

Education Interim Report: School Leadership

Presented by
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August 15, 2018

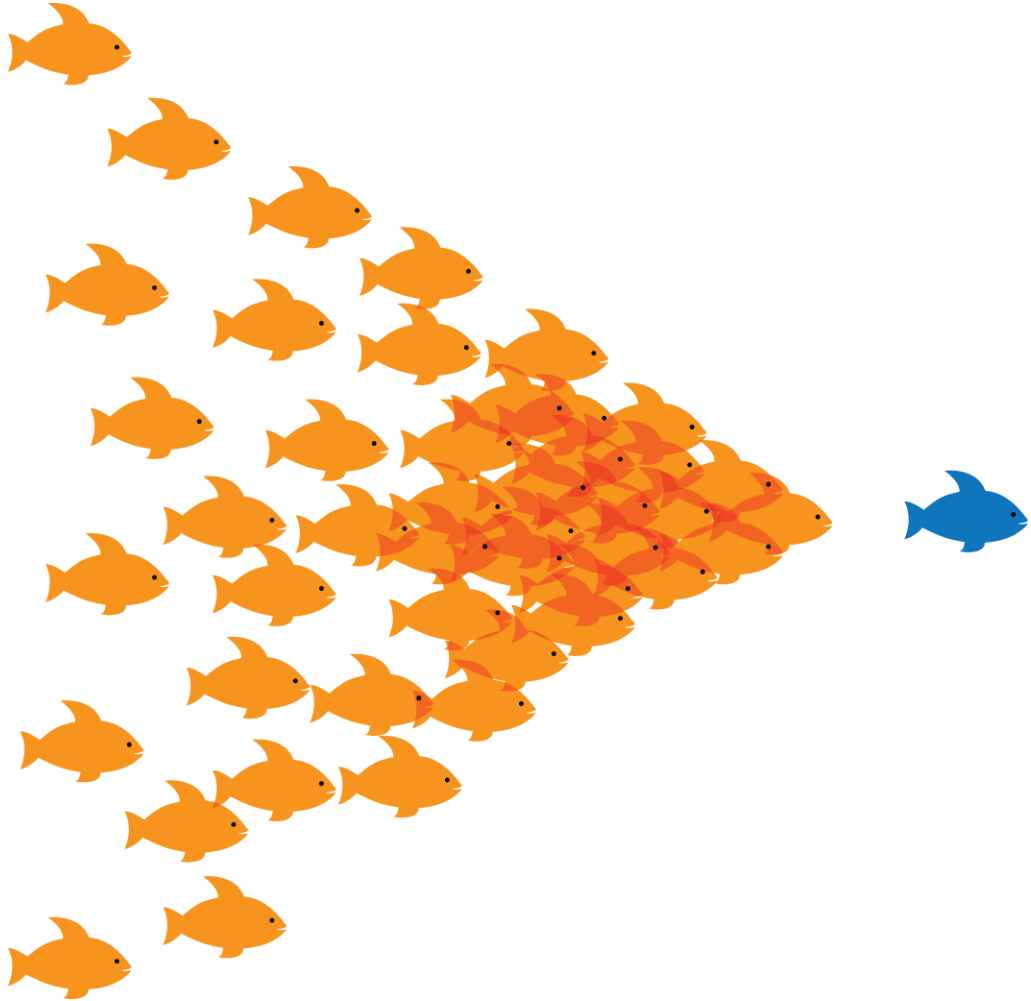


Leadership Matters!

Replicated research shows that leadership is second only to teacher effectiveness in student outcomes.



Steps followed by **effective** school leaders:



1. Setting a direction.
2. Developing people to head in that direction.
3. Redesigning the school around student outcomes.

Ken Leithwood



School Leadership Working Group

1

Utah State Board
of Education
initiates in
November 2017

2

Board Appoints
18 members

3

Includes Teachers,
HR Director,
Superintendent,
Board Members,
Higher Education,
USBE Technical
Assistance

4

Meetings began
in January 2018



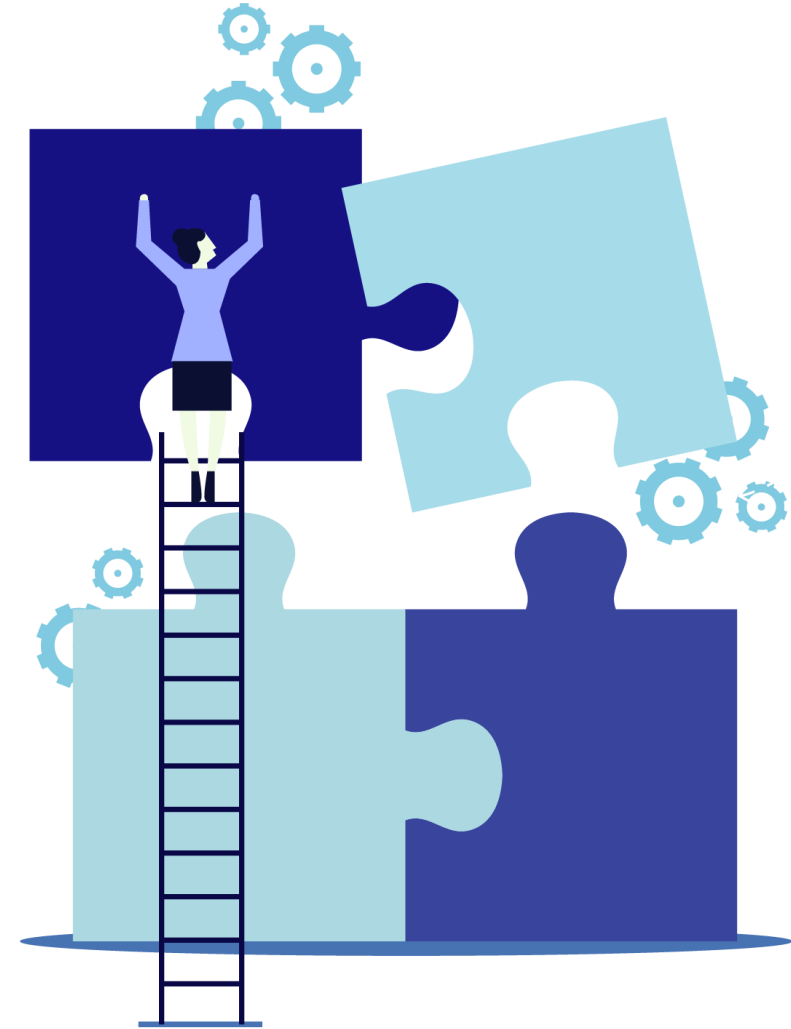
Working Group Objectives

Analyze current efforts and programs that are improving school leadership.

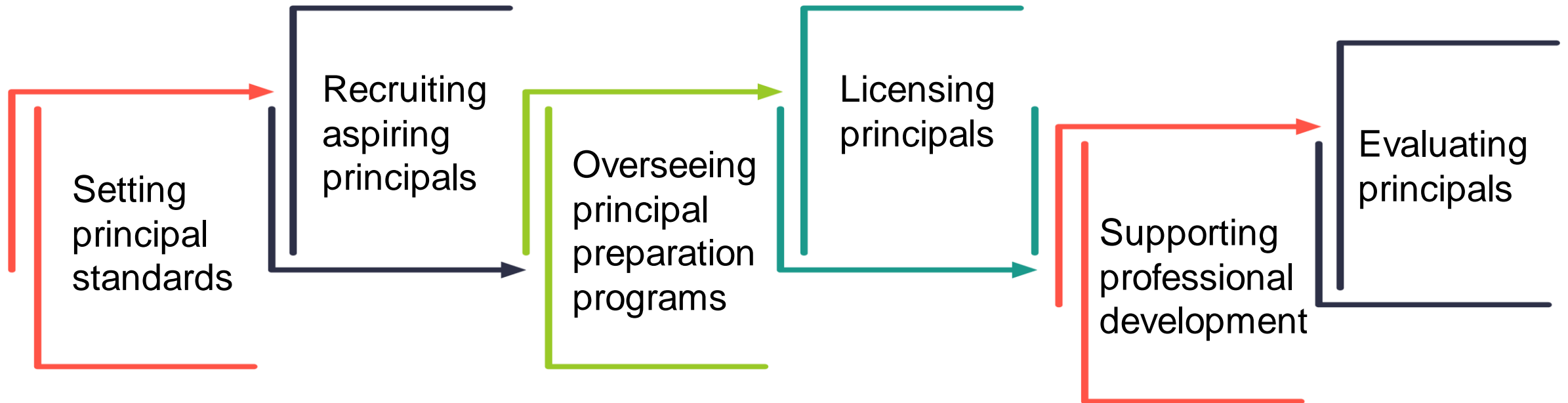
Create an implementation timeline for revised educational leadership license or credential.

Review and **recommend** improvements in educational leadership induction.

Bring recommendations to the Board for revised educational leadership license/credentials, standards for leader induction as well as supports to improve school leader quality.



6 Key Policy Levers



Lever 1 – Setting Principal Standards

Current Leadership Standards is essential to the other levers:

A

Utah Educational
Leadership
Standards
drafted

B

November 2, 2017:
90-day public
review began

C

May 3, 2018:
Utah State Board
of Education
approves



Lever 2 – Recruiting Aspiring Principals

Create a more robust candidate selection and screening process

Require prior leadership experience as part of the process

Make the letter of recommendation requirement anonymous

Utilize pre-requisite competencies as part of the admissions process

Do more to support aspiring principals

Strengthen collaboration between LEA & higher ed in recruiting and selecting applicants

Incorporate a formal “shoulder tapping” process



Lever 3 - Principal preparation programs

Require an administrative residency program

- It needs to include varied experiences (e.g. grade spans, Title I, SPED, etc.)
- Connect to experiences & competencies
- Add essential human relations skills to content

Audit and update preparation course work

- Reflect the current role of the principal in curriculum
- Provide opportunities for endorsement area of emphasis (e.g. curriculum specialist, instructional coaching)
- Provide co-teaching and other school connected practices for university preparation program professors



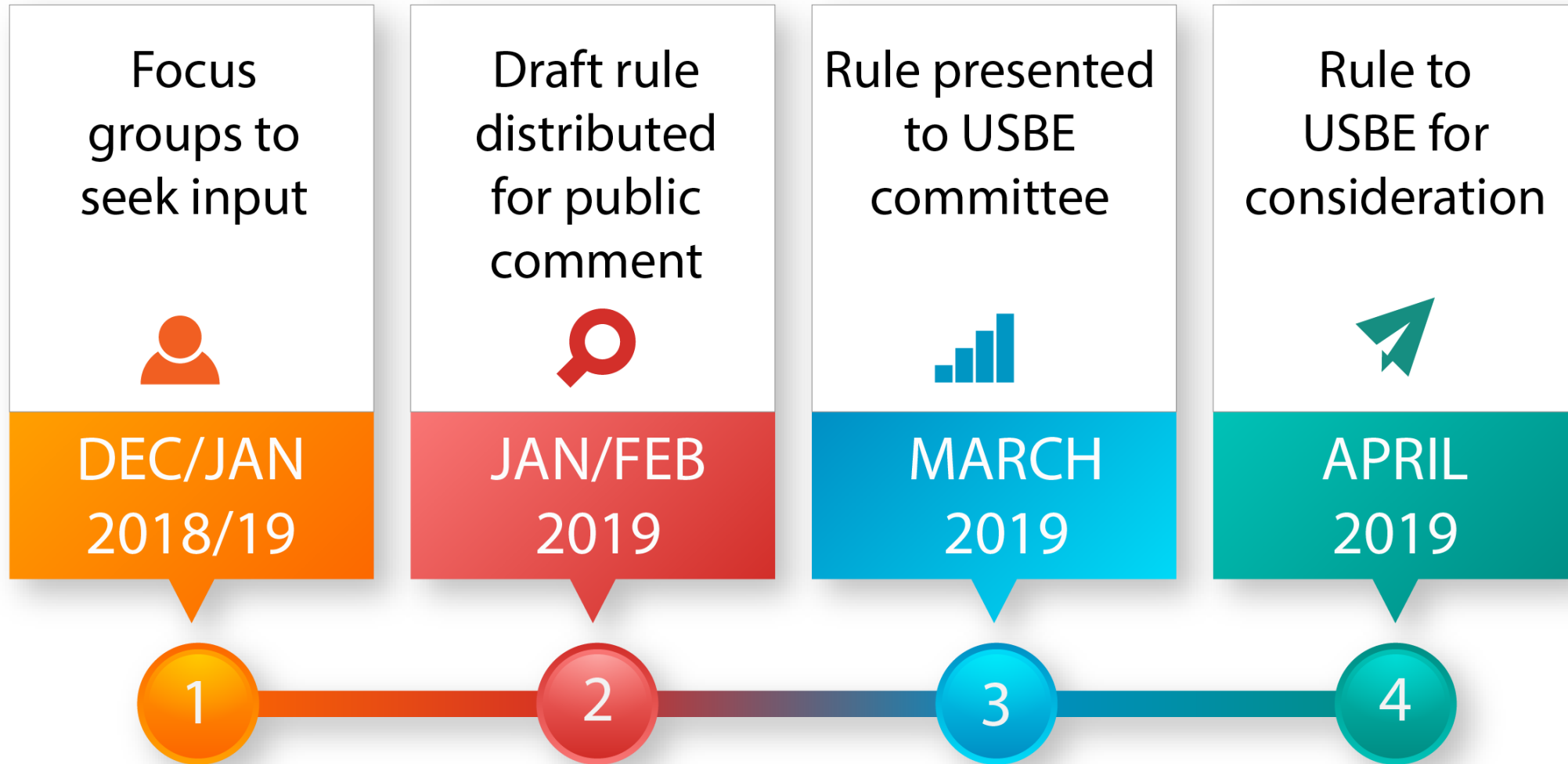
Lever 4 – Licensing Principals

Using licensing authority to drive improvement

- Change from one-size-fits-all model to more differentiation
- Develop a tiered system, like the educator license
- Include ability for specialization (e.g. turnaround, elementary, secondary, charter, etc.)
- Target re-licensure requirements to specific job-related competencies that are directly related to the work of the principal



License/credential Timeline



Lever 5 – Supporting Professional Development

Current SEA strategies

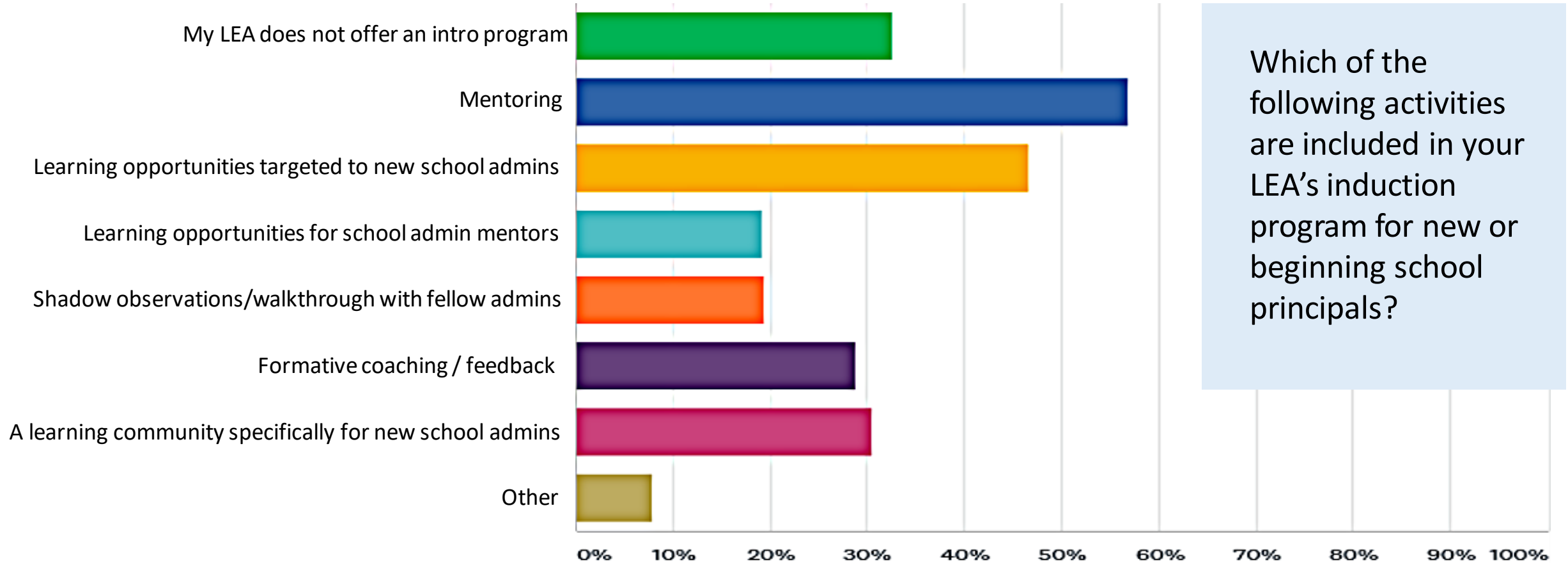
- a. Principal Partnership Network
- b. Leadership and Inquiry for Turnaround
- c. The Friday Institute
- d. Assessment to Achievement
- e. Principal Literacy Institute
- f. Principal STEM Academy
- g. MTSS Systems Conference
- h. Utah Special Education Law Conference

LEA strategies

- a. U VA Darden Leadership
- b. ObserverTab coaching
- c. Solution Tree Consulting
- d. Deloitte University – Courageous Principals
- e. George W. Bush Foundation



School Leader Survey



Lever 6 – Evaluation Principals

Wallace Recommendations:

- a. Learn from other states' experiences about potentially promising strategies that can be incorporated into our own principal evaluation systems.
- b. Remain flexible during implementation as new knowledge surfaces about how principal evaluation systems operate in practice.

Current Utah Reality:

- a. USBE has a principal evaluation system
- b. The system is being aligned to the new leadership standards



What do we need from you?



1. Continued priority on school leadership in policy decisions.
2. Future investment in principal preparation and support.

“We live in a world in which we need to share responsibility. It's easy to say, 'It's not my child, not my community, not my world, not my problem.' Then there are those who see the need and respond. I consider those people my heroes”.

Mr. Rogers.

