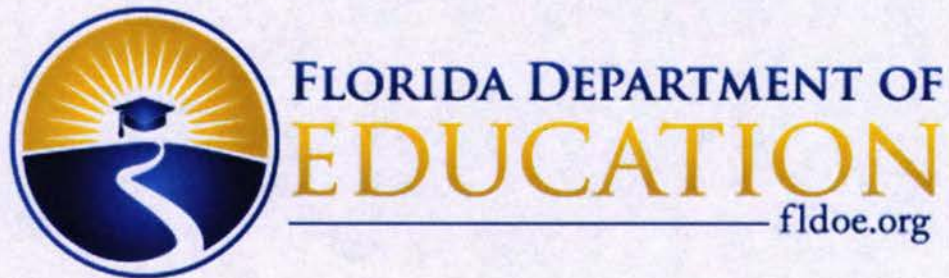
- Statutory Authority
 - Section 1012.55, F.S. – Positions for which certificate required
 - Section 1012.56, F.S. – Educator Certification Requirements
 - Section 1012.986, F.S. – William Cecil Golden Professional Development Program for School Leaders
- State Board of Education (SBE) Rules
 - SBE Rule 6A-5.080 – Florida Principal Leadership Standards
 - SBE Rule 6A-5.065 – Educator Accomplished Practices
 - SBE Rule 6A- 5.081 – Approval of School Leadership Programs
 - SBE Rule 6A-4.0080 – Florida School Leader’s Certification
 - SBE Rule 6A-4.00821 – Florida Educational Leadership Examination (FELE)

Florida Principal Leadership Standards

- Domain 1: Student Achievement
- Domain 2: Instructional Leadership
- Domain 3: Organizational Leadership
- Domain 4: Professional and Ethical Behavior

Two Levels of Principal Preparation

- Level 1:
 - University-based, usually associated with earning a master's degree, subject to certification requirements, often is used as an eligibility criteria for becoming an assistant principal
- Level 2:
 - School district-based, often used as an eligibility criteria for becoming a principal



Florida is a National Leader

Innovation and Leadership

- Increasing the rigor of the Florida Educational Leadership Exam (FELE)
- FAU PROPEL, USF Gulf Coast Partnership, Southern Regional Education Board Florida Turnaround Leaders Program, Summer Principals' Academy
- New Leaders University Council for Educational Administration National Advisory Group
- Temporary Certificate in Educational Leadership

Florida Educational Leadership Examination

- The State Board of Education recently set new passing scores for the Florida Educational Leadership Examination (FELE) at the appropriate level needed by a Beginning Effective School Administration Candidate
- The FELE New Generation Examination
 - Subtest 1: Leadership for Student Learning
 - Subtest 2: Organizational Development
 - Subtest 3: Systems Leadership
 - New scoring format: Multiple-choice and written performance assessment sections
 - Examinees must pass both sections independently to pass the whole subtest



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Principal Professional Development

William Cecil Golden School Leadership Development Programs

- Established in law: s. 1012.986, F.S.
 - Build the capacity to increase the quality of programs for preservice education for aspiring principals and inservice professional development for principals and principal leadership teams
 - Support best teaching and research-based instructional practices through dissemination and modeling at the preservice and inservice levels for both teachers and principals
- Further defined in rule: 6A-5.081, FAC
 - Incorporates appropriate elements of the William Cecil Golden Program for School Leaders to ensure a statewide foundation for leadership development in accordance with Section 1012.986, F.S.



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Continuous Improvement and Accountability

Data Availability

- Candidates
- Completers
- Employment/placement
- Employment/retention
- Evaluation ratings
- Student performance on statewide assessments
- Student performance by subgroups
- Florida Teacher Certification Exam/Florida Educational Leadership Exam
- Demographics of individuals and schools



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Next Steps/Questions



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