SREB Annual Leadership Forum:

Leading Learning Through Leadership Teams

May 7-8, 2009

Welcome, Objectives & Agenda:

Kathy O'Neill

Director, Learning-Centered Leadership Program, SREB

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Learning-Centered Leadership Program

Southern Regional Education Board

Featured Speaker:

Robert Balfanz

Research Scientist, Center for Social Organizational of Schools, Johns Hopkins University

Featured Speaker:

Improving School Results through Effective Principals with Leadership Teams, Especially in Struggling Middle Grades and High Schools

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State Team Work A

1. What will it take in your state to prepare and develop school leaders who know how to:

   - Use leadership **teams**

   - Put in place school **schedules** that allow those teams to work together

   - Ensure that teams are **focused** on curriculum, student work, and alignment of instruction and assessment

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State Team Work A

2. What barriers will you have to overcome?

3. Who needs to be involved in order to make this happen?

Break

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Featured Speaker:

Alfred Tatum

Associate Professor, Director of UIC Reading Clinic, University of Illinois, Chicago

Featured Speaker:

Preparing School Leaders to Address Reading for Learning in Middle Grades and High School

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A CRITICAL MISSION:

Making Adolescent Reading an Immediate Priority in SREB States

The Report of the Committee to Improve Reading and Writing in Middle and High Schools

Governor Timothy M. Kaine, Virginia, Chair

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Panel Response:

Yvonne Thayer (Facilitator)
Senior Director, *Making Middle Grades Work*
and Special Projects, SREB

David Spence
President, SREB

Vernon Prosser
Principal, Broome High School, South Carolina

State Team Work B

1. What actions can your state take to inform school leaders about the need to prioritize reading in middle grades and high schools?

2. How can the state ensure that school leaders are prepared to lead efforts to implement reading strategies in every classroom and help teachers understand their responsibility to teach high level reading strategies in content areas?

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State Team Work B

3. What role should universities play in creating new courses for leader preparation programs and ongoing professional development of leaders that will emphasize the importance of reading skills in all content areas?

Lunch

Tennessee, Alabama & Georgia Rooms

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Preparing School Principals for Struggling Schools: What are States Doing to Help Universities and School Districts Work Together?

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Facilitator and Panelists:

Kathy O'Neill (Facilitator)

Judith Monseur, Ohio Dept. of Education

Roy Nichols, Superintendent, Mobile (AL) Public Schools

Richard Hayes, Dean, College of Education, University of South Alabama

Betty Fry, Director, Florida Leadership Project, SREB

Overview of Breakouts:

Kathy O'Neill

Director, Learning-Centered Leadership Program, SREB

Break

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Breakout Sessions 2:45pm – 3:45pm

Preparing School Principals for Struggling Schools: What are States Doing to Help Universities and School Districts Work Together?

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Breakout Sessions 2:45pm – 3:45pm

Florida's Innovative Model of Preparing Current and Aspiring Principals for Struggling Schools (Salons G&H)

Developing a Collaborative District-Centered Partnership to Prepare Leaders for Urban Schools (Tennessee & Alabama Rooms)

State-led District-University Collaboration to Prepare Principals for Urban Schools (Mercedes Room)

Break

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Breakout Sessions 4:00pm – 5:00pm

Sustaining Leadership Redesign in an Economic Downturn: Lessons Learned

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Things We Wish We Knew Then: Lessons Learned from Louisiana (*Salons G&H*)

Closing the Policy-Implementation Gap in Tennessee (*Tennessee & Alabama Rooms*)

How Professional Standards Board and the KY Dept of Ed are Working Together to Redesign Preparation of School Leaders (*Salons A, B, C, &D*)

New Indicators for Benchmarking Learning-Centered Leadership Systems (*Mercedes Room*)

Adjournment

Dinner on your own

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SREB Annual Leadership Forum:

Leading Learning Through Leadership Teams

May 7-8, 2009

Breakfast

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Breakfast Session

Continuing SREB's Learning-Centered Leadership Initiative

Facilitators:

Gene Bottoms, Senior Vice President, SREB

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

John Kania, Managing Director, FSG Social Impact Advisors

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Agenda & Reflections on Day One:

Kathy O'Neill

Director, Learning-Centered Leadership Program, SREB

Handouts:

- SREB multi-pocket folder: contains handouts for the full-group sessions

- 4 SREB green and white folders: contain handouts for each of the four breakout sessions

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Interactive Panel

New Principals Need New Working Conditions to Improve Teacher and Student Learning in Struggling Schools

Facilitator & Panelists:

Gene Bottoms (Facilitator)

Betty Fry, Leadership Consultant, SREB

Brady Link, Superintendent, Christian County, Kentucky

Lou Howell, Executive Director, Iowa Association for Supervision and Curriculum Development

Break

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Breakout Sessions 10:15am –11:30am

New Principals Need New Working Conditions to Improve Teacher and Student Learning in Struggling Schools

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Breakout Sessions 10:15am – 11:30am

Central Office and Working Conditions that Sustain Principal Success: Research and Practice (*Mercedes Room*)

State Influence in Changing the Way Central Office Supports Working Conditions (*Salons A, B, C & D*)

Establishing Systems of Professional Learning to Support Principals and Teachers (*Salons G & H*)

- Please take a moment to complete the Forum evaluation located in the first pocket of your multi-colored spiral folder

Benchmark Self-Assessment

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Learning-Centered Leadership Program

Leslie Hazle Bussey, Director of Research, Learning-Centered Leadership and School Improvement, SREB

Kathy O'Neill, Director, Learning-Centered Leadership Program, SREB

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Closing Comments:

Gene Bottoms

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Adjournment

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Bridging the Divides Among Policy Practice, Professional Preparation, and Research: A Look at The Need to Reform Adolescent Literacy in the United States

Southern Regional Education Board

Atlanta, GA

May 7, 2009

Dr. Alfred W. Tatum

University of Illinois at Chicago

Adolescent Literacy Crisis
"Momentarily Popular Descriptor"

The combination of social class, community membership, language, race, ethnicity, and gender and their interplay with schools and the shaping of schools by policymakers have contributed to a crisis in literacy education that is difficult to unravel. Although the formation of this crisis occurs in the primary grades, the magnitude of the crisis becomes more pronounced during adolescence. (Tatum, 2008)

Questions

1. Does leadership serve as a conduit or barrier to the reading achievement of *all* students?

2. What do we need to become "smarter" about to advance the literacy development of *all* adolescents?

3. How are we conceptualizing adolescent literacy? Is this conceptualization leading to promising results? Promising life outcomes?

1. Look for a **conceptualization of adolescent literacy** instruction strong enough and clear enough to guide literacy efforts in this nation to influence educational leadership, instructional practices and curricula, professional preparation, and research.

2. Examine what's guiding adolescent literacy practices in relationship to the **reading achievement gap** on a smaller scale and the **life outcome gap** on a larger scale, particularly for students who struggle with reading and writing.
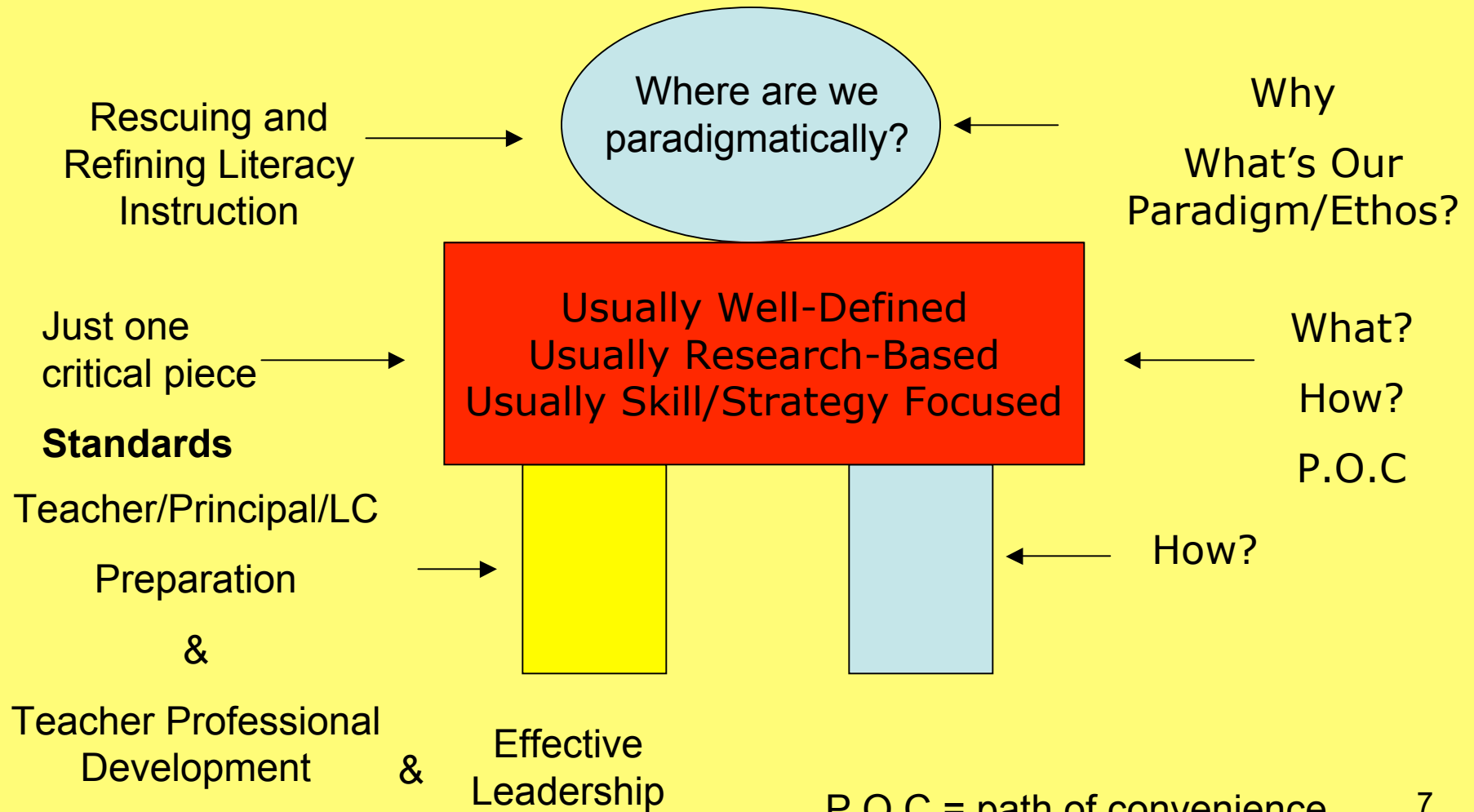
Vital Signs

Reading (Policy intersection)	Readers & Educators	Reading Instruction	Educators
Providing the working tools (What)	Improving the human condition (Why)	Rescuing the significance of teaching (How)	Interacting with students, not scorecards of achievement or economic indicators (who)
Word knowledge			**Competence/Expertise (p)** (Professional Preparation) (Professional Development)
Fluency	Home Life	Quality Instructional Support **(p)**	
Strategy knowledge	Culture (A, E,G)	**Text (P)** (Curriculum)	
Writing	Environment		Commitment
Language	Language	Context	Caring
Reading Achievement Gap	Economics	**Assessment (P)**	Culpability
	Relationship Gap	Technology	Responsiveness Gap
		Rigor Gap	

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Vital Signs

R & W	Readers & Educators	R&W Instruction	Educators	Researchers
Provide the working tools and models	Improving the human condition (Why)	Rescuing the significance of teaching (How)	Interacting with students, not scorecards of achievement (who)	Utilizing paradigms that address socially important problems
Word knowledge	Home Life	Quality Instructional Support	Competence	Interdisciplinary depth
Fluency	*Culture (D,E,G)*	*Text*	Commitment	
Strategy knowledge	Environment	*Context*	Caring	Knowledge construction
Writing	Language	Assessment	Culpability	Epistemological stance
Language & *Language Use*	Economics	Technology		*???*
Reading	**Relationship**	**Rigor**	**Responsiveness**	**Research**

In Search of a "More" Anatomically Complete Model

Policy

Rescuing and Refining Literacy Instruction →

Why

What's Our Paradigm/Ethos?

Where are we paradigmatically? ←

Just one critical piece →

Standards

Teacher/Principal/LC

Preparation

&

Teacher Professional Development &

Usually Well-Defined
Usually Research-Based
Usually Skill/Strategy Focused ←

What?

How?

P.O.C

How? ←

Effective Leadership

P.O.C = path of convenience

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"More" Complete Framework

The role of literacy instruction for adolescents

Curriculum orientations

Theoretical Strands

Approach to Literacy Teaching

Use Comprehensive Framework for Literacy Teaching

P.O.C

Policy

Mediate Text to Support Reading, Writing, and Human Development

Instructional Strands

Strengthen Assessment Profile

policy

Professional Development

Preparedness Strands

Professional Preparation For Secondary Teachers

This model also gives attention multiple conceptualizations of literacies/identities, some of which are situated within power structures such as class, gender, and race (Collins & Blot, 2003; Street, 1995) and identifying approaches to support teachers responsible for structuring the day-to-day activities of their students.
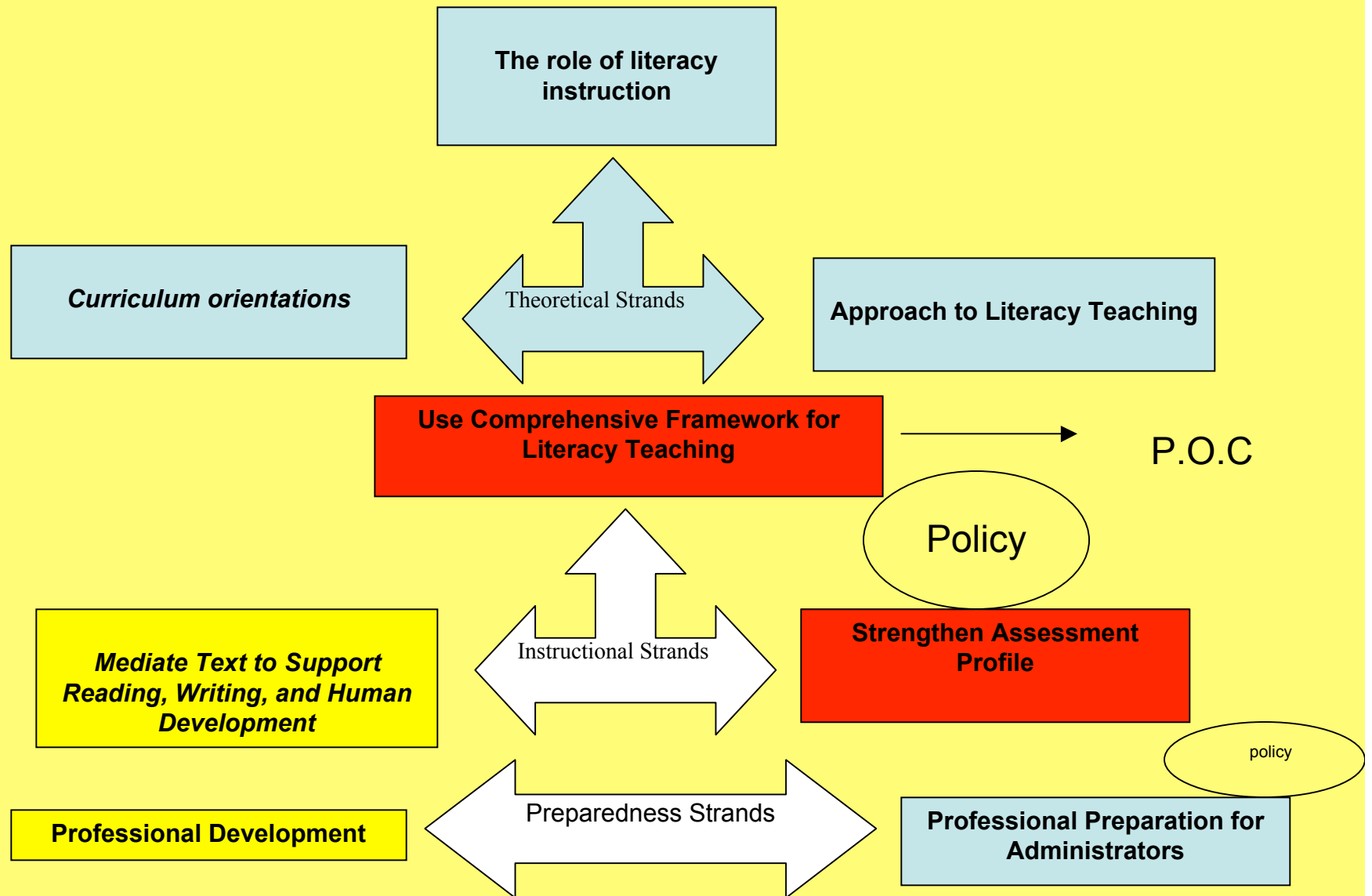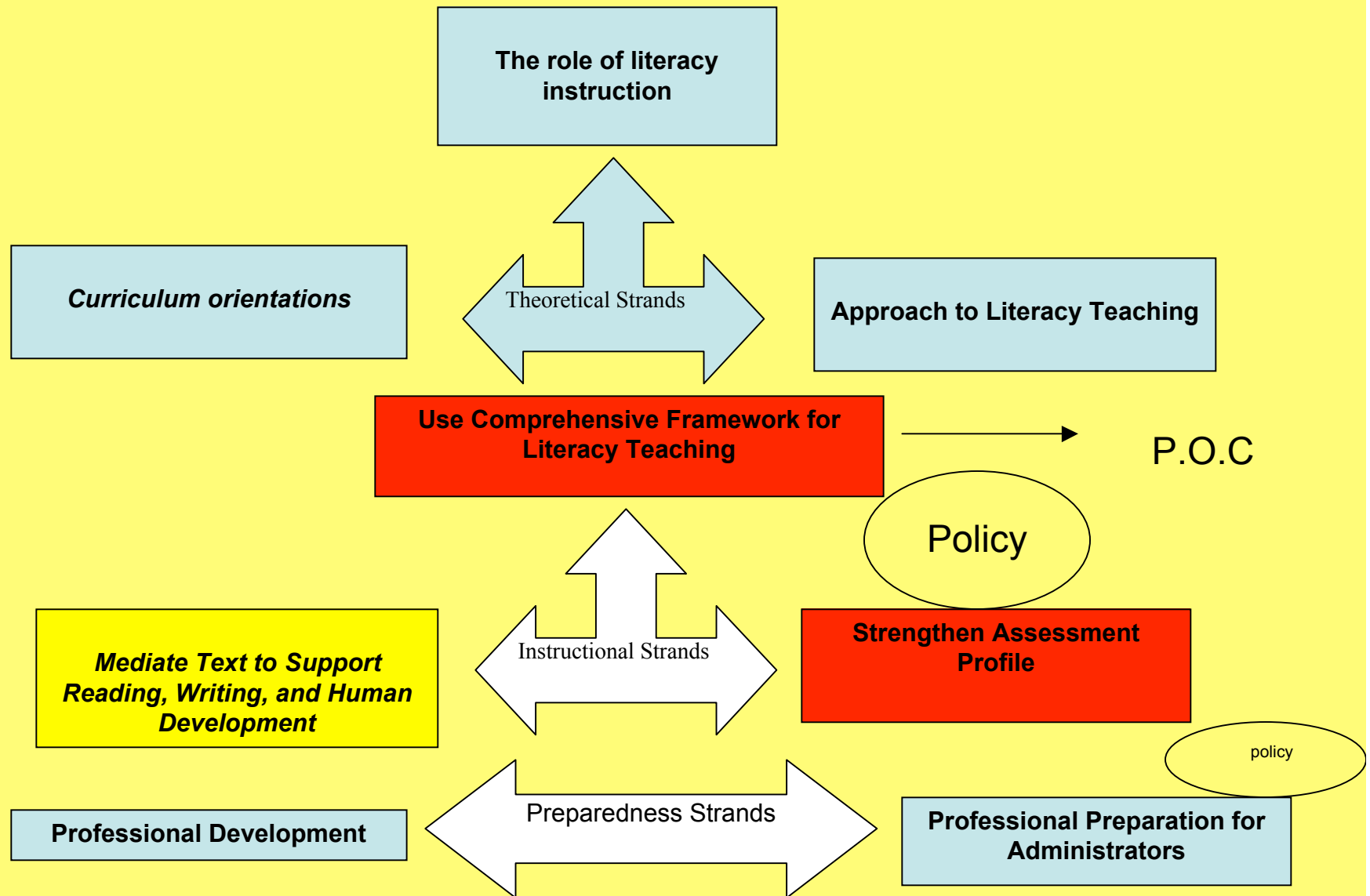
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"More" Complete Framework

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"More" Complete Framework

The role of literacy instruction

Curriculum orientations

Theoretical Strands

Approach to Literacy Teaching

Use Comprehensive Framework for Literacy Teaching

P.O.C

Policy

Mediate Text to Support Reading, Writing, and Human Development

Instructional Strands

Strengthen Assessment Profile

policy

Professional Development

Preparedness Strands

Professional Preparation for Administrators

This model also gives attention multiple conceptualizations of literacies/identities, some of which are situated within power structures such as class, gender, and race (Collins & Blot, 2003; Street, 1995) and identifying approaches to support teachers responsible for structuring the day-to-day activities of their students.

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Paradigm/Pragmatic Intersection

We do not have a clear [conceptualization] of literacy instruction for adolescent in the United States that translates into classroom practice.

Without a clear definition of adolescent literacy instruction, overwhelming and embarrassing inconsistency in literacy instruction occurs and can be expected to continue across schools. Literacy experiences and how literacy instruction is conceptualized and practiced are characteristically different for adolescents attending schools in economically depressed environments and adolescents from affluent homes attending schools in affluent neighborhoods?

…Arguably, poorly conceptualized solutions to the adolescent literacy crisis … will continue to **manifest in different literacy experiences and life outcome trajectories for adolescents on opposite ends of the economic continuum.** (Tatum, 2008)

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Current foci emerging from policy documents **fail to account for the day-to-day realities of students (high-performing, average, and low-performing)**, but particularly for adolescents and adults living in economically disadvantaged urban and rural communities where long-term economic projections are not paramount because of immediate concerns engendered by poverty, violence, or other conditions that cause individuals to feel dehumanized and devalued.

"There's been a lot of rallies [meetings/conferences] but no one is doing anything about it"

High School

African American Male in a pool of blood

What are we going to offer this student when he returns to school?

a) A fluency strategy

b) Leveled text

c) Remedial reading class

d) Research-based strategy

e) Test prep (then)

f) Choice

g) Technology

h) Standards-based practices

i) Something more

What does this student need in school?

A) healthy psyche

B) A roadmap

C) Something deeper to compete with what's happening on the outside (now)

D) Text and opportunities to write (now) - There is a story here that he does not quite understand or will have difficulty making it through)

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Major Barriers Stand in the Way of Addressing the Literacy Needs of *all* Adolescents

- ➤ No clear strategy has emerged on how to attain this goal
  - ➤ Leadership, Policy, Practice, Professional Preparation

- ➤ No clear definition of the role of literacy instruction
  - ➤ High-performing and low-performing adolescents

- ➤ Educators disagree on how to provide effective literacy instruction for struggling readers
  - ➤ Across the content areas
  - ➤ Within reading programs

- ➤ Educators and policymakers have focused on skill and strategy instruction while ignoring curriculum orientations, forms of pedagogy, and other factors found to be effective in increasing the reading achievement of students of color

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Defining Our Times

- **Standards**
  - Professional Organizations
  - State Standards
  - Content Area Standards

- **Gap Focus**
  - Reading achievement gap
  - Racial achievement gap
  - Opportunity gap
  - Preparation gap

Defining Our Times

- **Accountability**
  - NCLB
  - NAEP
  - AYP

- **Diversity**
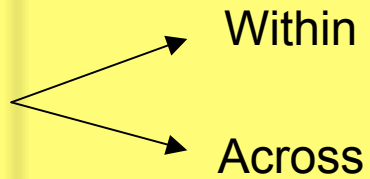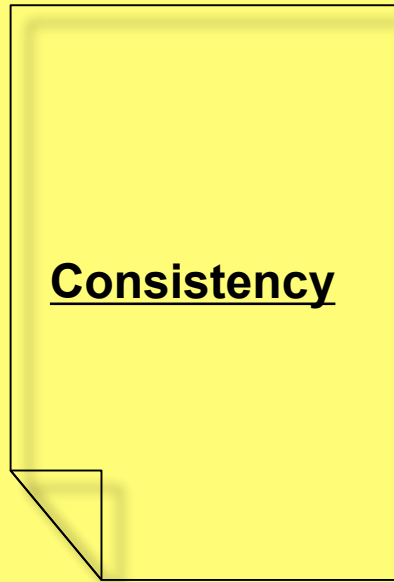 - Language
  - Shifting Demographics

Malignant kinship
Undercurrents

- **Social Class**
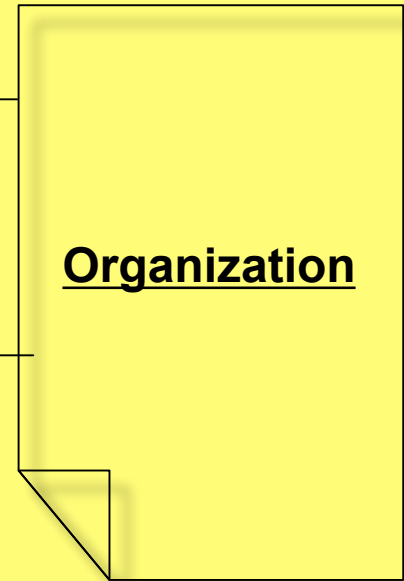 - Poverty

- **Race**
  - Impact
  - Dialogue

Planning/Leading Literacy Efforts

1. Build a strong conceptual framework

2. Incorporate core instructional routines

3. Plan lessons and assessments aimed toward addressing the needs of students

4. Rally around a common assessment profile during formative assessments

5. Examine curriculum orientations so that curricula resonate with students

6. Discuss the roles of all involved in these efforts (i.e., literacy coach, principal, department chairs, teachers)
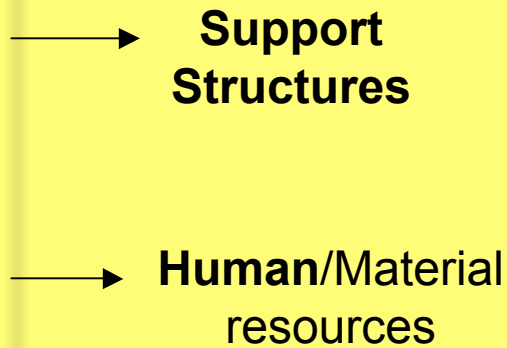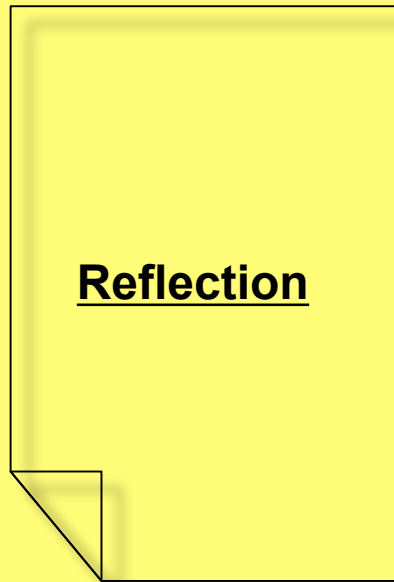
C.O.R.E.

Consistency → Within

→ Across

Organization → Core group of strategies

→ Assessment profile

Reflection → **Support Structures**
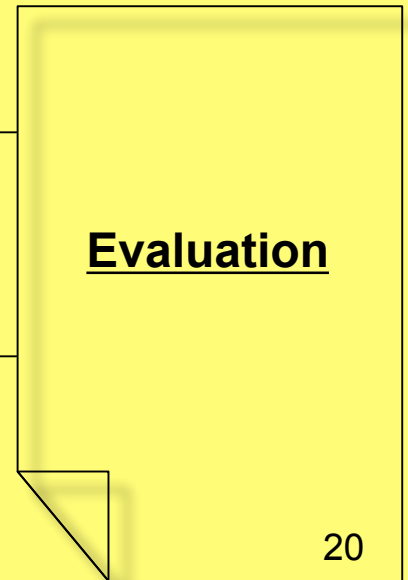
→ **Human**/Material resources

Evaluation → Ongoing

→ Multiple

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Challenges

– There is very little research on the intersection between policy and literacy at the high school level.

– Policy alone is not substantial enough to guarantee effective instruction needed within many classrooms.

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"A Broader Conversation"

- Cultural-Ecological theorists
  - **Risk-contributing variables**

- Critical Race theorists
  - Literacy as a civil right

- Sociocultural theorist
  - **Difference as capital and power**

- Curriculum Theorist
  - **Paradigm shifts**
  - Social justice orientations

Are Literacy Policies and Practices Flexible Enough for Adolescent Literacy Development?

- Literacy policies must have a level of fluidity and flexibility
  - What does a level of fluidity and flexibility look like?

  - Are there multiple levels?

  - Can these levels be described or defined? Implemented?

  - Can the impact of these levels be assessed across disciplines such as English, History, and Biology?

  - Do we have the necessary measurement/analytical tools?

Dualities and Dilemmas

- Policies and practices that are meaningful must focus on building the capacity of both teachers and administrators. (Duality)

- There is a tendency for administrators and teacher leaders (e.g., asst. supt. principals, literacy coaches, staff developers) observing classrooms to focus on the amount of time spent doing specific things and documenting the types of activities performed in the classroom, rather than understanding when teaching and learning are occurring. (Dilemma)

- How we strive for both should be fundamentally compatible? (Challenge)

Attempting to Bridge

- The delivery and deliverer of policy and literacy reform efforts shape perceptions.

- Administrators and teachers need an array of opportunities to make sense of policies and literacy reform efforts.

- We must examine the impact of policies and practices on high-achieving and low-achieving adolescents.

Where do we go?

- Restructure principal preparation programs
  - At minimum, two courses
    - Adolescent Literacy Course / Reading in the Content Areas
      - Curriculum
      - Instruction
      - Assessment
    - Literacy Leadership Course
      - Programs
      - Policies
      - Literacy in today's context

- Shape policy and design research to look at the intersection (s) of the vital signs adolescent literacy development
  - Interdisciplinary Depth
  - Theoretical grounding
  - Focus on responsive pedagogy
    - Effective?
    - Meaningful and useful?

  These increase the potential to shift the paradigm for advancing the literacy development of adolescents who struggle with reading and writing.

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Thoughtful Considerations

- Recognize high schools as unique contexts when making policy recommendations.

  - "Policymakers operate as if they know what is right and want others to adopt their ideas and learn from what they know, despite that they are often removed from the level of implementation at the classroom level." (UIC Doctoral Student)

- Examine notions of fluidity and flexibility.

- Analyze impact of policy and practices on adolescent literacy development, not simply implementation.

Central Office and Working Conditions
That
Sustain Principal Success:
Research and Practice

Jon Schmidt-Davis, *SREB*
2009 SREB Annual Leadership Forum
May 8, 2009

One Big Idea

Proceed from the assumption that districts want to support principals – thinking of districts as 'ossified bureaucracy' is not always helpful

Deciding to show some love

. . . and this came next

Basis of this research

- 35 interviews with leaders in 7 districts
- Leaders included superintendents, school board members, other district leaders
- Districts were large and small, high performing and low
- Districts were in GA, NC and KY
- Can't attribute causation, but . . .

High Support Districts

District	Percent of schools meeting AYP	Graduation Rate	English Scores	Math Scores	Supportive comments per respondent
Abel	90% (71%)	85% (84%)	Reading academic index: 91.1 (87.7)	Mathematics academic index: 80.1 (67.7)	63
Archer	94% (80%)	78% (75%)	72% pass on 9th grade Literature & Composition (72%)	43% pass on Algebra I (56%)	47.2

Moderate Support Districts

District	Percent of schools meeting AYP	Graduation Rate	English Scores	Math Scores	Supportive comments per respondent
Broad	77% (80%)	67% (75%)	70% pass on 9th grade Literature & Composition (72%)	51% pass on Algebra I (56%)	34.7
Benson	40% (39%)	71% (70%)	75% at/above grade level English I (73%)	68% at/above grade level Algebra I (69%)	34.5

Low Support Districts

District	Percent of schools meeting AYP	Graduation Rate	English Scores	Math Scores	Supportive comments per respondent
Carter	71% (80%)	75% (75%)	60% pass on 9th grade Lit & Comp (72%)	43% pass on Algebra I (56%)	29.8
Carlton	63% (80%)	58% (75%)	58% pass on 9th grade Lit & Comp (72%)	35% pass on Algebra I (56%)	26.2
Carlisle	30% (39%)	51% (70%)	56% at/above grade level English I (73%)	54% at/above grade level Algebra I (69%)	24.2

Six Big Ideas

- Provide a vision
- Flipping the pyramid
- Provide tools
- Develop talent
- Break free of test data
- Allocate resources

I: Strategic Vision

- Superintendent and school board <u>have to</u> work together

- Community engagement and transparency critical to setting vision

- Outside facilitator may be necessary

- Ownership at school level must be a part of vision

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"We cannot be a divided Board. We may disagree, but when we go out into the community, we need to be of the same accord and sing the same song. Because if people look at our Board as a divided Board, then that will negatively impact the principals."

High expectations

District level of support	Number and % of respondents indicating high expectations	Number of comments	Comments per respondent
High	8 of 10 80%	28	2.8
Moderate	8 of 9 89%	13	1.44
Minimal	6 of 16 38%	13	0.81

Model strategic planning process

1. Was created in response to a clear need

2. Resulted in significant changes in the organization of the central office

3. Resulted in significant changes in the way resources are allocated

4. Was prepared with substantial community and school-based leaders involvement

Strategic planning (continued)

5. Was made the basis of school strategic planning;

6. Was made the basis of expectations of and the evaluation of principals in the system; and,

7. Continues to be monitored, evaluated, and if necessary revised by the school board on a quarterly basis.

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II: Pyramid is flipped – (district office supports schools, not vice versa)

- Hands on, but not top-down
- Culture of <u>servant leadership</u>
- Attitudes of CFO, assistant superintendents in charge of facilities good indicators – is <u>everything</u> focused on instruction?

Central office staff spend great deal of time in schools

- Most supportive districts – 70% of respondents say district people are in the schools.

- Less supportive districts – 44% of respondents say district people are in the schools.

III: Provide tools and processes

- Rubrics – to ensure grade-level instruction
- Walk-throughs – focused on student engagement
- Focused programs of study – that students see as relevant
- Guidance and advisement

IV: Continuously develop talent

"The prime responsibility of all school leaders is to sustain learning. Leaders of learning put learning at the center of everything they do: student learning first, then everyone else's learning in support of it."

– Alan M. Blankstein,
Failure Is Not an Option.

Succession planning

1. Talent identification
2. Planned professional learning
3. Stretch assignments
4. Broad bench, not heirs apparent

Is there anything here that doesn't work with leadership teams and distributed leadership?

V: Get beyond test data to root causes

- Balanced scorecards – look at:
  - student, parent and teacher satisfaction rates
  - student absenteeism
  - teacher absenteeism
  - discipline (suspensions, fights, etc.)
  - extra-curricular activities
- Make sure data is usable and used

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VI: Give principals real authority

- Autonomy gap
- Control over staffing
- Control (or at least input) into budget

Authority to hire

District level of support	Principals have authority over personnel decisions	Number of comments	Comments per respondent
High	8 of 10 80%	19	1.9
Moderate	4 of 9 44%	7	0.78
Minimal	6 of 16 38%	8	0.5

So what can we do?

(Here's where it gets 'hairy')

High level actions

- Set high expectations for districts
- Support them in setting vision – resources for doing so
- Licensing support for concept of teacher leaders
- Support for balanced scorecard approaches
- Laws and policies to support school ownership of school improvement

Questions?
Comments?

Closing the Policy Implementation Gap in Tennessee

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Kathy O'Neill, SREB
Jon Schmidt-Davis, SREB
2009 SREB Annual Leadership Forum
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State of Leadership Preparation in Tennessee

- 1707 principals in 2008
  - Average age: 51.3
  - Average years experience: 9.6
- 1628 assistant principals
  - Average age: 47.3
  - Average years experience: 5.2
- Beginning Administrators Licenses awarded in 2008:
  - 733 (fiscal year); 976 (calendar year)
- 19 university leadership programs

Positive Process Led to Positive Policies

- State leadership – Gary Nixon at State Board acted as a champion for reform

- US Department of Education funding

- External facilitator – SREB

- Universities as pilot sites for reform

- Leadership Commission with diverse, high level membership

Diverse and High-level Commission Was Critical

- 28 members on the Tennessee Leadership Redesign Commission
  - 6 legislators
  - 5 university presidents or deans
  - 4 principals
  - Executive Director and a member of the State Board
  - 2 Department of Education staff
  - 2 district superintendents
  - 7 other members, including leaders of Tennessee's Higher Education Commission, Education Association, School Board Association, Board of Regents, and Business Roundtable

Positive Policy: TILS

- ## New Tennessee Instructional Leadership Standards (TILS)
  - Standards make centrality of <u>instructional leadership</u> explicit
  - School leader evaluations aligned with new standards
  - Professional development aligned with new standards
  - All of this developed simultaneously – it's comprehensive and coherent

Positive Policy: Licensure

- ## Multi-tiered licensure
  - Recognizes expert school leaders
  - Creates space for aspiring leaders
  - Must use a leadership license to keep it

Positive Policy: University-District Partnerships

- All university leadership programs must establish partnerships with districts
- Leadership programs must consider district input in selecting program applicants

Positive Policy: Higher Standards for Leadership Programs

- Expectation of more practical work for aspiring leaders
- Expectation of more mentoring
- New test to replace old SLLA
- All students must take test to get degree
- Rigorous review of leadership programs is underway by Department of Education

Positive Policy: Tracking Principal Working Conditions

- Commission established a task force focused on working conditions
- Surveys of principal asking them about their working conditions conducted in 2007 and 2008

Positive Changes in Laws

- Principals have greater control over hiring for their school
- Principals have input into budgeting process

Barriers to Implementation

- Old habits are hard to break – *especially* when changes mean lower enrollment and more work!

- Lack of data – no way to track leaders

- Lack of accountability

- Can't assume knowledge and skills

- Funding cuts impact oversight
  - Staff positions lost
  - Travel restricted
  - Paper-and-pencil reviews

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State Team Work C: State Self-Assessment on Benchmark Indicators

Leslie Hazle Bussey and Kathy O'Neill
May 8, 2009

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Redesigning the State's System for Leadership Preparation and Support

Dr. Kathy O'Neill
Director, Learning-Centered Leadership Program
Southern Regional Education Board

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Five-Phase Model

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- **Phase I: Commission Work. Organize state-level development of goals, standards (Standards Task Force), and improvement framework.**

- **Phase II: Framework Task Forces. Each task force creates an improvement framework for their part of the redesign system and recommends policies and support systems.**

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Five-Phase Model

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- **Phase III: Task Force Alignment. Task forces meet together to ensure a cohesive system.**

- **Phase IV: Enact legislation or executive order. Adopt standards and policies.**

- **Phase V: Plan implementation, implement, and evaluate.**

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Parts of a Standards-Based Leadership Redesign System

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Standards

Standards

Standards

Standards

Working Conditions

Selection and preparation

School leaders who improve schools & increase student achievement

Licensure and evaluation

Induction and professional development
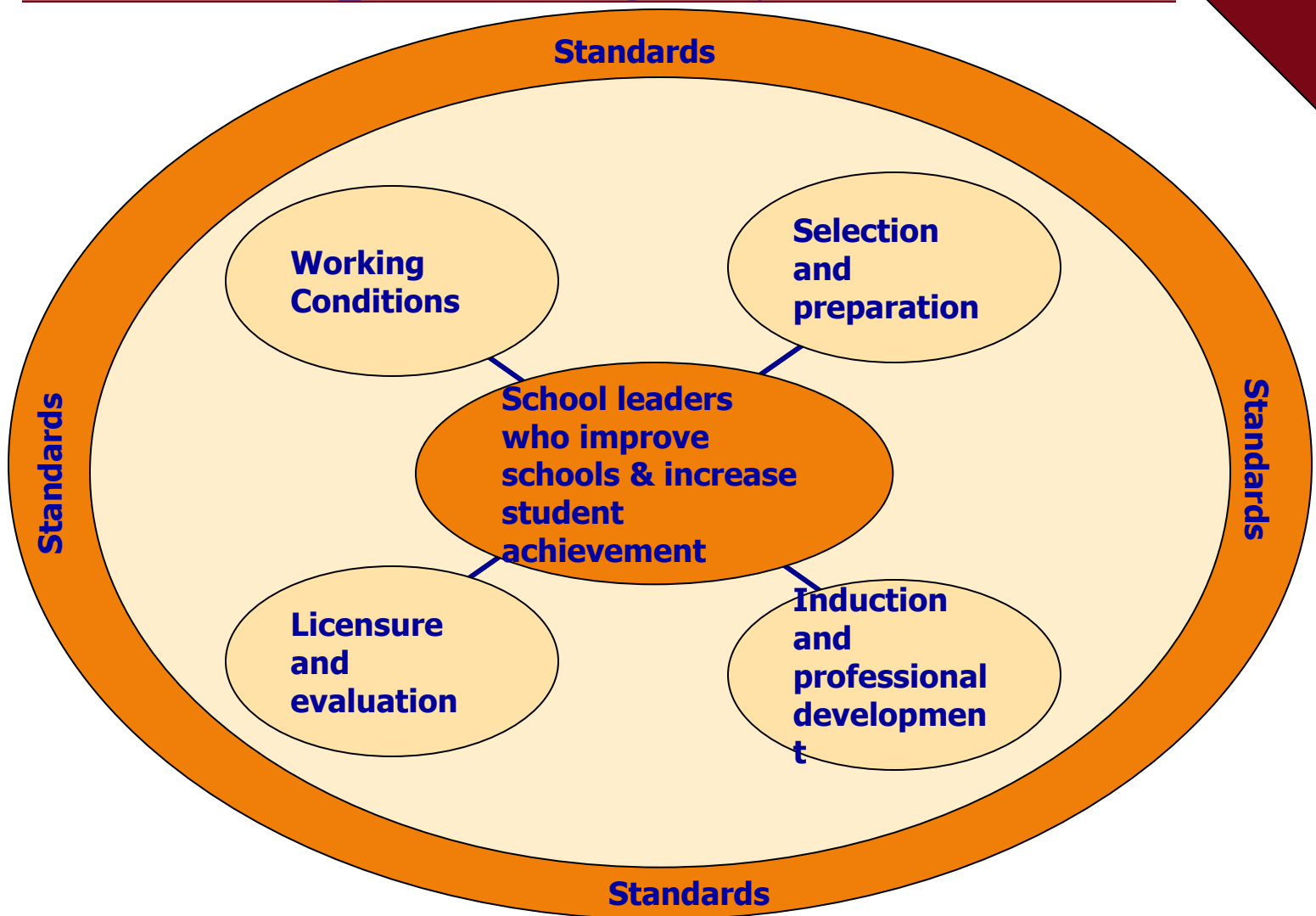
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SCHOOLS NEED IT NOW

Where States Stand in Creating a Learning-Centered School Leadership System

Progress in School Leadership Redesign

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Figure 1

States' Status in Developing a Learning-Centered School Leadership System, 2006

See page 5 of report

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Question 1:

Are your state's leadership standards learning-focused — defined in terms of principals' knowledge, skills and responsibilities — and measured by specified performance criteria?

See page 7 of report

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Substantial Progress: Standards

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- **Reflect the skills, practices and behaviors of exemplary principals;**

- **Emphasize student learning;**

- **Are learning-focused;**

- **Have criteria and a consistent process for measuring performance and evaluating principal performance.**

See pages 7-9 of report

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Question 2:

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Does your state require universities and districts to work together to recruit, select and prepare future principals who show the most promise of improving classroom practices and student achievement?

See page 11 of report

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Substantial Progress: Recruitment and Selection

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- **Universities and districts work together to select promising candidates;**
- **Admission criteria evaluates proven classroom expertise and ability to lead others;**
- **States have evidence of higher-quality candidates;**
- **Districts and universities provide support for candidates; and**
- **Districts have school leader succession plans.**

See page 12 of report

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Question 3:

Has your state taken steps to redesign university-based preparation programs to emphasize the principal's responsibility for improving curriculum, instruction and student learning?

See page 13 of report

Substantial Progress: Preparation Program Redesign

- **All preparation programs have been approved as redesigned to meet learning-centered standards;**

- **Approval of programs is based on review by out-of-state panels; and**

- **Necessary resources are allocated for approved, redesigned programs.**

See page 16 of report

Question 4:

Have all preparation programs in your state developed school-based experiences and internships that prepare participants to lead school improvement?

See page 17 of report

Substantial Progress: School-based Experiences

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- **Universities and districts are held jointly accountable;**

- **Required projects address a range of real school problems;**

- **Standards on selection and training of mentors are being implemented;**

- **Completion of internship depends on performance – not hours;**

- **Adequate resources are allocated for quality internships and mentoring; and**

- **All approved programs meet criteria for quality internships.**

See page 19 of report

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<u>Question 5:</u>

Is your state developing a licensing system (traditional and alternative) that ensures only individuals with the knowledge and skills required to improve student performance are eligible to serve as principals?

See page 20 of report

Substantial Progress: Learning-Centered Licensing

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- **Induction programs are making a difference in principal performance;**

- **Licensure tests are aligned with learning-focused standards;**

- **Initial licensure is based on evidence of competent performance, not just program completion;**

- **Professional-level licensure is linked to improved student learning;**

- **Alternative pathways to licensure for candidates who hold a master's degree in another field and demonstrate the potential to be effective leaders.**

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See page 23 of report

Question 6:

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Is your state providing training and support for leadership teams in low-performing schools?

See page 20 of report

Substantial Progress: Providing Training and Support to Low-Performing Schools

- **School leadership teams are trained – not just individual principals;**

- **Support includes high-quality training and coaching;**

- **School boards and district staffs are trained in creating conditions for continuous improvement;**

- **Evaluate effectiveness of training on changes in school and classroom practices and student learning;**

- **Resources are provided to build leadership capacity in low-performing schools and districts.**

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Benchmark Report Theory

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Our schools serve **all** children effectively
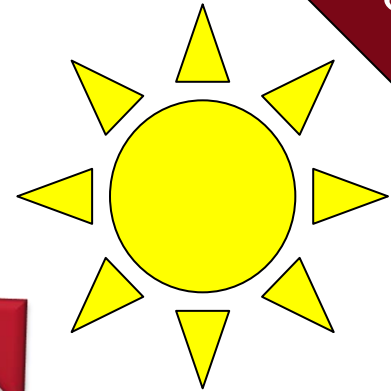
Skilled, Passionate, and Effective School Leaders

Cohesive State Leadership System focused on Learning

Benchmark Report Theory

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Cohesive State Leadership System focused on Learning

What the Benchmark Report *Is*

- A tool that defines a **vision** for a cohesive leadership system focused on **learning** of students, their teachers, and their leaders

- Helps to generate a **sense of urgency** and inform state **priorities** in crafting policy and [plans for] **action** by focusing attention on closing the distance to the cohesive leadership system

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What the Benchmark Report *Is*
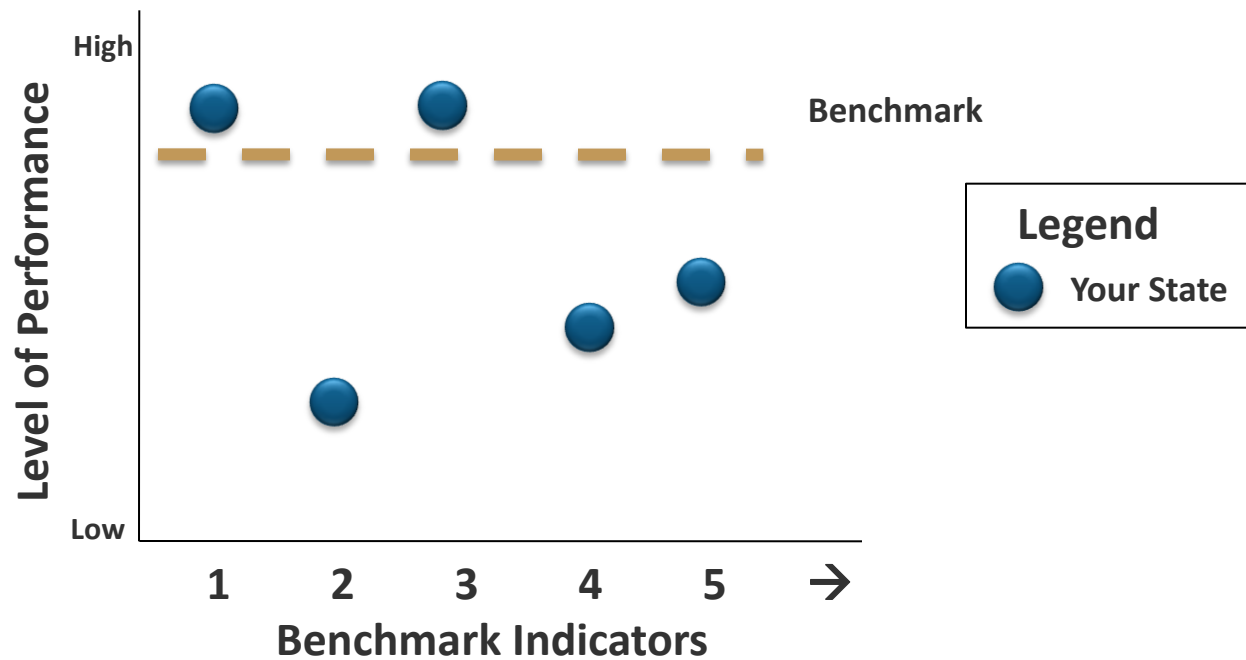
Criterion Referenced

What the Benchmark Report *Is Not*
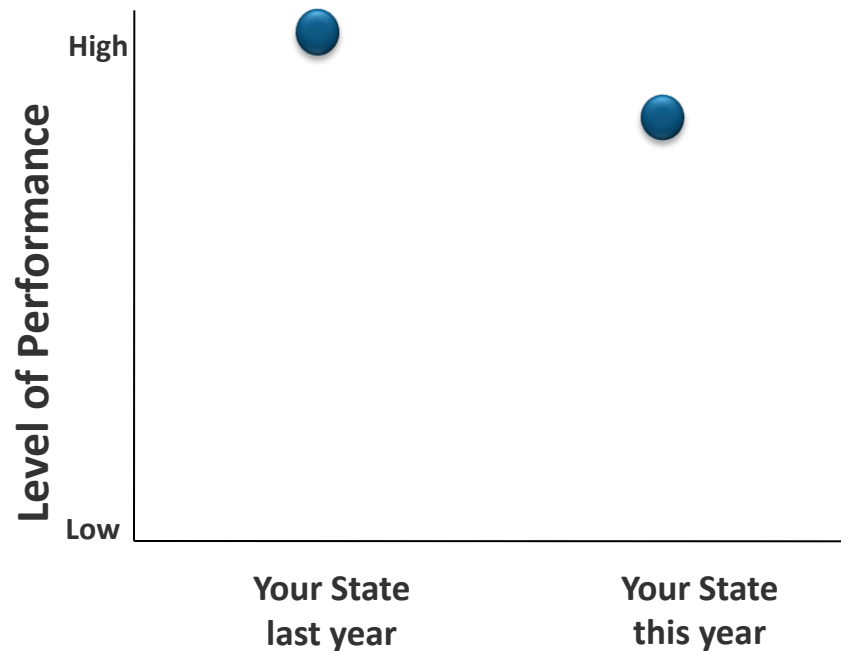
Norm-Referenced

What is an Indicator?

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State Action

Policy

Evidence of Implementation

Indicator
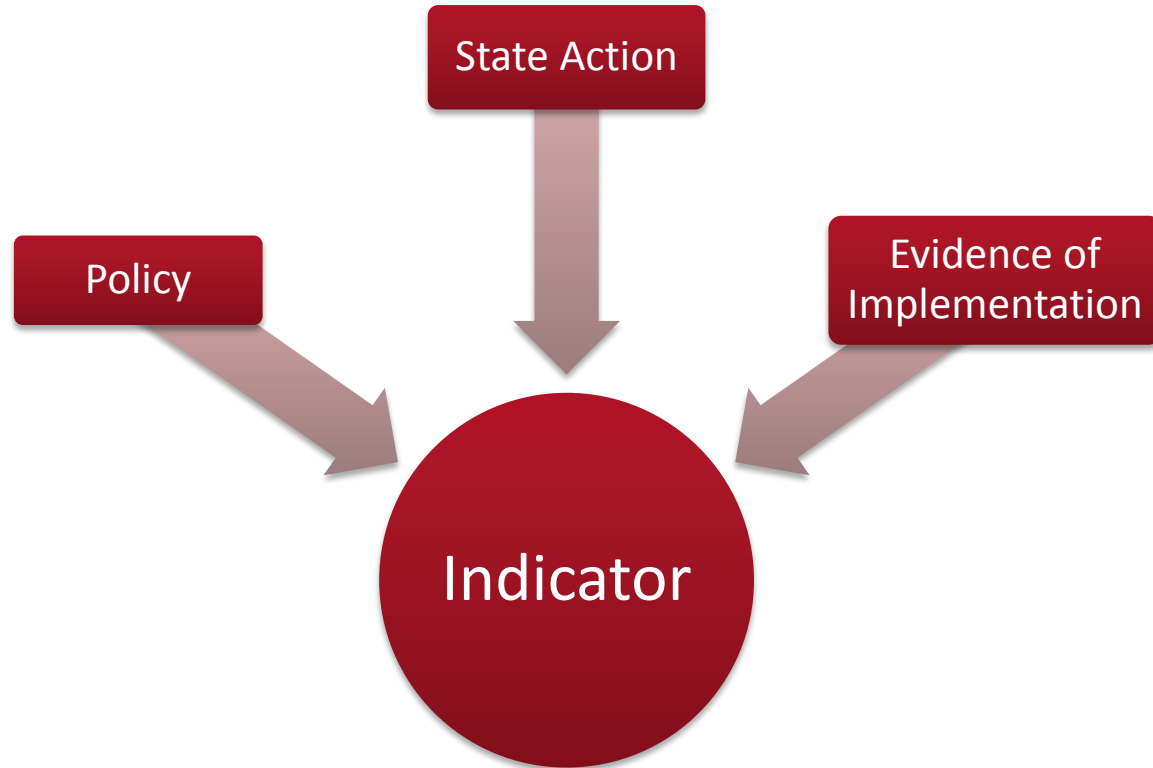
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New and Unchanged for 2010

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1 — Standards

2 — Recruitment

3 — Redesign

4 — Internship

5 — Licensure

6 — Multiple Pathways

7 — High-need Schools

8 — Working Conditions

9 — Principal Evaluation

10 — State Data Systems

New

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8. Working Conditions

States and districts have a role to play in creating supportive conditions that enhance principal performance. This indicator focuses on **competent district leaders** that work collaboratively with school leadership teams to fashion and implement major reforms; and **increased authority and autonomy** tied to principal/school/student performance gains.

9. Principal Evaluation

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A process of broad stakeholder engagement yields clear **parameters** – clearly aligned to state leadership standards - for how the **quality of principal performance should be assessed**, how often, by whom, and with what variety of measures for purposes of **evaluating state policy**, preparation **programs**, and creating performance-based **incentives** for great principals to work in the schools that need them most.

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10. State Data Systems

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Making informed decisions to improve leader support services and programs is made possible by an infrastructure that collects data and allows individual districts to customize fields and reports. States should analyze and report statewide progress data such as **licensure**, **principal employment**, and **preparation program evaluation**, as well as **use data to anticipate and meet leadership needs**, especially in difficult-to-staff schools.

State Team Work

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Where should we look for evidence?

Who should we talk to?

What would we find in your state?

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Opportunities on the Horizon for
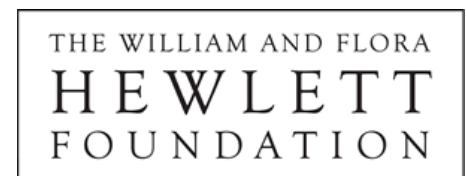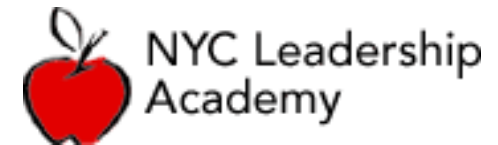*SREB's Learning-Centered Leadership Program*

May 8th, 2009

Presented by FSG Social Impact Advisors

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FSG Social Impact Advisors Is A Nonprofit Organization That Works with Foundations, Corporations, and Nonprofits to Accelerate the Pace of Social Progress

Through Our Work, We Have Found That External Stakeholders Consider LCLP an Exceptional Program

Sample Interview Quotes

"I've had a 35 year career in education and I can say that SREB is the most **accessible**, the most **'yes' organization** with whom I've ever worked. You rarely get a 'no' – it's just astounding. And it's **made life easier throughout a tedious process**." – *State Representative*

"LCLP has a **great reputation** in the quality of their work and what they deliver." – *University Representative*

"They've **fostered conversations** we've needed to have with other states and pushed people above me to reach out to other states to learn from them. They've **opened doors** that we might have had more difficulty opening without them." – *State Representative*

"With their **contacts and reputation**, LCLP is a **better convener** than anyone else I can think of." – *University stakeholder*

"SREB has **high standards and is protective of their content** – therefore, I'd try anything new they offered me." – *LCLP Module User*

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Our Work Examining SREB's LCLP Goals and the Needs of Education Stakeholders Has Also Brought to Light Three New Promising Opportunities

LCLP Goals:

Expand Reach and Impact

Strengthen Economic Core

+

Stakeholder Needs:

- A **comprehensive set of school leadership offerings** found in one place

- Structured and affordable **opportunities to network, problem-solve, and share best practices** with other education stakeholders

- **Alternatives to in-person delivery of leadership training**, in the face of budget constraints
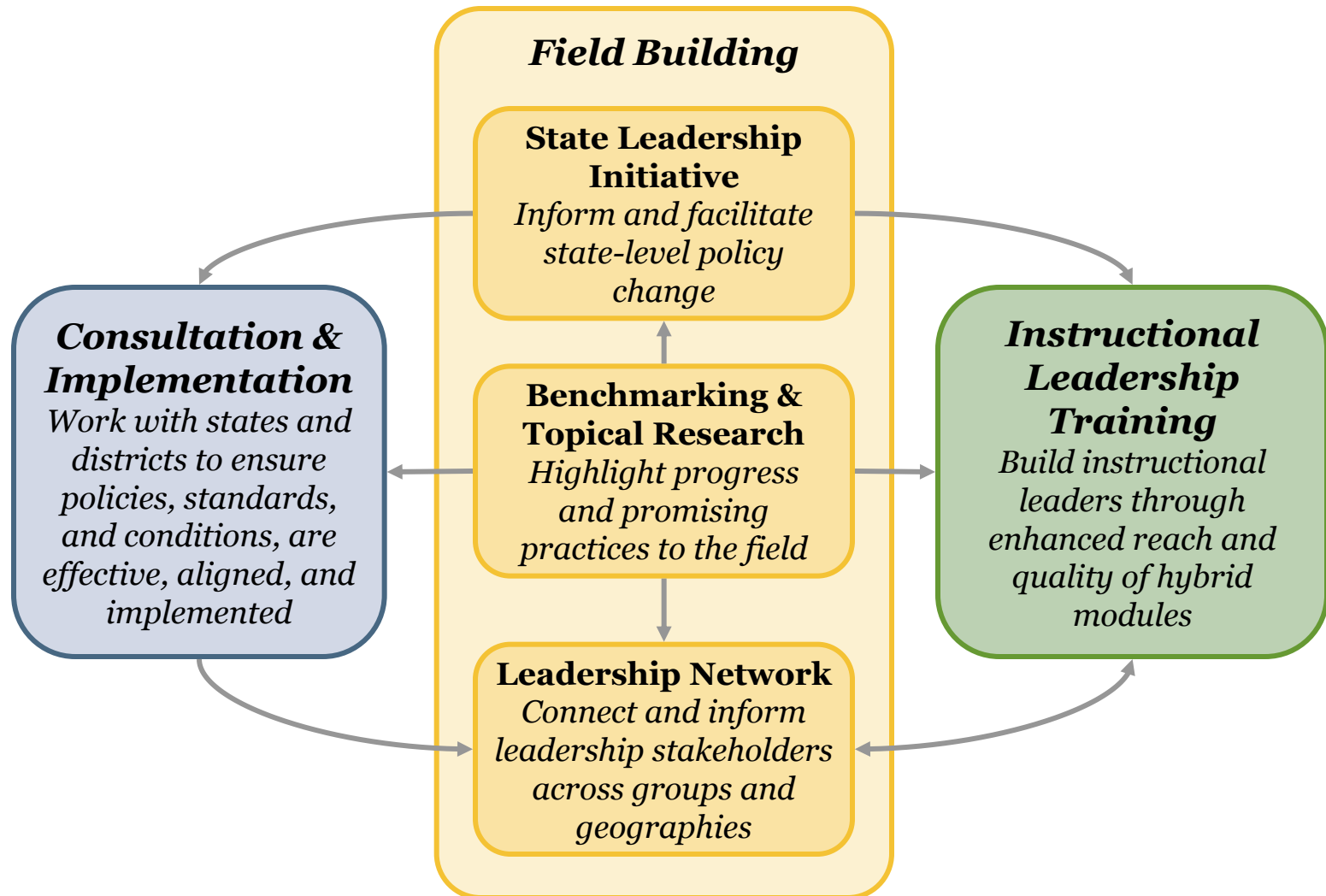
1 **Expanded Consulting Services**

2 **Hybrid Online LCLP Modules**

3 **Field Building Communities of Practice**
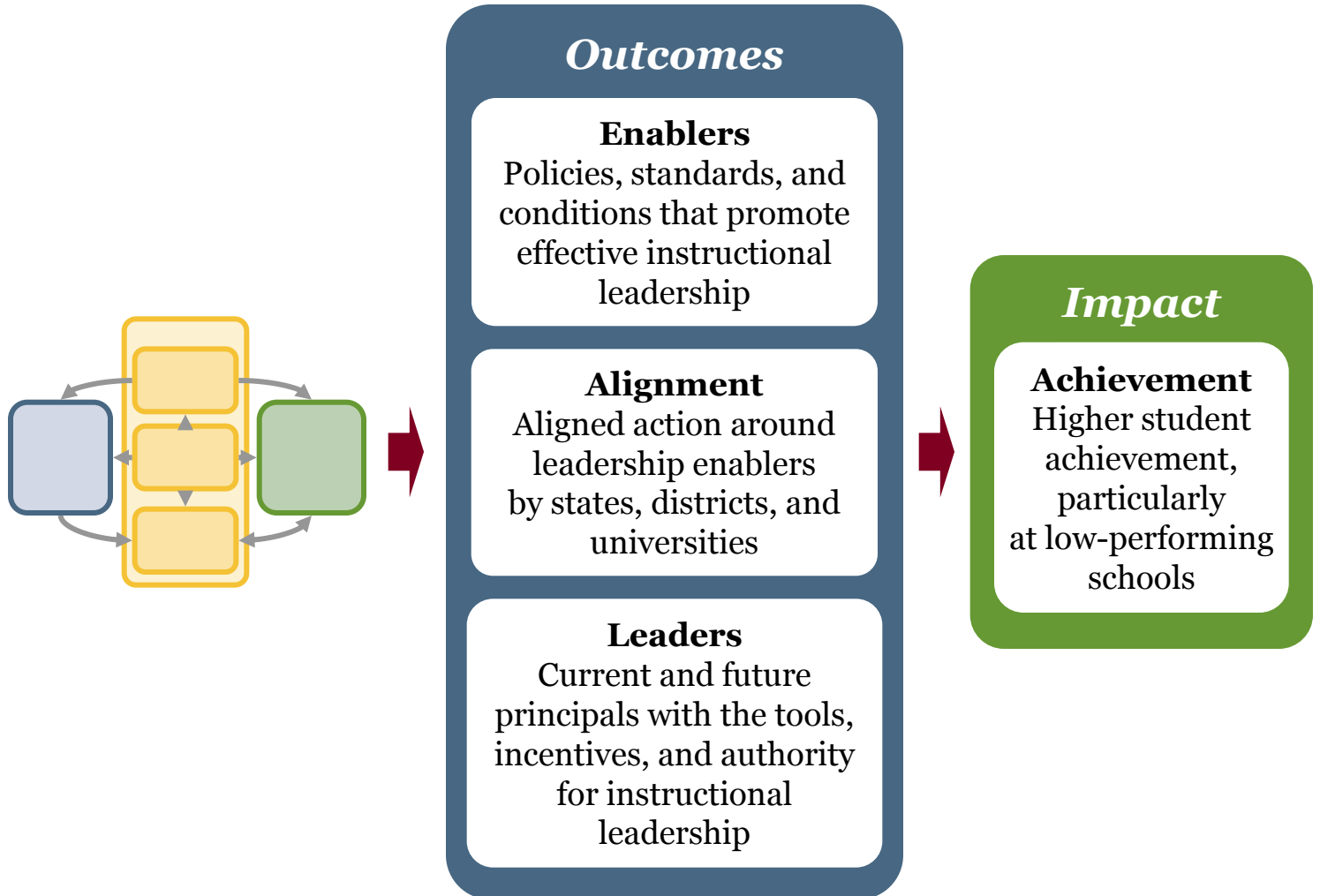
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The New Potential Offerings We'll Discuss Today Will Help LCLP to Create a Holistic Model For Promoting and Supporting Instructional Leadership

Field Building

State Leadership Initiative
Inform and facilitate state-level policy change

Consultation & Implementation
Work with states and districts to ensure policies, standards, and conditions, are effective, aligned, and implemented

Benchmarking & Topical Research
Highlight progress and promising practices to the field

Instructional Leadership Training
Build instructional leaders through enhanced reach and quality of hybrid modules

Leadership Network
Connect and inform leadership stakeholders across groups and geographies

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Together, these Offerings Will Help LCLP Reach its Outcome and Impact Goals

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Outcomes

Enablers
Policies, standards, and conditions that promote effective instructional leadership

Alignment
Aligned action around leadership enablers by states, districts, and universities

Leaders
Current and future principals with the tools, incentives, and authority for instructional leadership

Impact

Achievement
Higher student achievement, particularly at low-performing schools

SREB Plans to Expand Its Leadership Consultation and Implementation Services

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Current Offerings

- **Leadership Design or Redesign Advisory**
- **Leadership Academy Development**
- **Leadership Evaluation**
- **Work with State Commissions**

Proposed New Offerings

- **Leadership policy audit and follow up**
- **Leadership needs assessment diagnostic and follow up**
- **Customized research**
- **"Bundles" of services related to specific needs**

Train-the-trainer workshops and direct module delivery can also be combined with these services

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Hybrid Online Modules Would Maintain the Same Learning Goals As the Current Modules While Offering Users Greater Flexibility Around Geography and Time

Overview of Online Module Delivery

Intro Session — **Initial session to establish rapport and set objectives (possibly delivered in-person)**

Session One

Session Two

Session...

- **Online readings, videos, webinars, and discussion board postings accessed through virtual learning environment**
- **In-person group activities and discussion completed in school teams**
- **Can include differentiated training to meet participant needs**

Final Session — **Submission of capstone project (designed to be applicable in local school environment)**

Follow Up — **Access to content and peer users, dialogue with facilitator online, 6-month check in**

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Below Is a Screenshot of a Sample Online Learning Environment

A Leadership Learning Network Will Offer Members Online and Offline Ways to Leverage National Resources Against Local Issues and to Stay Connected With Peers

Illustrative Screenshot of Leadership Network

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LCLP Leadership Network

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Join the Netwo
Contact

| Member Login | Topics | Resources | Discussions | Events |

Resources & Discussions for

State DOE Staff
District Staff
Current Principals
Aspiring Principals
Universities / Academies
Teacher Leaders
Module Trainers

Resources & Discussions about

Policies, Standards, Conditions
Leadership Training Re-Design
Leadership Certification
District-University Partnerships

About
The LCLP Leadership Networks is a national community of practice focused on fostering effective instructional leadership

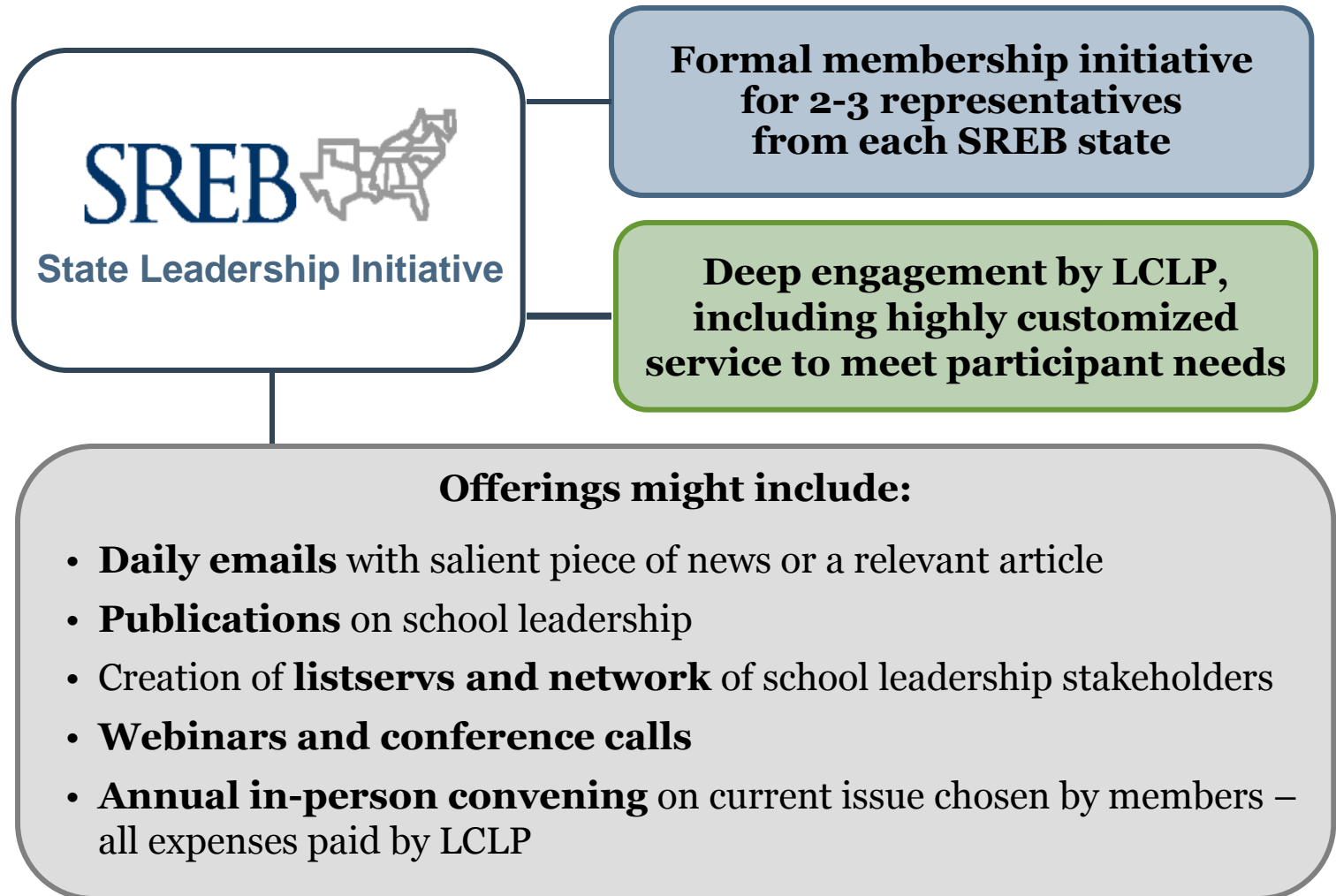### Latest News & Events

Watch a recording of last week's **webinar on internship programs**

Register for a **conference call** on April 23rd to hear about Arkansas' experience with **leadership redesign**

Read our latest **benchmarking report** on SREB member state progress on leadership

Tell us which topics we should explore in our next **topical research report**

LCLP May Also Establish a State Leadership Initiative, Providing a Formal Structure Through Which Members Can Pursue a Shared School Leadership Agenda

SREB State Leadership Initiative

Formal membership initiative for 2-3 representatives from each SREB state

Deep engagement by LCLP, including highly customized service to meet participant needs

Offerings might include:

- **Daily emails** with salient piece of news or a relevant article
- **Publications** on school leadership
- Creation of **listservs and network** of school leadership stakeholders
- **Webinars and conference calls**
- **Annual in-person convening** on current issue chosen by members – all expenses paid by LCLP

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A Few Questions To Consider...

1. **What are your overall reactions to the evolving LCLP opportunities that we've discussed?**

    –   **Expanded Consulting Services**

    –   **Hybrid Online Modules**

    –   **Field-building Communities of Practice**

2. **Within the field-building area, what are your reactions to the two models presented?**

3. **Are there any critical needs around school leadership that are not addressed in this evolving vision for LCLP's future?**

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