

The Forum for America's Ideas

UTAH SCHOOL LEADERSHIP POLICY

December, 19 2016



NATIONAL CONFERENCE *of* STATE LEGISLATURES

Session Roadmap

- ❑ Who is NCSL?
- ❑ Background:
 - ❑ The importance of effective principals
 - ❑ School leadership pipeline
- ❑ Policy levers: The current state of school leadership policy nationwide
- ❑ What states are doing: legislative examples



Who is NCSL?

- Began in 1975
- Membership Organization of the 50 state legislatures and territories
- Bipartisan structure and mission
- Mission
 - To improve the quality and effectiveness of state legislatures.
 - To promote policy innovation and communication among state legislatures.
 - To ensure state legislatures a strong, cohesive voice in the federal system.



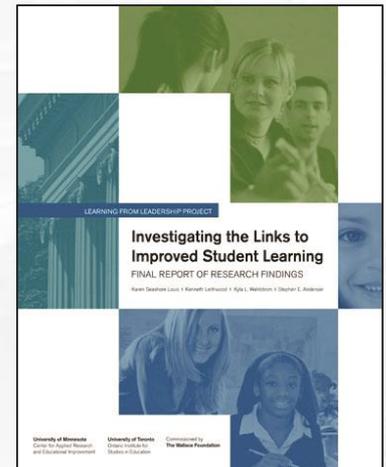
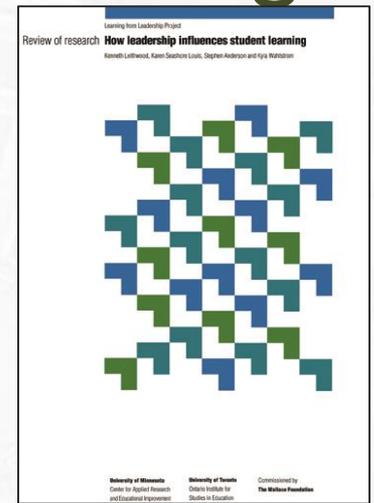
Leadership key to student learning

“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.”

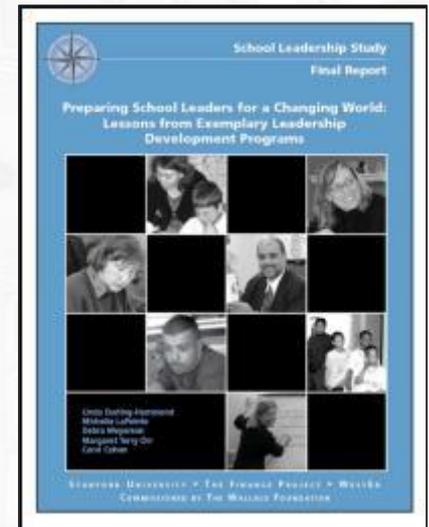
-- *Learning from Leadership: Investigating the Links to Improved Student Learning*,
Louis, et al, 2010



Principals key to retaining good teachers

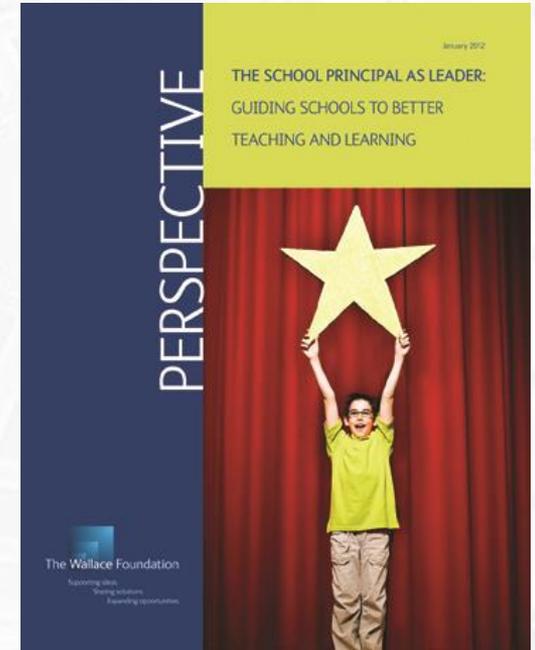
“It is the leader who both recruits and retains high quality staff. Indeed, **the number one reason for teachers’ decisions about whether to stay in a school is the quality of administrative support – and it is the leader who must develop this organization.**”

-- *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



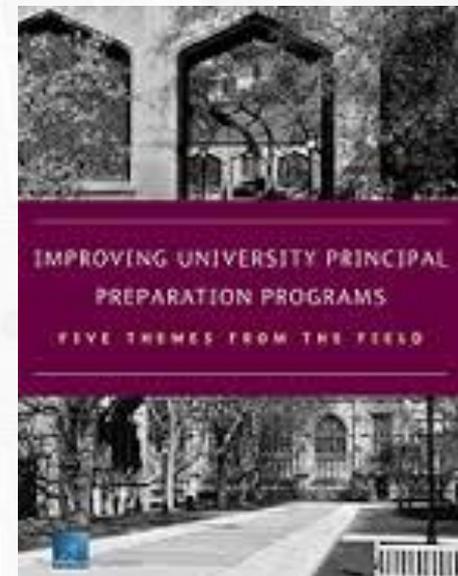
Good leaders can be developed

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)

Role for state policy:

- Create structures that support and encourage high-quality programs

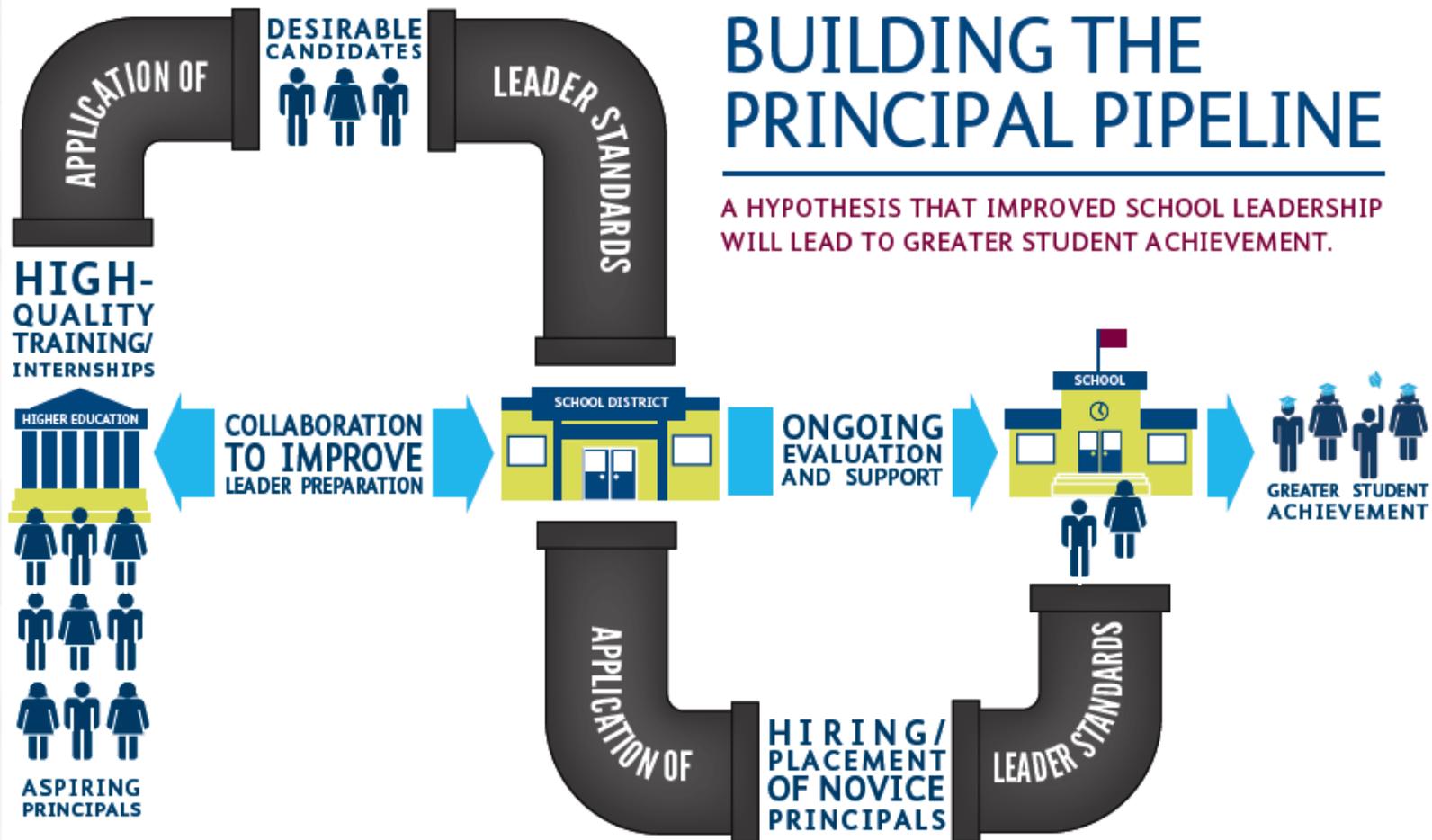


Source: *Preparing School Leaders for a Changing World*, Linda Darling-Hammond, et al, Stanford University, 2007; *Improving University Principal Preparation Programs*, 2016



BUILDING THE PRINCIPAL PIPELINE

A HYPOTHESIS THAT IMPROVED SCHOOL LEADERSHIP WILL LEAD TO GREATER STUDENT ACHIEVEMENT.



In 2010, The Wallace Foundation launched a six-year initiative to test whether strong, district-managed principal pipelines can produce large corps of principals who can improve teaching, learning and student achievement in schools. These are the components of the districts' pipelines.


The Wallace Foundation*



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Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy

Paul Manna

Isabelle and Jerome E. Hyman Distinguished University Professor of Government
Faculty Affiliate, Public Policy Program

College of William & Mary

<http://pmanna.people.wm.edu>

Source: Paul Manna, Developing Excellent School Principals to



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Principals and the State Policy Agenda

Overall priority: Principals are a relatively lower priority on state education policy agendas compared to other topics.

Comparison to teachers: Policymakers and advocates in states give more attention to teacher-related issues than principal-related issues.

Muddling roles: A focus on “school leadership” conflates the principal’s role with the roles of other school leaders.

Source: Paul Whitty, *Developing Excellent School Principals to Advance Teaching and Learning*



State Policy Levers

State Action: Create a state commission or task force, develop and support statewide longitudinal data systems, improve working conditions, align all components, direct resources

- Setting principal standards
- Recruiting aspiring principals
- Overseeing principal preparation programs
- Licensing principals
- Supporting professional development of principals
- Evaluating principals

Source: Paul Manna, *Developing Excellent School Principals to Advance Teaching and Learning*



Principal's Numerous Responsibilities: Percent of principals reporting "a great deal" or "major" influence over the following activities in their schools

	1987	1990	1993	1999	2003	2007	2011
Traditional tasks							
Budget / school spending	--	--	32.7	47.4	67.0	71.3	61.8
Setting discipline policy	45.5	54.1	57.4	67.8	87.3	88.5	78.7
Hiring teachers	49.4	57.8	62.0	74.6	88.6	91.3	86.6
In-service teacher training	--	--	34.4	41.3	68.6	75.2	70.2
Reform-oriented tasks							
Setting student performance standards	--	--	--	35.1	52.8	61.4	72.7
Evaluating teachers	--	--	80.7	78.8	93.0	94.6	95.1
Establishing curriculum	23.6	21.8	21.6	31.8	52.6	57.3	44.3

Source: Paul Manna's analysis of SASS data.



How to proceed?

Remember, there are **no standard recipes** to guarantee success. Still, the following **guiding questions** can help organize future work in states.

- What does the state education **policy agenda** look like?
- What are the **principals' tasks** in the state, in theory (as policy envisions them) and in daily practice?
- What explains the **consistencies and inconsistencies** between principal actions and

Source: Paul Marzano, *Developing Excellent School Principals to Advance Teaching and Learning*

- What are some **policy strategies** for moving forward?



Legislative examples: recruitment and selection

- Washington S.B. 6696 (2010) expands alternative routes to certification and expands administrator preparation programs to include community and technical colleges or non-higher education providers.
- Arkansas S.B. 46 (2003) creates the Master Principal Program, a voluntary, three-phase (approximately three years) program that provides bonuses to practicing principals who achieve master principal designation. Master principals receive \$9,000 annually for five years, while those serving full-time in “high need” schools receive \$25,000 annually for five years.



Legislative examples: mentoring & PD

- New Mexico S.B. 85 (2010) requires the statewide School Leadership Institute to provide mentoring to new principals and superintendents in public schools.
- Oregon H.B. 3619a (2011) establishes the Career Preparation and Development Task Force to develop a proposal for a seamless system of professional development for teachers and administrators that begins with career preparation and continues through employment.



Legislative examples: standards

- Oregon S.B. 290 (2011) directs the State Board of Education, in consultation with the Teacher Standards and Practices Commission, to develop and adopt statewide core teaching standards to improve student academic growth and learning. Standards must help school districts determine effectiveness of teachers and administrators and make human resource decisions and improve professional development and classroom and administrative practices.



Legislative examples:
strengthening principal
preparation program design and
accreditation

- Kentucky HB 14 (2006) convened a task force to present recommendations on the redesign of the state's system for preparing and supporting principals.
- Illinois S.B. 226 (2010) *Case study



Redesigning principal preparation and development:

Lessons from Illinois

- Began focus on strengthening principal preparation in 2000
- S.B. 226 (2010)
- Formation of ISLAC



Exemplary Preparation Includes

(Hitt, Tucker & Young, 2012)

Targeted Recruitment

Rigorous Selection

Coherent Coursework & Field Experiences

Maximized Social Networks

Analysis of Outcomes for Continuous Improvement

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HOW DOES UTAH COMPARE?



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A Policymaker's Guide by UCEA

- Which of the research-based components of a high-quality, principal preparation program are included in current state policy?
- Which of the research-based standards for principal candidate licensure are included in current state policy?



High leverage policies

- Principal program approval
 1. Explicit selection process
 2. Program standards
 3. Clinically rich internship
 4. University-district partnerships
 5. Program Oversight
- Candidate licensure
 1. Experience requirements
 2. Assessment requirements
 3. Licensure renewal

	Post-Bachelor's Degrees	Master's Degrees	Post-Master's Degrees	Doctoral Degrees	UCEA Institutions
Number of institutions offering degrees in administration	1	6	1	3	2
Number of degrees awarded in administration (2012-13)*	41	166	26	12	



HIGH LEVERAGE POLICY IN UTAH

HOW DOES UTAH STACK UP?

Utah has well-developed policy for:

Utah has yet to develop policy for:

Clinically Rich Internship

Experience Requirements

Program Oversight

Explicit Selection Processes

University-District Partnership

WHAT CAN UTAH DO?

Well-developed high leverage policy examples to consider for Utah:

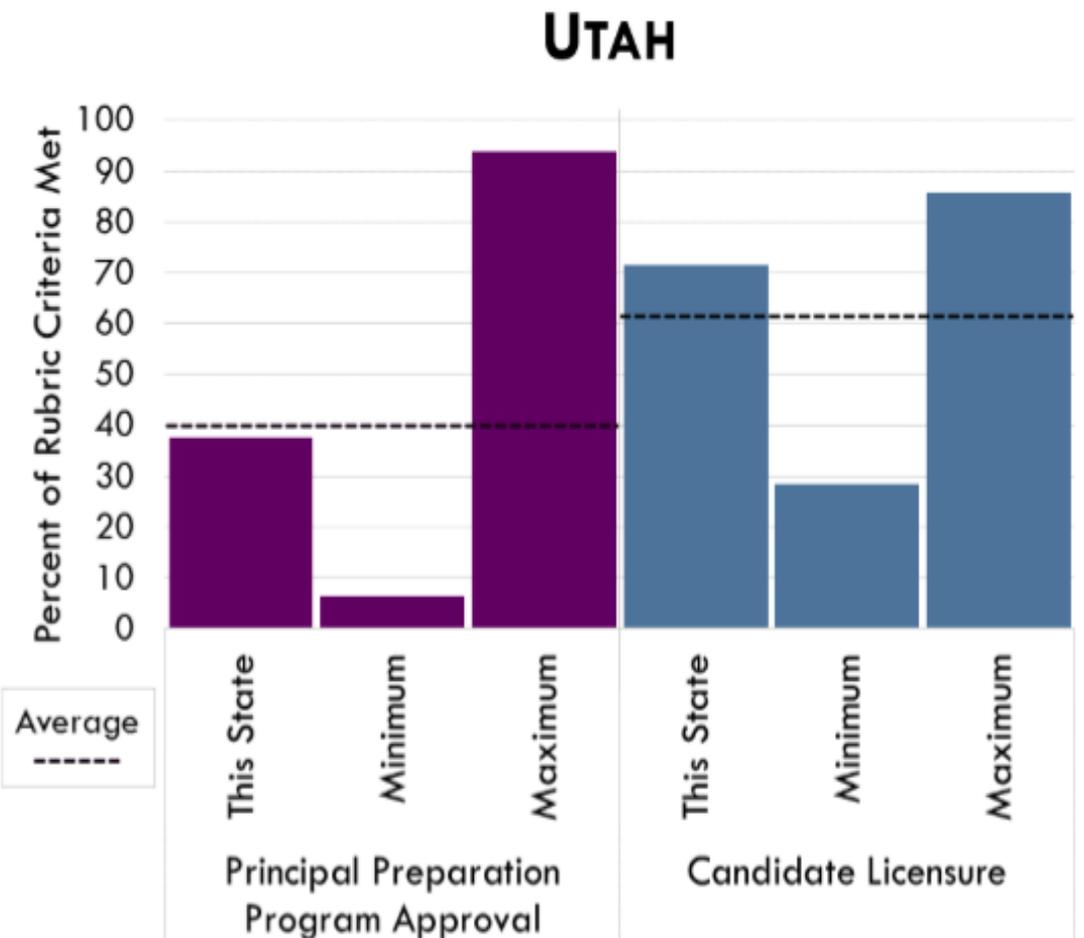
- **Explicit Selection Process:** Policy for this standard supports the selection of a diverse and high quality candidate pool. Example policy, p. 21.
- **University-District Partnership:** Policy for this standard supports principal pipeline development. Example policy, p. 27.
- **Program Oversight:** Policy for this standard supports consistency in quality across programs. Example policy, pp. 29-31.



HOW UTAH COMPARES

- Utah meets **6 of the 16 criteria for principal preparation program approval (37.5%)**, which is **similar to the state average (6.4 of 16, 40.1%)** but **well below** the state that met the most criteria (the maximum state met 15 of 16 criteria, 93.8%).
- Utah meets **5 of the 7 criteria for candidate licensure (71.4%)**, which is **slightly above the state average (4.3 of 8, 61.9%)** but **slightly below** the states that met the most criteria (the maximum states met 6 of 7, 85.7%).

Note: The maximum bar represents the state meeting the most criteria and the minimum bar the state meeting the least criteria. The dotted lines are the state averages for each rubric, calculated for all 50 states and D.C.



Policy Criteria	Utah	States (%)
Principal Preparation Program Approval		
1. Explicit Selection Process	No	6 (11.8%)
1.1. Includes a plan for targeted recruitment	No	1 (1.9%)
1.2. Utilizes performance-based assessments	No	6 (11.8%)
2. Program Standards	Yes	51 (100%)
2.1. Adopted or adapted school leadership standards from a nationally recognized organization	Yes—adapted 2008 ISLLC standards	51 (100%)
3. Clinically Rich Internship	Yes	20 (39.2%)
3.1. Deliberately structured	Yes	21 (41.2%)
3.2. Field work that is tightly integrated with curriculum	No	16 (31.4%)
3.3. Engagement in core leadership responsibilities	Yes	18 (35.3%)
3.4. Supervision by an expert mentor	Yes	25 (49.0%)
3.5. Exposure to multiple sites and/or diverse populations	Yes—Multiple sites	18 (35.3%)
3.6. Requires 300+ hours of field-based experience	Yes—450 hours	14 (27.5%)
4. University-District Partnership	No	16 (31.4%)
4.1. Commitment from district to provide a clinically rich internship experience	No	13 (25.5%)
4.2. District-provider collaboration on selection	No	10 (19.6%)
4.3. Alignment between district needs and program design	No	16 (31.4%)
5. Program Oversight	No	38 (74.5%)
5.1. Requires state review at specified intervals	No	26 (51.0%)
5.2. Plan for initial program oversight includes documentation and/or site visits	No	32 (62.7%)
5.3. Requires oversight team to have relevant experience and training	No	30 (58.8%)
5.4. Includes feedback mechanism to improve practice	No	30 (58.8%)
Candidate Licensure		
1. Experience Requirements	Yes	50 (98.0%)
1.1. Requires 3+ years of teaching or related school experience	Yes—3 years	39 (76.5%)
1.2. Requires a master's degree in educational leadership or a closely related field	Yes—Master's in education	20 (39.2%)
1.3. Completion of an accredited/approved preparation program	No	43 (84.3%)
2. Assessment Requirements	Yes	36 (70.6%)
2.1. Requires completion of assessments based on national or aligned state standards	Yes—SLLA (passing: 163) or Praxis II Ed. Admin	34 (66.7%)
2.2. Assessment includes (or is a) portfolio review	No	6 (11.8%)
3. Licensure Renewal	Yes	47 (92.2%)
3.1. Requires renewal with a distinction between license types	Yes	34 (66.7%)
3.2. Licensure renewal requires continuing education activities	Yes—200 renewal points	45 (88.2%)

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AFTERNOON BREAKOUT



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Focus groups

- Strengthening principal preparation (accreditation, selection, internship)
- Licensure (experience and assessment requirements, regulatory policies, alternative pathways)
- Professional development (mentoring, induction, ongoing support)



Breakout group activity

Identify 3 individuals for the following tasks:

1. Recorder
2. Timekeeper
3. Share out

Each group will use chart paper to answer the following:

1. What are the challenges around our topic area?
2. What are we already doing in UT to address this topic (programs, policy)?
3. What can/should we do? Ideas and next steps

After the initial brainstorm each group member will use a sticker to mark the one item they feel is most important on all three questions.

