

Utah School Leadership Policy Meeting

Education Interim Meeting

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What is required of today's school leaders?

- More robust evaluation systems for teachers and school leaders
- Coaching teachers for improved instruction
- Managing tighter budgets to maximize learning
- Knowledge of best instructional practices in order to improve student learning
- Need consistency in evaluation practices
- Deeper understanding of data – interpret, analyze, and respond (disaggregated and individualized)
- Design high quality professional learning for staff based on student needs
- Faced with getting 100% of students to proficiency
- Engage in public relations and advocacy; especially for underserved students
- Become visionary vs. just being reactive to issues
- Develop broad vision of educational outcomes and bring coherence to initiatives
- Communicate with a variety of stakeholders (including Boards, Comm. Councils, PLCs)
- Understand and implement LEA and state policy while advocating for policy based on student needs
- Provide resources based on contextual needs and advocate for resource based on local issues
- Build capacity in staff members while improving leadership skills
- Manage time wisely including balancing instructional leadership with management
- Budget resources (including trust lands) focused on student needs and intended outcomes
- Engage in human capital practices that encourage recruitment and retention of effective teachers
- Ensure students with disabilities and English language learners receive additional resources to close gaps
- Supervise school/afterschool activities
- Engage with parents on behalf of students (challenged by increasing parent requests and demands)
- Manage school programs while providing for diversity of programs to meet student needs
- Become technology savvy in order to prepare students for their future
- Use technology to manage time, solve problems, engage staff, community and students
- Manage social media to inform stakeholders and promote school programs/accomplishments
- Know Utah Effective Teaching and Instructional Leadership Standards and use the standards to promote quality.
- Use counseling skills to support students, staff, and families
- Work with district staff, university personnel, and community agencies to support best practices
- Make connections with expanded community to provide services and opportunities for students
- Adapt to varying roles along career continuum as an administrator
- Lead Professional Learning Communities

School Improvement is People Improvement

When you talk about school improvement, you are talking about people improvement. That is the only way to improve schools, unless you mean painting the buildings and fixing the floors. But that's not the school: it is the shell. The school is people, so when we talk about excellence or improvement or progress, we are really talking about the people who make up the building.

(Ernest Boyer, 1984)

Utah State Board Initiatives

Initial Steps to Improvement

- Developed Utah Educational Leadership Standards to drive practices - 2011
- Upgraded administrative PRAXIS licensure exam to current practices - 2012
- Developed new statewide administrator evaluation tool as per SB64 - 2012

Initiatives in Progress

- Updated program approval requirements in R277-504
- Updated administrative licensure requirements in R277-505
- Working with preparation programs to update coursework
- Providing professional development for school principals to improve instructional leadership practices

Utah Educational Leadership Standards

- Standard 1: Visionary Leadership
- Standard 2: Teaching and Learning
- Standard 3: Management for Learning
- Standard 4: Community Collaboration
- Standard 5: Ethical Leadership
- Standard 6: System Leadership

Challenges for Recruitment and Retention

- High stakes accountability creating additional pressure for school leaders
- Balancing time between management and instructional improvement
- Low percentage of assistants in large schools and rural settings
- No formal roles for teachers to take on leadership while staying in classroom
- Lack of paid internships as part of principal training
- Working conditions of isolation and lack of mentoring for new principals

Current Board Initiatives

- Exploring leadership competencies
- Increase authentic preparation experiences through paid internships
- Revisiting licensure processes and policies
- Technical assistance for principals:
 - Leading schoolwide data and assessment literacy
 - Effective teacher evaluation and feedback for improved instruction
 - Improved knowledge of best practices in reading, mathematics, and science

Additional Strategies for Improving Effectiveness

- Create a tiered licensure system; providing for additional support and training in preparing educators to become school principals
- Create differentiated coursework for varying administrative roles
- Provide an admittance assessment to determine better fit for potential school principals and other admin roles
- Ensure interns have experience in both management and instructional leadership
- Provide systems of support for practicing principals that include mentoring/coaching for new and struggling principals and ongoing professional learning